



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

*In Accordance with Public Law 221*  
**School Improvement Plan**  
**2022-2023**



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

September 8, 2022

Principal Signature, William Pitcock

Date

9/14/22

Superintendent Signature, Dr. Nikki Woodson

Date

9.14.2022

School Board President Signature, Mrs. Tracey Horth Krueger

Date

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Items in italics meet Title 1 Schoolwide requirements

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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

### **PLC Leadership Team Meeting Dates**

April 26, 2022

May 10, 2022

June 7-8, 2022

### **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. However, if the parent is not available, the school must step in or other parents, volunteers and mentors must provide the support.

Our PTO reorganized this past year due to redistricting, the pandemic, and matriculation of former officers to high school. The PTO was organized primarily through emails and zoom meetings, and we had the highest turnouts in the past 5 years. Our parent participation in all meetings this past year has been higher because they have not been in-person. We plan on using a combination of these meetings from here on out because some parents cannot attend in-person meetings. Our hope is to have wider participation in these moving forward.

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 and acronyms of past School Improvement Plans.

**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 sports teams used this and several teachers used it for communication for their classes. In 2022-23, all teachers will use this to communicate what is going on in their classes on Mondays at 7:15 PM.
- Academic Information Nights – In 2022-23, we are going to try to have meetings each midterm and term to answer questions parents have about the school. We may divide this by team to shrink our focus. We are still working out many of the details.
- Family Math and Literacy Nights –We will look to use ESSER funds to reimagine these nights.

**Stakeholder Input Opportunities to Support Goals**

Stakeholder Input Name & Description	Who Participates	Timeline
Feedback from Wildcat Safari	Incoming 6 <sup>th</sup> graders and Families	August
Back to School Night	Parents, Students, and Families	August
Team and Individual Conferences	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**

- Westlane maintains a strong partnership with many universities. We host many student-teachers each year and hire them for open positions.
- 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
<b>2019-2020</b>	87	4
<b>2020-2021</b>	0	0
<b>2021-2022</b>	252	1

**Suspensions/Expulsions by Sub-Group**

	2019-2020	2020-2021	2021-2022
<b>American Indian</b>	0	0	0
<b>Asian</b>	0	0	2
<b>Black</b>	68	0	198
<b>Hispanic</b>	12	0	30
<b>Multi-Racial</b>	4	0	9
<b>White</b>	7	0	14
<b>Female</b>	32	0	94
<b>Male</b>	59	0	159
<b>IEP - Yes</b>	27	0	73
<b>IEP - No</b>	64	0	180

**Enrollment by Ethnicity**

	2019-20	2020-2021	2021-2022
<b>American Indian</b>	0.0%	0.0%	0.0%
<b>Asian</b>	3.0%	3.5%	3.9%
<b>Black</b>	44.9%	46.8%	45.2%
<b>Hispanic</b>	28.4%	27.5%	26.6%
<b>Multi-Racial</b>	6.8%	6.3%	8.0%
<b>White</b>	16.8%	15.9%	16.2%

**Enrollment by Free/Reduced/Paid Lunch**

	2019-2020	2020-2021	2021-2022
<b>Free/Reduced Lunch</b>	69.3%	60.9%	63.7%
<b>Paid Lunch</b>	30.7%	39.1%	36.3%

**Attendance**

	2019-2020	2020-2021	2021-2022
<b>Attendance Rate</b>	96.2%	89.2%	91.8%
<b>Number of Unexcused Absences</b>	3,207.0	14,468.0	7,774.0

**ILEARN English/Language Arts Achievement by Subgroup**

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
<b>21-22</b>	28%	20%	13%	16%	71%	33%	8%	1%	16
<b>20-21</b>	25%	17%	23%	16%	17%	37%	5%	1%	15%
<b>19-20</b>									
<b>18-19</b>	40%	30%	33%	28%	74%	50%	9%	0%	29%

**ILEARN Mathematics Achievement by Subgroup**

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
<b>21-22</b>	16%	8%	9%	8%	51%	20%	6%	0%	7%
<b>20-21</b>	13%	6%	16%	5%	48%	15%	1%	0%	5%
<b>19-20</b>									
<b>18-19</b>	31%	19%	50%	18%	70%	41%	6%	3%	18%

### Comprehensive Needs Assessment Summary

	<b>Summary of Strengths: What were the identified strengths?</b>	<b>Summary of Needs: What were the identified needs?</b>	<b>Priorities: What are the priorities for your school?</b>
<b>Demographics</b>	We have monthly meetings about Cultural Responsivity and our cultural biases.	Continued PD in bringing our equity work into the classroom.	Strengthening our student culture, creating affirming spaces, and establishing equitable recognition programs
<b>Attendance</b>	<p>Social Worker, Attendance Secretaries, Deans, and Counselors will track attendance.</p> <p>Parent communication at 2nd unexcused absence of quarter</p> <p>Home visits made at 5th per semester, 8th of year</p> <p>Letters for tardies at 5, 10, 15 and 20 are auto-generated by Skyward</p>	Students who are here have better academic data. Follow-up procedures will be implemented.	<p>ParentSquare contact to each parent when student is absent. Letters from our Social Worker early on</p> <p>Need to have incentives and make students feel welcome and wanted at school. SAFE Student Council will bring guidance to this work</p>
<b>Student Achievement</b>	Student achievement data was not strong from this past year, but had many factors leading to it. Data from NWEA will be analyzed at each test window.	Need to increase rate of growth and proficiency for math and reading indicated by NWEA from Spring to Spring	<p>Differentiation: Ensuring class content is accessible to all students</p> <p>Extra reading or math (intervention or resource) for all students below grade level in math and/or reading</p> <p>Utilizing Course-specific WICOR Strategies</p> <p>Focus on students close to proficiency (40th Percentile) of NWEA</p>
<b>School Culture and Climate</b>	Staff Culture - staff is ready for more togetherness and activity to bring us together as a staff.	Staff Culture - Need to make sure all staff members feel valued and an equal part of staff.	Staff Culture - increasing meeting time to increase collegiality and togetherness.

	<p>Panorama Data, though limited, does show some positive aspects.</p>	<p>Students: In Panorama Survey, only 63% of students have a trusted adult in the building</p>	<p>Celebrating student success with character/behavior: we will have quarterly student celebrations that seek to recognize all students</p> <p>Staff will devise ways to connect with students and give students a trusted adult in the building by establishing and maintaining relationships with our students.</p>
<p><b>Staff Quality/Professional Development</b></p>	<p>Professional Development for Staff will consist of WICOR training and CR work.</p> <p>We will continue to do CR walkthroughs</p> <p>PLC PD will occur in PLCs</p>	<p>We need to make sure the PD is taken into the classroom and practiced. We plan to do this through walk-throughs and evaluations.</p>	<p>WICOR</p> <p>Equity</p> <p>PLC</p>
<p><b>Curriculum, Instruction, Assessment</b></p>	<p>Strong World Language Department</p> <p>Teachers in Core Classes have selected critical standards</p> <p>Strong AVID program</p>	<p>Need to increase rate of growth and proficiency for math and reading indicated by NWEA from Spring to Spring</p> <p>ILEARN Scores need to improve in both proficiency and growth</p>	<p>Small Group Instruction</p> <p>Creation of Common Formative Assessments:</p> <p>Ensuring class content is accessible to all students</p> <p>Extra reading or math (intervention or resource) for all students below grade level in math and/or reading</p>
<p><b>Family and Community Involvement</b></p>	<p>PTO looks promising in size and participation.</p>	<p>We need to have a higher percentage of parents involved in academic activities and PTO</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>



			We will use ParentSquare, Parent Portal, and Westlane Homework Hotline as additional avenues of communication
<b>Technology</b>	One to one next year.  Entire staff is proficient with Online learning activities.	We need to make sure we are using technology to enhance instruction  Develop a comprehensive technology plan and policies	Continued education of staff on usage and curriculum integration, including use of Canvas, IXL, and NWEA  Consistent use of Diagnostic IXL

**Priority Goal Summary and Decision-Making Process**

The following is a summary of the goals encompassed in this plan for the 2022-23 school year. The details of each goal are available in the next section.

<b>Priority #</b>	<b>Goal Statement</b>
<b>1</b>	<p><b>Priority 1 Equitable Achievement</b> - 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>
<b>2</b>	<p><b><u>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</u></b> – 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>
<b>3</b>	<p><b><u>Priority 3 - Partnerships</u></b> - 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 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**

<b>Equitable Achievement Goal 1B</b>																
<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
<b>18-19 (BL)</b>	1		473		51		23		42		173		26		590	
<b>20-21</b>	1	0	449	7	48	0	22	0	40	0	164	4	25	0	561	7
<b>21-22</b>	1	0	427	327	46	35	21	10	38	30	156	165	23	23	532	403
<b>22-23</b>	1		406		44		20		36		148		22		506	
<b>23-24</b>	1		385		42		19		34		141		21		481	
<b>24-25</b>	1		366		39		18		32		134		20		457	
<b>25-26</b>	1		348		37		17		31		127		19		434	
<b>26-27</b>	1		330		36		16		29		121		18		412	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal																
<i><b>NOTE:</b> SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts</i>																

**Goal 1B: Action Plan for the 2022-2023 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 the above 10 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 - This will be a classroom referral – teachers will utilize the de-escalations strategies and the above 8 strategies to correct the student’s behavior. Option 2 – any disrespect that uses racial slurs, anti-LGBTQ+ slurs, or curses towards and at an adult will be an office referral to Mr. Allen. Language that is not affirming will not be tolerated here at Westlane.
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
Establish - Students will fill out an affinity checklist at the beginning of the year with 10-15 questions that tell teachers about themselves. This will be done in Advisory. As students enroll, we could have them fill out the sheet as well.	Develop a Google Sheet for each grade level  Train teachers how to view spreadsheet  Teachers would share their answers to students as well	Beginning of year and as students enroll	Referral count and ORID Meetings each 6 weeks  Affinity answers
Maintain - Review affinity checklists and set goals at each midterm in Advisory classes and each quarter/semester in Academic classes. Discussions of changes and growth are encouraged.	Training in discussions through Second Step Curriculum  Calendar and planning of discussion starters with teachers - finding connections	Each midterm and quarter monitoring discussions	Referral count and ORID Meetings each 6 weeks  Affinity answers

<p>Repair - Administration will guide restorative conferences between teachers and students and teachers and parents if necessary to repair relationships.</p>	<p>Training in restorative conferences and structures of conferences for students and staff</p> <p>ISI coordinator + Alternatives to Suspension Teacher</p>	<p>Ongoing</p>	<p>Referral count and ORID Meetings each 6 weeks</p> <p>Affinity answers</p>
<p>Teachers will develop and utilize positive behavior supports to deescalate student behaviors when they are disruptive or disrespectful in class.</p>	<p>Teacher development of strategies</p> <p>Train students in positive supports and that they are positive for them</p> <p>Training in de-escalation</p> <p>Survey of students of Non-verbal and verbal corrections they prefer.</p>	<p>Beginning of year in teams</p> <p>Beginning of year student meetings.</p> <p>Every counseling session will have a portion of complying with positive requests</p>	<p>We should be able to monitor this through referrals and through skyward</p>
<p>We will work on de-escalation with our students and staff</p>	<p>CPI De-escalation</p>	<p>Continuous work in staff and team meetings</p>	

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

<b>Equitable Achievement Goal 1C - Reading</b>														
<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
<b>18-19 (BL)</b>	81.5%		62.2%		47.9%		91.6%		83.1%		32.3%		19.6%	
<b>20-21 (RBL)</b>	44.0%		41.0%		43.0%		82.0%		41.0%		12.0%		16.0%	
<b>21-22</b>	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%
<b>22-23</b>	57.8%		50.7%		47.3%		86.5%		56.4%		20.1%		18.5%	
<b>23-24</b>	64.8%		55.6%		49.5%		88.8%		64.1%		24.2%		19.8%	
<b>24-25</b>	71.7%		60.5%		51.6%		91.1%		71.7%		28.2%		21.1%	
<b>25-26</b>	78.6%		65.3%		53.8%		93.3%		79.4%		32.3%		22.3%	
<b>26-27</b>	85.5%		70.2%		55.9%		95.6%		87.1%		36.3%		23.6%	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal														
<b>NOTE:</b> 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
<b>18-19 (BL)</b>	48.1%		18.0%		18.5%		69.1%		40.7%		6.4%		2.1%	
<b>20-21 (RBL)</b>	16.0%		6.0%		5.0%		48.0%		15.0%		1.0%		0.0%	
<b>21-22</b>	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%
<b>22-23</b>	28.0%		12.7%		12.2%		56.4%		24.9%		4.1%		3.3%	
<b>23-24</b>	34.1%		16.0%		15.8%		60.6%		29.9%		5.7%		5.0%	
<b>24-25</b>	40.1%		19.3%		19.3%		64.7%		34.8%		7.3%		6.7%	
<b>25-26</b>	46.1%		22.7%		22.9%		68.9%		39.8%		8.8%		8.3%	
<b>26-27</b>	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 2022-2023 School Year  
(Title Component 2, 4 and 9)**

<b>Strategy:</b> All 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.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
<p><b>ELA</b></p> <p><b>W</b> - Writing Warm -ups, Multiple types of essays, Choice Boards, On-demand Writing Experiences, Cornell note-taking, Watch and Writes, Complete sentences all the time</p> <p><b>I</b> - Research Questionnaires, DOR Level Questions, Four Corner Discussions, Gallery Walk Evaluations, Socratic discussions</p> <p><b>C</b> - Turn and Talk, Discussion Boards, Learning Station Work, Pear Deck responses, Jamboard, Padlet</p> <p><b>O</b> - Closed Notes, Outlines, Venn Diagrams, Interactive Notebooks, Graphic Organizers, Google drive</p> <p><b>R</b> - Read Alouds, Choice Reading, Close Reading, Reading for Academic Purposes, Talking to the text (annotations) Reading critically, Multimedia text</p>	<p>Continual Monitoring</p> <p>Department PD by teacher</p> <p>AVID Wicor Training</p> <p>Total Participation Techniques Workshops</p> <p>Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</p>	Ongoing	<p>NWEA Winter and Spring benchmark assessments</p> <p>PLC meeting notes (Instructional Effectiveness Form ; WIDA Can-Do Descriptors Framework )</p> <p>School leaders engaging in the CR PLC process</p> <p>MasteryConnect for common formative assessments</p> <p>WICOR Walkthrough Form</p>
<p><b>Science</b></p> <p><b>W</b> - Writing Summaries and Reflections, Writing Claims and Evidence, Writing Lab Protocols, NEWSELA summaries</p>	<p>Continual Monitoring</p> <p>Department PD by teacher</p>	Ongoing	<p>NWEA Winter and Spring benchmark assessments</p> <p>PLC meeting notes (Instructional Effectiveness</p>



<p><b>I</b> - Demonstrations, Labs, Problem-Based Learning, Essential Questions</p> <p><b>C</b> - Lab Groups, Partner Sorts, 4 corners, canvas discussion board, pair-shares</p> <p><b>O</b> - Daily Agendas, binders, interactive notebooks, learning logs, small group study rotations,</p> <p><b>R</b> - Jigsaw, NEWSELA, Non-fiction Texts</p>	<p>AVID Wicor Training</p> <p>Total Participation Techniques Workshops</p> <p>Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</p>		<p>Form ; WIDA Can-Do Descriptors Framework )</p> <p>School leaders engaging in the CR PLC process</p> <p>MasteryConnect for common formative assessments</p> <p>WICOR Walkthrough Form</p>
<p><b>Social Studies</b></p> <p><b>W</b> - QuickWrite, RACE Constructed responses, Writing for an audience, providing sentence stems. Focused Note-taking</p> <p><b>I</b> - DBQ, National History Day, Picture Analysis, Simulations</p> <p><b>C</b> - Group/Partner Projects, Jigsaw Read and Share, National History Day</p> <p><b>O</b> - Daily Agenda Writing, Chunking Assignments and Projects</p> <p><b>R</b> - Primary Source Analysis, Annotating the text (MUTT), Jigsaw Reading and Share, DBQ</p>	<p>Continual Monitoring</p> <p>Department PD by teacher</p> <p>AVID Wicor Training</p> <p>Total Participation Techniques Workshops</p> <p>Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</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>School leaders engaging in the CR PLC process</p> <p>MasteryConnect for common formative assessments</p> <p>WICOR Walkthrough Form</p>
<p><b>World Language</b></p> <p><b>W</b> - Vocabulary in Cornell Format, Advanced classes writing from beginning of school year, Daily Bell Writing, One Pagers</p>	<p>Continual Monitoring</p> <p>Department PD by teacher</p>	<p>Ongoing</p>	<p>NWEA Winter and Spring benchmark assessments</p> <p>PLC meeting notes (Instructional Effectiveness</p>

<p><b>I</b> - Questions that guide students, Cultural connections</p> <p><b>C</b> - Pair/Group work, Grouped Bell Work, Small Groups</p> <p><b>O</b> - Interactive notebooks, explicit about what needs to be in binders</p> <p><b>R</b> - Graphic Organizers, Novelas</p>	<p>AVID Wicor Training</p> <p>Total Participation Techniques Workshops</p> <p>Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</p>		<p>Form ; WIDA Can-Do Descriptors Framework )</p> <p>School leaders engaging in the CR PLC process</p> <p>WICOR Walkthrough Form</p>
<p><b>Special Education (Resource, Life Skills, ED)</b></p> <p><b>W</b> - Sentence Starters, summaries, providing exemplary examples, RACE to answer questions, word problems, Choice Articles</p> <p><b>I</b> - Science/cooking based on questions, time to research, student choice, open-ended questions</p> <p><b>C</b> - Group work, partner work, team activities, cooking activities, Best Buddies</p> <p><b>O</b> -Binder checks, Agenda books, Graphic Organizers, Visual Schedules</p> <p><b>R</b> - Systems 44, Readworks articles, word wall, frayer model vocabulary, Read 180,Choice articles, leveled reading texts</p>	<p>Continual Monitoring</p> <p>Department PD by teacher</p> <p>AVID Wicor Training</p> <p>Total Participation Techniques Workshops</p> <p>Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</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>School leaders engaging in the CR PLC process</p> <p>MasteryConnect for common formative assessments</p> <p>WICOR Evaluation Form</p>
<p>Departments will let teachers know about WIDA Can-do descriptors</p>	<p>PD through ENL</p>	<p>Ongoing</p>	<p>Monitoring Department Notes</p>
<p>Reading Intervention classes will be monitored for progress</p>	<p>Working with Gage and Special Education Department</p>	<p>Ongoing</p>	<p>NWEA Screener</p>

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

<b>Equitable Achievement Goal 1C - Math</b>														
<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
<b>18-19 (BL)</b>	66.7%		48.8%		48.5%		89.8%		78.3%		23.3%		12.0%	
<b>20-21 (RBL)</b>	50.0%		30.0%		40.0%		79.0%		49.0%		8.0%		12.0%	
<b>21-22</b>	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%
<b>22-23</b>	56.9%		38.9%		45.5%		83.9%		60.1%		14.4%		14.0%	
<b>23-24</b>	60.4%		43.4%		48.3%		86.4%		65.7%		17.7%		15.0%	
<b>24-25</b>	63.8%		47.9%		51.0%		88.9%		71.2%		20.9%		16.0%	
<b>25-26</b>	67.3%		52.3%		53.8%		91.3%		76.8%		24.1%		17.0%	
<b>26-27</b>	70.7%		56.8%		56.5%		93.8%		82.3%		27.3%		18.0%	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal														
<b>NOTE:</b> 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
<b>18-19 (BL)</b>	48.1%		18.0%		18.5%		69.1%		40.7%		6.4%		2.1%	
<b>20-21 (RBL)</b>	16.0%		6.0%		5.0%		48.0%		15.0%		1.0%		0.0%	
<b>21-22</b>	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%
<b>22-23</b>	28.0%		12.7%		12.2%		56.4%		24.9%		4.1%		3.3%	
<b>23-24</b>	34.1%		16.0%		15.8%		60.6%		29.9%		5.7%		5.0%	
<b>24-25</b>	40.1%		19.3%		19.3%		64.7%		34.8%		7.3%		6.7%	
<b>25-26</b>	46.1%		22.7%		22.9%		68.9%		39.8%		8.8%		8.3%	
<b>26-27</b>	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 2022-2023 School Year (Title Component 2, 4 and 9)**

**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.

Action Steps	Required Resources/PD	Timeline	Evidence
<p><b>Math</b>  <b>W</b> - Continual Reflections, Error Analysis explanations, creating word problems, explaining concepts and summarizing with AVID one-pagers and graphic organizers  <b>I</b> - Inquiry-Based lessons through Desmos, online scavenger hunts through canvas  <b>C</b> - Turn and talk, Padlet embedded in Canvas, Discussion Posts on Canvas  <b>O</b> - Graphic Organizers, Mnemonics  <b>R</b> - Responding with complete conclusions, articles about math concepts and the history of the concept</p>	<p>Continual Monitoring            Department PD by teacher            AVID Wicor Training            Total Participation Techniques Workshops            Professional Development over the WIDA - Can-Do Descriptors and Standards Framework</p>	<p>Ongoing</p>	<p>NWEA Winter and Spring benchmark assessments            PLC meeting notes (Instructional Effectiveness Form and WIDA Can-Do Descriptors Framework )            School leaders engaging in the CR PLC process            MasteryConnect for common formative assessments</p>
<p><b>Special Education (Resource, Life Skills, ED)</b>  <b>W</b> - Breaking down word problems, exemplary examples  <b>I</b> - Science/cooking/measurement based on questions, explaining processes, providing a question-friendly environment  <b>C</b> - Small group work in math resource, math partner projects  <b>O</b> -Binder checks, Agenda</p>	<p>Continual Monitoring            Department PD by teacher            AVID Wicor Training            Total Participation Techniques Workshops</p>	<p>Ongoing</p>	<p>NWEA Winter and Spring benchmark assessments            PLC meeting notes (Instructional Effectiveness Form)            School leaders engaging in the CR PLC process            MasteryConnect for common formative assessments            WICOR Walkthrough Form</p>

books, Graphic Organizers, organizing steps of problems  R - Math 180 work, breakdown of Word problems.			
Departments will let teachers know about WIDA Can-do descriptors	PD through ENL	Ongoing	Monitoring Department Notes
Math Intervention classes will be monitored for progress	Working with Reel and Special Education Department	Ongoing	NWEA Screener

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

<b>Hiring and Retention of a High Quality and Diverse Staff Goal 2B</b>		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	<b>Goal</b>	<b>Result</b>
<b>2015-2020 (BL)</b>	10.8%	
<b>2020-21</b>	10.0%	9.8%
<b>2021-22</b>	9.0%	7.6%
<b>2022-23</b>	8.0%	
<b>2023-24</b>	7.0%	
<b>2024-25</b>	6.0%	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = 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**

<b>Partnerships Goal 3A</b>		
<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>		
	<b>Goal</b>	<b>Result</b>
<b>2018-19 (BL)</b>	6.0%	
<b>2020-21</b>	11.0%	4.4%
<b>2021-22</b>	16.0%	16.5%
<b>2022-23</b>	21.0%	
<b>2023-24</b>	26.0%	
<b>2024-25</b>	31.0%	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal		

**Goal 3A: School Action Plan for the 2021-2022 School Year (Title Component 2, 4, and 9)**

<b>Strategy:</b> Westlane Middle School will have a layered and thorough communication process with all stakeholders			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
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 2022</p> <p>Continual</p>	Parent signup for ParentSquare
Westlane will communicate weekly from school on Sunday Nights at 7:15 and from classes on Monday at 7:15. We will also use our Homework hotline and parent portal.	<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)**

**2022-23 Highly Qualified Teachers:** All verification and supporting documents are filed at the Community and Education Center in the human resources files.

**2022-23 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 mid-January, 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 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.
- Summer Letters: The Principal sends three letters to the students in the summer discussing middle school, the transition and suggestions for success. The letters are light in nature, but help again to ease fears.

### **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 catalogue, 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.

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Staff

Student

Parent

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.

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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 two 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 toward achieving their goals.

If you are interested in requesting a copy of the school's QAR, please contact the Office of the Assistant Superintendent.

### **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.

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