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: 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

_____   9/12/24
Principal Signature, William Pitcock   Date

_____   9/11/24
Superintendent Signature, Dr. Nikki Woodson   Date

_____   9/11/2024
School Board President Signature, Bill Turner   Date

Table of Contents
Items in italics meet Title 1 Schoolwide requirements

<div align="center">**Purpose and Direction**</div>

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

<div align="center">**School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)**</div>

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 24, 2024
September 25, 2024

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 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 6th 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 meetings	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
2023-2024	362	2
2022-2023	248	0

2021-2022	252	1

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
6	88	102	120
7	86	84	134
8	79	62	110

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	2	5	5
Black	198	160	229
Hispanic	30	62	80
Multi-Racial	9	2	16
White	14	19	34
Female	94	84	143
Male	159	164	221
IEP - Yes	73	89	85
IEP - No	180	159	279

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.0%	0.0%	0.0%
Asian	3.9%	5.4%	4.2%
Black	45.2%	42.6%	44.6%
Hispanic	26.6%	28.8%	27.8%
Multi-Racial	8.0%	6.4%	5.5%
White	16.2%	16.7%	17.7%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free/Reduced Lunch	63.7%	70.5%	71.1%
Paid Lunch	36.3%	29.5%	28.9%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	91.8%	93.3%	94.9%
Number of Unexcused Absences	7,774.0	6468.0	4821.5

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	25%	17%	13%	16%	61%	33%	6%	2%	15%
22-23	24%	17%	8%	14%	64%	23%	2%	2%	12%
21-22	28%	20%	13%	16%	71%	33%	8%	1%	16%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
6	27%	27%	23%
7	22%	25%	23%
8	23%	33%	29%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	22%	13%	20%	14%	61%	20%	6%	3%	13%
22-23	16%	8%	5%	6%	55%	10%	2%	1%	6%
21-22	16%	8%	9%	8%	51%	20%	6%	0%	7%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024

6	20%	16%	24%
7	14%	17%	26%
8	13%	15%	17%

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 will have monthly meetings to discuss restorative practices.	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	Teachers will need to accurately track attendance in their classrooms. Social Worker, Attendance Secretary, Dean and Counselor will track attendance. Attendance Secretary will call families after 2nd consecutive family call-in After 2 consecutive early pick-ups or 5 in a quarter, parent contact will be made. Parent communication at 2rd unexcused absence in a row	Students that are chronically absent - we need to find a way to re-engage the student and family to get them in school. Counselors and Administrators will be the first call of contact, Social Worker will make contact in habitual cases.	ParentSquare contact to each parent when student is absent. Letters from from our Social Worker early on MTSS Grade Level meetings once a month will focus on attendance

	Attendance Letters are sent each Thursday Letters for tardies at 4, 6, 8, 10, and 12 are auto-generated by Skyward		
Student Achievement	Student achievement data was mixed from this past year. ELA was up only 1.2% and math was up 6.8%.	We need to increase the percent proficiency on our ILEARN Assessment. We will have to take deep data dives into ILEARN Checkpoints OTUS Data will be used to drive instruction in PLCs	Differentiation: Ensuring class content is accessible to all students and small group instruction in class DOK levels of Writing must be examined and Writing must happen in every class. Reading non-fiction texts three times with three specific strategies will be done in all classes
School Culture and Climate	Staff Culture - Staff culture and climate is strong. Recent Panorama data shows that Westlane is mixed Students - as of 2023 - 86% of students have a trusted adult in the building.	As part of culture questions in all three surveys, how students treat and interact with each other is rated lower than other questions.	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.
Staff Quality/Professional Development	Teachers are willing to embrace coaching and Professional Development. This is evident in classroom observation in trying new things.	Planning for Long Term and Short term is an area of growth for our newer staff. Literacy in the Curriculum is going to	Planning Writing and Reading in all subjects

	Coaches are strong and work well with staff	be our main focus for the year.	
Curriculum, Instruction, Assessment	Pacing guides are present for every subject Strong AVID program	Need to make sure that the CFAs from OTUS for Math and ELA are used and examined by subgroup ILEARN Scores need to improve in both proficiency and growth	Small Group Instruction Writing and Reading in all subjects We must have a set protocol for data analysis = **1. Set the Stage (5-10 minutes)** **Objective:** Clearly define the purpose of the meeting. For example, identify strengths, areas for improvement, and strategies to support student growth. **Materials:** Ensure that all necessary data (assessment scores, student work samples, etc.) is available, along with any relevant standards or benchmarks. **2. Review Data (10-15 minutes)** **Individual Review:** Allow teachers a few minutes to independently review the data, highlighting patterns, trends, and any outliers. **Group Sharing:** Discuss observations in a round-robin style to

			ensure all voices are heard. Teachers should identify trends, strengths, and areas of concern.
			3. Analyze Data (15-20 minutes)
			Identify Patterns: Collaboratively look for patterns across the data. Are there particular standards or skills where students are excelling or struggling?
			Root Cause Analysis: Discuss possible reasons behind the data trends. Consider instructional strategies, student engagement, curriculum alignment, etc.
			4. Set Goals and Develop Action Plans (15-20 minutes)
			SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound goals based on the data analysis.
			Action Steps: Determine actionable strategies and interventions to address the identified needs. Assign responsibilities and set

			timelines for implementation. **5. Reflection and Next Steps (5-10 minutes)** **Reflection:** Reflect on the process—what worked well, and what could be improved for the next data meeting? **Next Steps:** Outline the next steps, including follow-up meetings to review progress and adjust strategies as needed. **6. Documentation** **Record Keeping:** Keep detailed notes of the discussion, goals set, and action steps. This ensures accountability and provides a reference for future meetings. **7. Follow-Up** **Progress Monitoring:** Schedule follow-up meetings to review the impact of the interventions and adjust plans based on ongoing data.
Family and Community Involvement	Over 34% of Parents participated in our Survey	We need to have a higher percentage of parents involved in	Increasing the amount of teacher-family contact: all staff will

		academic activities and PTO	make positive calls home to their Advisory the start of the year
	Language Support is strong		
		Communicating with parents in general on the phone is an area in which we can grow.	Giving support to teachers to contact home through phone calls.
		Putting out communication in English and Spanish is Key - begin looking at Haitian Creole as well	
Technology	We have gone with a cart model for computers upon finding that the reliance on technology was becoming superfluous	We need to make sure we are using technology to enhance instruction	With computers staying in the rooms, computers need to be used to enhance curriculum and instruction, not used to fill time.
Access and Opportunity	Parent Involvement/PTO Opportunities School Based Communication Access to Social Worker, School Counselor, and Student Support Team No gatekeeping to high school and honors curriculum if a student or family wants access	Access to more after school learning and/or enrichment opportunities beyond athletics More volunteer opportunities for families Increased School Attendance	Promotion of PTO involvement for diverse perspectives Support fall, winter and spring after school clubs Attendance goals to increase school attendance Calling parents when a student has been absent for 2 consecutive absences

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 | **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.

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.

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%.

Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy
Reading: Improve academic proficiency for all subgroups, Asian - 71.7%, Black - 60.5%, Hispanic - 51.6%, White - 91.1%, Multi-Racial - 71.7%, SPED - 28.2%, ELL - 21.1%

Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math
Math: Improve academic proficiency for all subgroups, Asian - 63.8%, Black - 47.9%, Hispanic - 51.0%, White - 88.9%, Multi-Racial - 71.2%, SPED - 20.9%, ELL - 16.0%

Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency

ELA: Improve academic proficiency for all subgroups, Asian - 40.1%, Black - 19.3%, Hispanic - 19.3%, White - 64.7%, Multi-Racial - 34.8%, SPED - 7.3%, ELL - 6.7%

Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency

Math: Improve academic proficiency for all subgroups, Asian - 40.1%, Black - 19.3%, Hispanic - 19.3%, White - 64.7%, Multi-Racial - 34.8%, SPED - 7.3%, ELL - 6.7% |
|---|---|
| 2 | **Priority 2 - Hiring & Retention of a High Quality & Diverse Staff** – Advance a District culture that values and affirms diversity

Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations. |
| 3 | **Priority 3 - Partnerships** - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.

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. |

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	**Supplemental 1 - Attendance - *Improve Overall Attendance Rate***: *Increase the school's average daily attendance rate by 3%* ## Strategies 1. **Track Attendance Data**: ○ Implement a system to monitor and analyze attendance data regularly. ○ Identify patterns and trends in absenteeism to address specific issues. 2. **Early Intervention**: ○ Identify and support students at risk of chronic absenteeism. ○ Establish a team to reach out to these students and their families to understand and address barriers to attendance. 3. **Positive Reinforcement**: ○ Develop an incentive program for students with good attendance records, such as recognition in assemblies, certificates, or small rewards. ○ Celebrate classrooms or grade levels with the highest attendance rates. 4. **Engage Parents and Guardians**: ○ Regularly communicate the importance of attendance to parents through newsletters, meetings, and social media. 5. **Build Strong Relationships**: ○ Encourage teachers and staff to build strong, positive relationships with students to make them feel valued and connected to the school community. ○ Implement mentorship programs where students are paired with staff or older students. 6. **Address Barriers**: ○ Identify and address common barriers to attendance, such as transportation issues, health problems, or family obligations. 7. **Create a Positive School Culture**: ○ Foster a welcoming and inclusive school environment where students feel safe and respected. ○ Implement programs that promote social-emotional learning and conflict resolution. 8. **Engage Students**: ○ Offer a variety of extracurricular activities, clubs, and sports to increase student engagement and connection to the school. ○ Incorporate student interests and voices in school decisions and activities.

Cultural Competency

Westlane Middle School will focus on proactive discipline, cultural responsivity, 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

<table>
<tr><th colspan="17">Equitable Achievement Goal 1B</th></tr>
<tr><td colspan="17"><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></td></tr>
<tr><th rowspan="2">School Data</th><th colspan="2">Asian</th><th colspan="2">Black</th><th colspan="2">Hispanic</th><th colspan="2">White</th><th colspan="2">Multi-Racial</th><th colspan="2">SPED</th><th colspan="2">ELL</th><th colspan="2">All</th></tr>
<tr><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th><th>Goal</th><th>Result</th></tr>
<tr><td>18-19 (BL)</td><td colspan="2">1</td><td colspan="2">473</td><td colspan="2">51</td><td colspan="2">23</td><td colspan="2">42</td><td colspan="2">173</td><td colspan="2">26</td><td colspan="2">590</td></tr>
<tr><td>20-21</td><td>1</td><td>0</td><td>449</td><td>7</td><td>48</td><td>0</td><td>22</td><td>0</td><td>40</td><td>0</td><td>164</td><td>4</td><td>25</td><td>0</td><td>561</td><td>7</td></tr>
<tr><td>21-22</td><td>1</td><td style="background:green">0</td><td>427</td><td style="background:green">327</td><td>46</td><td style="background:green">35</td><td>21</td><td style="background:green">10</td><td>38</td><td style="background:green">30</td><td>156</td><td style="background:red">165</td><td>23</td><td style="background:green">23</td><td>532</td><td style="background:green">403</td></tr>
<tr><td>22-23</td><td>1</td><td style="background:red">4</td><td>406</td><td style="background:green">269</td><td>44</td><td style="background:red">54</td><td>20</td><td style="background:red">28</td><td>36</td><td style="background:green">9</td><td>148</td><td style="background:red">166</td><td>22</td><td style="background:red">45</td><td>506</td><td style="background:green">364</td></tr>
<tr><td>23-24</td><td>1</td><td style="background:green">0</td><td>385</td><td style="background:green">320</td><td>42</td><td style="background:yellow">50</td><td>19</td><td style="background:red">31</td><td>34</td><td style="background:green">16</td><td>141</td><td style="background:green">135</td><td>21</td><td style="background:yellow">35</td><td>481</td><td style="background:green">417</td></tr>
<tr><td>24-25</td><td>1</td><td></td><td>366</td><td></td><td>39</td><td></td><td>18</td><td></td><td>32</td><td></td><td>134</td><td></td><td>20</td><td></td><td>457</td><td></td></tr>
<tr><td>25-26</td><td>1</td><td></td><td>348</td><td></td><td>37</td><td></td><td>17</td><td></td><td>31</td><td></td><td>127</td><td></td><td>19</td><td></td><td>434</td><td></td></tr>
<tr><td>26-27</td><td>1</td><td></td><td>330</td><td></td><td>36</td><td></td><td>16</td><td></td><td>29</td><td></td><td>121</td><td></td><td>18</td><td></td><td>412</td><td></td></tr>
<tr><td colspan="17"><i><mark style="background:green">Green</mark> = Benchmark Goal Met, <mark style="background:yellow">Yellow</mark> = Progress Toward Benchmark Goal, <mark style="background:red">Red</mark> = No Progress Toward Benchmark Goal</i></td></tr>
<tr><td colspan="17"><i>NOTE:</i> <i>SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts</i></td></tr>
</table>

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: 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
TOP 11 - Strategies to use to address disruptive and disrespectful behavior. 1. Non-verbal cues 2. Teacher Proximity 3. Verbal Cues 4. Moving Seat 5. TAB-IN 6. Office Errand 7. TAB-OUT 8. Student-Teacher Conference 9. Phone Call Home 10. Counselor Referral 11. Team Conference with Administrators	Knowing how and where to TAB-IN and TAB-OUT Facilitating phone calls home Using Specific Language to direct students	All year Administrators will provide PD monthly on restorative practices	Great 8 Referral data examined monthly We will continue to examine data in referral Individual coaching sessions will be given to those teachers with high numbers of referrals Elevate Walkthrough Data in individual domains

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 Elevate Walkthrough Data in individual domains
We will have the following restorative practices before and after suspensions: Here are some strategies you can implement before and after a suspension to support the student and foster a positive school environment: **Before Suspension:** **Conflict Resolution Meetings:** Arrange a meeting involving the student, the affected parties, and a neutral mediator to discuss the incident, its impact, and potential resolutions. The goal is to help the student understand the consequences of their actions and explore ways to make amends. **Restorative Conversations:** Have a one-on-one conversation with the	We will need to have PD on the before suspension monthly in our Monthly Calendar/Culture meetings. Admin will lead these with teacher leaders.	These meetings will happen monthly throughout with staff and individually coached.	We will know if these strategies are successful if the rates of second suspensions are down and if we can lower initial suspension rates. Elevate Walkthrough Data in individual domains

student to understand their perspective, identify any underlying issues, and discuss how their behavior affects others. This can help in developing a plan for improvement and understanding the importance of their actions. **Behavioral Contracts:** Create a behavioral contract outlining the expectations for the student's behavior moving forward. Include specific goals and actions that the student agrees to follow, along with support and resources available to them. **Support Plans:** Develop a support plan that addresses any personal, social, or academic issues contributing to the behavior. This might include counseling, mentorship, or academic support. **Restorative Circles:** Use restorative circles to bring together students, staff, and other stakeholders to discuss the issue openly and collaboratively, aiming to repair harm and build understanding. ## After Suspension: **Reintegration Meetings:** Hold a reintegration			

meeting with the student, their family, and school staff to discuss the suspension, review the student's behavioral contract, and set clear expectations for their return. For any suspension over three days, the student will spend the last day of suspension in ISI to get work done, talk to counselor, and have a reintegration meeting. During suspension, WL Admin will meet with family. **Peer Mediation:** Facilitate peer mediation sessions where the student can work through any ongoing issues with their peers in a structured and supportive environment. **Restorative Circles:** Conduct a restorative circle involving the student, their peers, and staff to address any lingering issues and facilitate healing. This helps rebuild relationships and encourages mutual understanding. **Academic and Emotional Support:** Provide academic support to help the student catch up on missed work and offer emotional or psychological support to address any underlying issues. This can include tutoring, counseling, or mentoring.			

Community Service or Reparative Activities: Engage the student in community service or reparative activities that align with their interests and contribute positively to the school community. This can help them feel more connected and responsible. **Positive Reinforcement:** Recognize and reinforce positive behavior and improvements in the student's conduct. Provide encouragement and celebrate their efforts to reengage with the school community.			
We will work on de-escalation with our students and staff **Here are the top 5 de-escalation tips specifically tailored for our students** **Stay Calm and Use a Neutral Tone:** Your demeanor sets the tone for the interaction. Stay calm, speak softly, and use neutral language. **Give the Student Space** If a	CPI De-escalation Strategies	Ongoing	Great 8 Referral data examined monthly Elevate Walkthrough Data in individual domains

student is agitated, allow them some physical space. Crowding a student can make them feel threatened and more likely to escalate their behavior. **Listen Actively** Allow the student to express their feelings without interruption. Show that you are listening by nodding or using brief verbal acknowledgments. **Offer Choices** Providing choices gives the student a sense of control and can help redirect their behavior. For example, you might say, "Would you like to take a few minutes to cool down here, or would you prefer to talk about this later?" Offering choices can prevent the situation from feeling confrontational. **Redirect to Positive Behavior** Focus on what the			

student can do to resolve the situation positively. For example, instead of saying, "Stop yelling," you might say, "Let's try to talk about this calmly."			

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

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%	48.4%	55.6%	47.6%	49.5%	41.5%	88.8%	84.2%	64.1%	77.1%	24.2%	15.6%	19.8%	20.9%
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%	

Equitable Achievement Goal 1C - Reading

By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.

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%	13.3%	16.0%	17.2%	15.8%	15.8%	60.6%	60.9%	29.9%	32.5%	5.7%	4.6%	5.0%	1.9%
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 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: Intentional Vocabulary Instruction - Focusing on intentional vocabulary instruction is essential for enhancing students' reading comprehension and overall academic success. By systematically teaching and reinforcing key vocabulary across subjects, we can bridge language gaps, support content learning, and empower students with the language skills necessary for critical thinking and effective communication.

Action Steps	Required Resources/PD	Timeline	Evidence
Selection of Schoolwide words - selected from an analysis of all the Indiana State Standards. Teachers will then select the high-value content words in their subject.	Analysis on all Indiana Standards List of words	1st month of school in Staff meeting and PLCs	PLC Notes

Westlane School Wide Academic Vocabulary

Analyze	Compare	Contrast	Describe	Evaluate
Explain	Identify	Infer	Summarize	Justify
Predict	Interpret	Construct	Demonstrate	Discuss
Classify	Formulate	Illustrate	Synthesize	Critique

Action Steps	Required Resources/PD	Timeline	Evidence
Introduction of New Words **Contextual Introduction**: Introduce new words within the context of a story, article, or discussion. This helps students see how the word is used naturally. **Pronunciation and Spelling**: Say the word aloud and have students repeat it. Write it on the board and discuss any tricky spelling	DOK assessment vocabulary PD PD on interacting with the words and instruction on the Frayer Model PD on activities, word maps, and graphic organizers	September, October, November	Classroom observations PD Reflections Elevate Walkthrough Data in individual domains

patterns. **Explicit Instruction** **Provide Definitions**: Give a student-friendly definition of the word. **Example Sentences**: Show the word used in a sentence. Create multiple examples to demonstrate different contexts. **Non-Examples**: Sometimes it's helpful to show what the word does not mean to avoid misconceptions. **Engage Students in Activities with the Vocabulary** **Word Maps**: Have students create word maps that include the definition, synonyms, antonyms, and a picture representing the word. **Sentence Creation**: Ask students to create their own sentences using the new words. Encourage them to use the words in their writing assignments. **Discussion and Questions**: Engage students in discussions using the new vocabulary. Pose questions that require the use of the new words.			
Reinforcement and	Teachers will need to	Ongoing	PLC Notes

Practice **Games and Activities**: Use vocabulary games like word bingo, crossword puzzles, and word searches to make practice fun. **Regular Review**: Include the words in daily or weekly review sessions. Spiral review ensures that students retain the vocabulary over time. **Flashcards**: Encourage students to make and use flashcards for self-study. **Assessment** **Formative Assessment**: Use quick checks like exit tickets, quizzes, and oral questions to gauge understanding. **Summative Assessment**: Include vocabulary in larger assessments such as tests and writing assignments to evaluate long-term retention. **Encourage Independent Learning** **Reading**: Encourage students to read a variety of texts to encounter new vocabulary naturally. **Personal Vocabulary Journals**: Have students maintain a journal where they record new words they encounter, along with definitions and example	understand the reading comprehension process Know the AVID MUTT Strategies Academic Vocabulary Instruction		Binder Checks Exemplars shared in department and PLC Elevate Walkthrough Data in individual domains

sentences.			

Strategy: Academic discussions and listening skills to develop our students' critical thinking, clear articulation, and collaboration. By embedding structured dialogue and active listening practices into our curriculum, we aim to cultivate an educational environment that nurtures and enhances interpersonal communication skills.

Action Steps	Required Resources/PD	Timeline	Evidence
For Speaking Skills: **Class Discussions and Debates:** **Socratic Seminars and Philosophical Chairs** Socratic Seminars are structured discussion formats that encourage students to construct arguments, listen to opposing viewpoints, and respond thoughtfully. Philosophical Chairs is a structured classroom discussion strategy that encourages students to engage in critical thinking and dialogue by taking a position on a controversial issue, supporting their stance with evidence, and respectfully considering opposing viewpoints. **Debates:** Organize debates on relevant topics to encourage students to construct arguments, listen	Utilizing COLLABORATION strategies from WICOR AVID curriculum WIDA Can-Do Listening and Speaking descriptors Coaching sessions for discussion	August and September Introduction Deep PD for October and November/December	Classroom Observations PLC Plans for Discussion WIDA Data Elevate Walkthrough Data in individual domains

to opposing viewpoints, and respond thoughtfully. **Presentation Opportunities:** **Class Presentations:** Regularly assign projects that require students to present their findings or opinions to the class. **Multimedia Presentations:** Use tools like PowerPoint, video recordings, or podcasts to let students create and share their presentations. **Group Work and Collaboration:** **Collaborative Projects:** Encourage group projects that require communication and collaboration, allowing students to practice speaking in a team setting. **AVID Scholar Groups** are collaborative learning groups where students work together to deepen their understanding of academic content, develop problem-solving skills, and support each other in achieving academic success through structured inquiry and discussion.			

Role-Playing and Simulations: **Role-Playing Activities:** Use role-playing scenarios to practice real-life situations, such as interviews, negotiations, or historical reenactments. **Simulations:** Implement simulations that require students to engage in dialogue and problem-solving in a controlled environment. **Language Games and Activities:** **Vocabulary Games:** Use games like "Taboo" or "Pictionary" to make learning new words fun and engaging. **Improvisation Exercises:** Include improvisation games that encourage spontaneous speaking and creative thinking.			
For Listening Skills: **Active Listening Exercises:** **Listening Logs:** Have students keep logs of their listening experiences, noting key points and reflecting on the content.	Utilizing COLLABORATION strategies from WICOR AVID curriculum WIDA Can-Do Listening and Speaking descriptors	August and September Introduction Deep PD for October and November/December	Classroom Observations PLC Plans for Discussion WIDA Data Elevate Walkthrough Data in individual domains

Summarization Activities: Ask students to summarize what they've heard, either orally or in writing, to ensure comprehension. **Interactive Listening Activities:** **Interactive Read-Alouds:** Conduct read-aloud sessions where students actively listen and participate in discussions about the text. **Listening Stations:** Set up listening stations with audio recordings or podcasts related to the curriculum, followed by comprehension questions. **Collaborative Learning:** **Think-Pair-Share:** Use the Think-Pair-Share strategy to encourage students to listen to their partners before sharing their thoughts with the class. **Jigsaw Activities:** Implement jigsaw activities where students must listen to their peers to complete a task or project. **Technology Integration:** **Educational Apps and Podcasts:** Use apps and podcasts designed to improve listening skills, providing students with diverse audio content. **Interactive Videos:** Incorporate interactive	Coaching sessions for discussion		

videos where students must answer questions or complete tasks based on what they hear. **Questioning Techniques:** **Higher-Order Questions:** Ask open-ended questions that require students to think critically and respond thoughtfully. **Clarification Questions:** Teach students to ask clarifying questions to ensure they understand the speaker's message.			

Strategy: integrated reading and writing with an emphasis on evidence-based practices is pivotal for enhancing students' literacy skills and their ability to think critically. By intertwining reading and writing tasks, we can provide students with continuous opportunities to analyze texts, synthesize information, and articulate their understandings in writing, grounding their learning in real-world contexts. This approach will not only boost academic performance but also equip students with the critical literacy skills needed for success in further education and beyond.

Action Steps	Required Resources/PD	Timeline	Evidence
Reading Strategies **Literature Circles**: Organize small, student-led discussion groups where each student has a role (e.g., summarizer, questioner, connector) to discuss a common book. **AVID Critical Reading Process** is a method that guides students through a	Literacy standards in individual standards Coaching understanding and training of smarter balance rubric Reading comprehension strategies Writing Activities based off of reading	Ongoing through year	PLC Notes ILEARN Checkpoints Formative and summative assessed writings Writings with rubric scores Elevate Walkthrough Data in individual domains

series of strategies to engage deeply with texts, including pre-reading, reading multiple times, and post-reading activities. This process helps students analyze, question, and interpret complex texts, ultimately improving their comprehension and critical thinking skills. **Vocabulary Development**: Incorporate vocabulary instruction into daily lessons. Use techniques such as word maps, context clues, and root analysis. **Graphic Organizers**: Use graphic organizers like story maps, Venn diagrams, and cause-and-effect charts to help students organize their thoughts and better understand texts. ## Writing Strategies Teaching the MSDWT Ilearn Rubric **Writing Workshops**: Implement writing workshops where students have time to write, share their work, and receive feedback from peers and teachers.			

Daily Writing Practice: Encourage daily writing through journals, response logs, or free writing sessions to build fluency and comfort with writing. **Process Writing Approach**: Teach the stages of writing (prewriting, drafting, revising, editing, publishing) to help students understand that writing is a process. **Mentor Texts**: Use mentor texts (exemplary pieces of writing) to show students various writing techniques and styles. Discuss what makes these texts effective. **Peer Review and Collaboration**: Encourage students to collaborate on writing projects and provide constructive feedback to each other. **Writing Across the Curriculum**: Integrate writing assignments into all subject areas to emphasize the importance of writing in all disciplines.			

Integrative Strategies			
Project-Based Learning: Use project-based learning (PBL) to integrate reading and writing with real-world tasks. This approach promotes critical thinking and problem-solving. **Cross-Disciplinary Themes**: Design units around themes that span multiple subjects, allowing students to read and write about topics from different perspectives. **Technology Integration**: Utilize digital tools and platforms for reading and writing activities, such as blogs, e-books, and interactive writing programs. **Reading and Writing Conferences**: Hold individual or small group conferences to provide personalized feedback and support for reading and writing skills. **Parent and Community Involvement**: Engage parents and the community in literacy activities, such as reading			

nights, writing contests, and author visits, to create a supportive literacy environment. **AVID Focused Notes** AVID Focused Notes is a structured note-taking strategy designed to help students actively engage with, process, and retain information. This method emphasizes a five-phase process: taking notes, processing the notes, connecting thinking, summarizing, and applying learning. The process begins with creating organized, purposeful notes during class, which are then reviewed and refined to highlight key points and ideas. Students are encouraged to ask questions, make connections, and think critically about the content. Summarizing the information helps reinforce understanding, while applying the learning solidifies retention. Focused Notes are not just about writing down what the teacher says but about transforming information into meaningful, personalized knowledge.			

This strategy supports higher-order thinking skills, helping students develop habits that contribute to academic success across all subjects.			

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

<table>
<tr><td colspan="15" align="center">Equitable Achievement Goal 1C - Math</td></tr>
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<tr><td colspan="15"><i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i></td></tr>
<tr><td colspan="15">NOTE: <i>SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts</i></td></tr>
</table>

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%	20.0%	16.0%	12.9%	15.8%	14.3%	60.6%	60.9%	29.9%	20.0%	5.7%	4.7%	5.0%	3.8%
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 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: Intentional Vocabulary Instruction - Focusing on intentional vocabulary instruction is essential for enhancing students' Math skills. . By systematically teaching and reinforcing key vocabulary across subjects, we can bridge language gaps, support content learning, and empower students with the language skills necessary for critical thinking and effective communication.

Action Steps	Required Resources/PD	Timeline	Evidence
Selection of Schoolwide words - selected from an analysis of all the Indiana State Standards. Teachers will then select the high-value content words in their subject.	Analysis on all Indiana Standards List of words	1st month of school in Staff meeting and PLCs	PLC Notes

Analyze	**Compare**	**Contrast**	**Describe**	**Evaluate**
Explain	**Identify**	**Infer**	**Summarize**	**Justify**
Predict	**Interpret**	**Construct**	**Demonstrate**	**Discuss**
Classify	**Formulate**	**Illustrate**	**Synthesize**	**Critique**

Action Steps	Required Resources/PD	Timeline	Evidence
Introduction of New Words **Contextual Introduction**: Introduce new words within the context of a story, article, or discussion. This helps students see how the word is used naturally. **Pronunciation and Spelling**: Say the word aloud and have students repeat it. Write it on the board and discuss any tricky spelling patterns.	DOK assessment vocabulary PD PD on interacting with the words and instruction on the Frayer Model PD on activities, word maps, and graphic organizers	September, October, November	Classroom observations PD Reflections Elevate Walkthrough Data in individual domains

Explicit Instruction **Provide Definitions**: Give a student-friendly definition of the word. **Example Sentences**: Show the word used in a sentence. Create multiple examples to demonstrate different contexts. **Non-Examples**: Sometimes it's helpful to show what the word does not mean to avoid misconceptions. **Engage Students in Activities** **Word Maps**: Have students create word maps that include the definition, synonyms, antonyms, and a picture representing the word. **Sentence Creation**: Ask students to create their own sentences using the new words. Encourage them to use the words in their writing assignments. **Discussion and Questions**: Engage students in discussions using the new vocabulary. Pose questions that require the use of the new words.			
Reinforcement and Practice **Games and Activities**: Use	Teachers will need to understand the reading comprehension	Ongoing	PLC Notes Binder Checks

vocabulary games like word bingo, crossword puzzles, and word searches to make practice fun. **Regular Review**: Include the words in daily or weekly review sessions. Spiral review ensures that students retain the vocabulary over time. **Flashcards**: Encourage students to make and use flashcards for self-study. ## Assessment **Formative Assessment**: Use quick checks like exit tickets, quizzes, and oral questions to gauge understanding. **Summative Assessment**: Include vocabulary in larger assessments such as tests and writing assignments to evaluate long-term retention. ## Encourage Independent Learning **Reading**: Encourage students to read a variety of texts to encounter new vocabulary naturally. **Personal Vocabulary Journals**: Have students maintain a journal where they record new words they encounter, along with definitions and example sentences.	process Know the AVID MUTT Strategies Academic Vocabulary Instruction		Exemplars shared in department and PLC Elevate Walkthrough Data in individual domains

Strategy: Academic discussions and listening skills are crucial for developing our students' mathematical reasoning, clear articulation of mathematical ideas, and collaborative problem-solving abilities. By embedding structured mathematical dialogue and active listening practices into our math curriculum, we aim to cultivate an educational environment that nurtures and enhances students' abilities to communicate mathematical concepts, reason through complex problems together, and collaborate effectively in solving them.

Action Steps	Required Resources/PD	Timeline	Evidence
For Speaking Skills: **Class Discussions and Debates:** **Socratic Seminars and Philosophical Chairs** Socratic Seminars are structured discussion formats that encourage students to construct arguments, listen to opposing viewpoints, and respond thoughtfully. Philosophical Chairs is a structured classroom discussion strategy that encourages students to engage in critical thinking and dialogue by taking a position on a controversial issue, supporting their stance with evidence, and respectfully considering opposing viewpoints. **Debates:** Organize debates on relevant topics to encourage students to construct arguments, listen	Utilizing COLLABORATION strategies from WICOR AVID curriculum WIDA Can-Do Listening and Speaking descriptors Coaching sessions for discussion	August and September Introduction Deep PD for October and November/December	Classroom Observations PLC Plans for Discussion WIDA Data Elevate Walkthrough Data in individual domains

to opposing viewpoints, and respond thoughtfully. **Presentation Opportunities:** **Class Presentations:** Regularly assign projects that require students to present their findings or opinions to the class. **Multimedia Presentations:** Use tools like PowerPoint, video recordings, or podcasts to let students create and share their presentations. **Group Work and Collaboration:** **Collaborative Projects:** Encourage group projects that require communication and collaboration, allowing students to practice speaking in a team setting. **Peer Teaching:** Assign students to teach a concept to their peers, fostering both understanding and communication skills. **Role-Playing and Simulations:** **Role-Playing Activities:** Use role-playing scenarios to practice real-life situations, such as interviews,			

negotiations, or historical reenactments. **Simulations:** Implement simulations that require students to engage in dialogue and problem-solving in a controlled environment. **Language Games and Activities:** **Vocabulary Games:** Use games like "Taboo" or "Pictionary" to make learning new words fun and engaging. **Improvisation Exercises:** Include improvisation games that encourage spontaneous speaking and creative thinking.			
For Listening Skills: **Active Listening Exercises:** **Listening Logs:** Have students keep logs of their listening experiences, noting key points and reflecting on the content. **Summarization Activities:** Ask students to summarize what they've heard, either orally or in writing, to ensure comprehension. **Interactive Listening**	Utilizing COLLABORATION strategies from WICOR AVID curriculum WIDA Can-Do Listening and Speaking descriptors Coaching sessions for discussion	August and September Introduction Deep PD for October and November/December	Classroom Observations PLC Plans for Discussion WIDA Data Elevate Walkthrough Data in individual domains

Activities: **Interactive Read-Alouds:** Conduct read-aloud sessions where students actively listen and participate in discussions about the text. **Listening Stations:** Set up listening stations with audio recordings or podcasts related to the curriculum, followed by comprehension questions. **Collaborative Learning:** **Think-Pair-Share:** Use the Think-Pair-Share strategy to encourage students to listen to their partners before sharing their thoughts with the class. **AVID Scholar Groups** are collaborative learning groups where students work together to deepen their understanding of academic content, develop problem-solving skills, and support each other in achieving academic success through structured inquiry and discussion. **Technology Integration:** **Educational Apps and Podcasts:** Use apps and podcasts designed to improve listening skills, providing students with diverse audio content. **Interactive Videos:** Incorporate interactive videos where students must			

answer questions or complete tasks based on what they hear.

Questioning Techniques:

Higher-Order Questions: Ask open-ended questions that require students to think critically and respond thoughtfully.

Clarification Questions: Teach students to ask clarifying questions to ensure they understand the speaker's message.

Strategy: Integrating mathematical reading and writing with an emphasis on evidence-based practices is pivotal for enhancing students' mathematical literacy and critical thinking skills. By intertwining problem-solving tasks with opportunities to read, interpret, and write about mathematical concepts, we can provide students with continuous opportunities to analyze problems, synthesize mathematical information, and articulate their understanding in writing. This approach grounds their learning in real-world contexts, making mathematics more relevant and accessible. It will not only boost academic performance in mathematics but also equip students with the critical thinking and problem-solving skills needed for success in further education and beyond.

Action Steps	Required Resources/PD	Timeline	Evidence
Math Journals: Encourage students to maintain math journals where they can write reflections on problem-solving processes, explain their reasoning, and summarize what they have learned from each lesson.	Understanding our content standards. How to give feedback Academic vocabulary instruction	Ongoing	OTUS PLC meeting notes (Instructional Effectiveness Form ; WIDA Can-Do Descriptors Framework) Bringing exemplars to PLC meetings

This helps in articulating their thought process and identifying areas where they may need further clarification. **Word Problems with Real-World Contexts:** Present word problems that are grounded in real-world scenarios. After solving, ask students to write about the mathematical concepts they used and how these concepts apply to the real world. This encourages students to connect abstract math to everyday life. **Reading Mathematical Texts:** Incorporate reading assignments that include mathematical concepts, such as articles, case studies, or excerpts from textbooks. Students can then be asked to summarize the main ideas or explain the mathematical reasoning in writing, reinforcing their understanding. **Math Vocabulary Development:** Create activities focused on building math-specific vocabulary. Have students write definitions, create	PD on AVID Application of Mathematical Process		Elevate Walkthrough Data in individual domains

examples, and use mathematical terms in sentences. This strengthens their ability to communicate mathematically.			
Problem-Solving Extended Response Assign tasks where students solve a real-world math problem with multiple concepts and then write an extended response explaining their approach, the steps they took, and the reasoning behind their solution. This deepens their understanding and enhances their ability to express mathematical concepts in writing.			
Peer Review and Collaborative Writing: Implement peer review sessions where students write solutions to problems and exchange them with classmates for feedback. Collaborative writing tasks can also be used to solve complex problems, with			

each student contributing a part of the solution process.			
Math Concept Mapping: Use concept mapping to help students visually organize and connect mathematical ideas. After creating the map, have students write a narrative explaining the relationships between concepts and how they apply to solving specific problems.			
Annotated Problem-Solving: Encourage students to annotate their problem-solving steps, writing brief explanations or justifications for each step they take. This helps students become more aware of their reasoning process and allows them to reflect on their approach.			
Exploratory Writing Prompts: Provide writing prompts that ask students to explore mathematical ideas, such as "What happens if we change this variable?" or "How does this formula apply to different situations?" This encourages deeper thinking			

and application of mathematical concepts. **Mathematical Debates:** Organize debates on mathematical concepts or the application of certain problem-solving strategies. After the debate, students can write reflective pieces on the arguments presented, further reinforcing their understanding through writing. **AVID Focused Notes** AVID Focused Notes is a structured note-taking strategy designed to help students actively engage with, process, and retain information. This method emphasizes a five-phase process: taking notes, processing the notes, connecting thinking, summarizing, and applying learning. The process begins with creating organized, purposeful notes during class, which are then reviewed and refined to highlight key points and ideas. Students are encouraged to ask questions, make connections, and think critically about the content. Summarizing the			

information helps reinforce understanding, while applying the learning solidifies retention. Focused Notes are not just about writing down what the teacher says but about transforming information into meaningful, personalized knowledge. This strategy supports higher-order thinking skills, helping students develop habits that contribute to academic success across all subjects.			

Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
By 2024-2025, improve the student attendance rate.		
	Goal	**Result**
2023-2024 (BL)	94.9%	███████████
2024-2025	97.0%	%
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies (List a maximum of three strategies. - more than 3 right now - we are working on narrowing down

Strategies

Track Attendance Data:

- ○ *Implement a system to monitor and analyze attendance data regularly.*
- ○ *Identify patterns and trends in absenteeism to address specific issues.*

Early Intervention:

- Identify and support students at risk of chronic absenteeism.
- Establish a team to reach out to these students and their families to understand and address barriers to attendance.

Positive Reinforcement:

- Develop an incentive program for students with good attendance records, such as recognition in assemblies, certificates, or small rewards.
- Celebrate classrooms or grade levels with the highest attendance rates.

Engage Parents and Guardians:

- Regularly communicate the importance of attendance to parents through newsletters, meetings, and social media.

Build Strong Relationships:

- Encourage teachers and staff to build strong, positive relationships with students to make them feel valued and connected to the school community.
- Implement mentorship programs where students are paired with staff or older students.

Address Barriers:

- Identify and address common barriers to attendance, such as transportation issues, health problems, or family obligations.

Create a Positive School Culture:

- Foster a welcoming and inclusive school environment where students feel safe and respected.
- Implement programs that promote social-emotional learning and conflict resolution.

Engage Students:

- Offer a variety of extracurricular activities, clubs, and sports to increase student engagement and connection to the school.
- Incorporate student interests and voices in school decisions and activities.

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

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
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%	4.5%
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

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.
- 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		
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.		
	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%	34.3%
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: Westlane Middle School will have a layered and thorough communication process with all stakeholders

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

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

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.

<u>Student Pledge</u>
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.

<u>Family/Parent Pledge</u>
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/Contracto 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.

<u>Promesa de los Empleados/Maestras</u>
Concuerdo 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 aprendimiento 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
Concuerdo 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
Concuerdo 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 School QAR Document

Link to PLC Instructional Evaluation Form

Link to IDOE CNA-SIP Template