West Rocks School Improvement Plan, 2023-2024



5 STRATEGIC PRIORITIES

FUTURE READINESS
Prepare all students so they are ready for further education, career and workplace opportunities, and globally engaged leadership.

EQUITY
Ensure equitable opportunities, facilities, experiences and outcomes for all students.

EXCELLENCE
Achieve excellence in all aspects of our organization through effective systems, modern learning environments and continuous improvement processes.

ENGAGEMENT
Ensure all children, families, team members and the community are informed, are involved and feel welcome in our schools.

HIGH-QUALITY INSTRUCTION & SUPPORT
Foster relevant and intellectually stimulating learning with targeted supports that produce social, emotional and academic growth.

West Rocks School Improvement Plan, 2023-2024

Section 1: Overview

School's Vision Statement

At West Rocks, we embrace diversity and develop character, integrity, and accountability every day for all members of the community.

Working vision/motto: All members of the WRMS community work to create an environment that everyone feels safe, successful, and known.

Framework: Safe, Successful, and Known - focusing on relationships

Relationships defined as interpersonal connections or bonds in which the individuals have mutual respect, open communication, and feel safe to trust one another.

School's Mission Statement

At West Rocks Middle School our goal is to prepare our students to be good citizens when they are promoted to high school. They must demonstrate the following traits: character, service, leadership, and scholarship. Students display or demonstrate character in the following ways: responsibility; good listening; kindness; and mutual respect of others, things, and themselves. Students display or demonstrate service in the following ways: giving back to the community, both locally and globally. Students display or demonstrate leadership in the following ways: use their moral compass; be an effective communicator, collaborator, and problem solver; as well as inspire others. Students display or demonstrate scholarship in the following ways: they think critically, and are ready to learn, persistent, and self-motivated.

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Provide contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives.

West Rocks has three feeder elementary schools: Cranbury Elementary, Tracey Elementary which is a Character Magnet School, and Silvermine Dual Language Magnet Elementary. Each has unique strengths and enables West Rocks to become a truly diverse middle school grades 6 through 8.

West Rocks is the only middle school in the district with a Dual Language Program. As a result, students from other elementary schools including Jefferson and Brookside as well as new arrivals to the country and district enroll. By offering multiple subjects in Spanish and English each day, we provide the opportunity for these students to participate in a Dual Language Program through grade 8.

We have also entered into a community partnership with the Maritime Aquarium which will result in an environmental marine science experience for our students starting in 2022-2023. The aquarium will visit the school for interactive lessons and our students will travel to the Maritime to apply their learning.

Counselors are assigned to one grade level and maintain that group of students over the course of three years.

West Rocks has a partnership with Verizon Wireless which provides new devices for all students and a technology integration coach. The devices have a 5G data plan to enable all students to have internet access regardless of economic status. As part of the grant, the school also has a Verizon Innovation Lab that enables students to apply learning of augmented and virtual reality, artificial intelligence and cutting edge 21st century skills. There is a dedicated teacher that teaches and supports both students and staff members across the school.

West Rocks is a Title I school and qualifies for community free lunch.

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We have a math and literacy coach as well as 2 literacy and 2 math improvement teachers to facilitate the SRBI process. The teachers divide the students appropriately and support teachers in facilitating Tier 1 and 2 strategies in the classroom.

Describe any special student populations and what their specific needs are (include subgroups).

West Rocks has 708 total students: 46% female, 54% male, about 66% receive free or reduced lunch, 20% identified as Students with Disabilities, and about 19% Multilingual Learners. The breakdown of student ethnicities are: 58% Hispanic, 19% White, 16% Black, 4% Asian, and 3% other races.

As we continue to build out support for our MLL population, we have hired additional teachers and bilingual staff to continue to grow our dual language program and increase language acquisition for all students. The dual language program is a continuation of the magnet program at Silvermine Elementary. These students are from attendance zones across the district and spend half the day learning in Spanish and the other half they day learning in English.

Our students identified as having Special Education needs are supported through a variety of programs and a continuum of services ranging from a transition (most restrictive) to co-taught services. We also have a wide range of support staff. The transition program services a small group of students with IEPs. These are the students with the highest needs from attendance zones across the district. These groups are part of our Literacy Academy and receive a special class in ELA and mathematics, and also have co-taught science and social studies.

Our gifted and talented student population has grown more diverse based on a different way of measuring giftedness. Through this tool and revised process, these students have participated in a wide range of activities and learning opportunities.

Section 2b: Rigorous Instruction (Mathematics)

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to rigorous instruction, briefly summarize the patterns and trends.

Consider the following questions:

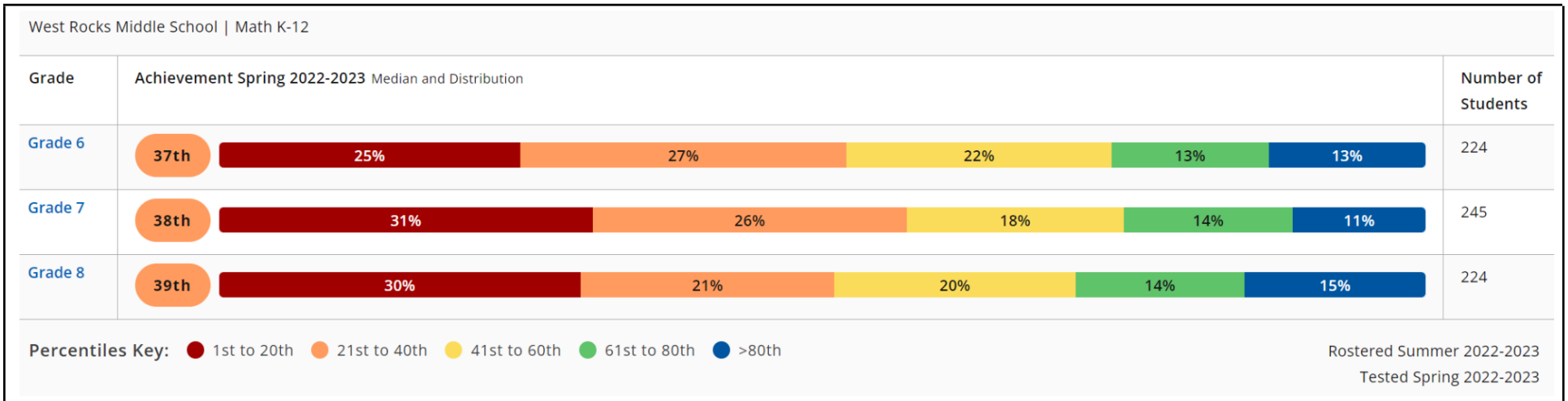
- What type of data should you look at? (e.g. standardized assessments, formative assessments, student work data, observation data, conference notes, other qualitative data)
- What are the school's strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.
- What are the root causes? What is the problem of practice?

Standards Aligned Practices Diagnostic Rubric: HERE

Patterns and Trends from Deep Date Dive:

West Rocks Math Goal:	% ≥ 61st EOY 22-23	%56-60 EOY 22-23	#56-60 EOY 22-23	Goal EOY 23-24
For a matched cohort of students in grades 6 through 8 during the 2023-24 school year, increase the percentage performing at or above the 61st percentile on the NWEA Math EOY assessment by 4% from 26% to 30%	26%	4%	25	30%

West Rocks School Improvement Plan, 2023-2024



Overall SPRING SBAC: 2023 Spring SBAC.pdf

West Rocks Math Goal:	# <41st	# MLL <41st	% MLL	# SpEd <41st	% SpEd
Of the MLL students in grades 6 through 8 during the 2023-24 school year who scored below the 41st percentile on NWEA Math EOY 22-23, 60% will increase their achievement percentile by at least 5 points as measured by NWEA Math EOY 23-24	398	155	39%	106	27%

West Rocks School Improvement Plan, 2023-2024

West Rocks Middle School | Math K-12

Grade	Achievement Spring 2022-2023 Median and Distribution	Number of Students
Grade 6	13th: 60% / 25% / 11% / 4%	53
Grade 7	16th: 57% / 29% / 12% / 2%	56
Grade 8	19th: 61% / 26% / 10% / 3%	39

Percentiles Key: 1st to 20th | 21st to 40th | 41st to 60th | 61st to 80th | >80th

Rostered Spring 2022-2023
Tested Spring 2022-2023

West Rocks **2023 *Preliminary* SBAC MLL vs Non-MLL**

Math	All	# Prof	% Prof	all Non-MLL	Non-MLL Prof	Non-MLL % Prof	all MLL	MLL Prof	MLL % Prof
Grade 6	224	62	28%	173	59	34%	51	3	6%
Grade 7	247	71	29%	190	69	36%	57	2	4%
Grade 8	228	57	25%	184	56	30%	44	1	2%
	699	190	27%	547	184	34%	152	6	4%

Performance Problem:
Across all grades, while most students with an IEP and MLLs are meeting projected growth (IEP: 8th 49%, 7th 52%, 6th 36%; MLL: 8th 56%, 7th 63%), 0 MLL students and less than ten percent of students with an IEP are achieving at or above the 50th percentile according to the spring NWEA math.

Root Cause(s):

Actual time on grade level task, lack of scaffolding and differentiation, pacing, co-teaching model is ineffective; tasks are overly modified, limited access to English language using QTEL strategies, inappropriate modification of assessments (simplifying), teacher strength, diverse for all learners, lessons lack sustained student discourse and opportunities for problem solving, formative assessments analyzed inconsistently.

Problem of Practice:
There has not been a sustained effort to implement appropriate scaffolds to provide all our MLL students to access grade level curriculum.

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- **Be sure to consider how the school leadership's practices will strengthen instructional practices across the school and improve student learning outcomes for your identified subgroup.**

If we engage in effective DDI (data driven instruction) cycles, we will target learning gaps in our MLL students through an effective Tier 1 and 2 instruction and provide access to grade level curriculum through appropriate scaffolds, resulting in an increase of the number of MLL students that exceed their projected growth on NWEA MAP, thereby increasing the literacy performance gains for all students.

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2023-2024 goals for rigorous instruction. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound). Each school must have an overall achievement goal and an accelerated growth goal for a subgroup.

ACHIEVEMENT GOAL:

For a matched cohort of students in grades 6 through 8 during the 2023-24 school year, increase the percentage performing at or above the 61st percentile on the NWEA Math EOY assessment by 4% from 26% to 30%

West Rocks School Improvement Plan, 2023-2024

GROWTH GOAL:
Of the MLL students in grades 6 through 8 during the 2023-24 school year who scored below the 41st percentile on NWEA Math EOY 22-23, 60% will increase their achievement percentile by at least 5 points as measured by NWEA Math EOY 23-24.

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
AUGUST - OCTOBER			
Identify students who scored in the 61-66th percentile range based on their individual EOY NWEA scores. • Develop a plan to progress monitor these students to ensure continued growth and achievement. Identify students in the 56-60th percentile range based on their individual EOY NWEA scores. • Determine areas of need for the students in the 56-60th percentile range for targeted interventions and supports (in addition to the WIN period)	Students in the 56 to 66% on EOY NWEA	August 2023	Administrators, Math Teachers, Math Coach, Math Interventionists

Create additional time for supporting targeted students (before/after school programs, lunchtime programs, etc.). Specify programs developed.			
Focus Subgroups: 1. Identify students in the focus subgroup who scored below the 41st percentile based on their individual EOY NWEA scores. 2. Identify areas of need for these students. 3. Develop a plan to strengthen/adjust tier I instruction, as well as for additional interventions and supports.	MLL students	August 2023	Administrators, Math teachers and Interventionists, MLL teachers and co-teachers
Whole faculty data analysis of Spring 2022 SBAC scores and subgroups to identify different levels of achievement according to subgroups - specifically students with disabilities compared to students without disabilities.	Whole faculty and support staff	August 2023	Administrators, special education staff, MLL staff

<u>Focused common planning sessions by grade level with regular education teacher, special education teacher, and MLL teachers with a focus on addressing goals and gaps of students that are in a subgroup(s).</u>
• Plan unit 1 with grade level teams, coach/improvement teacher:
  ○ identify common resources
  ■ create identify CFAs
	Students with disabilities and MLL students.	September, October 2023	Math teachers, special education teachers, MLL teachers

○ Backwards design focusing on summative assessments			
<u>1 Cycle of Support</u> • Math teacher, MLL teacher Improved strategies for MLL instruction focusing on discourse utilizing language routines in the resource (Illustrative Math). • Think, Pair, Share • Strategies within IM (QTEL)	MLL teachers, bilingual aides, other classroom teachers	September-October	Principal, Assistant Principal, MLL Teachers, Math Coach
Improved strategies for Special Education instruction and modification, specifically determining entry points and effective co-teaching. Co-taught expectation: stations 1x per week [one co-taught partner, one subject] • *Professional learning-* ○ Resources on co-teaching - Katy Weber ■ STATION TEACHING (p 62) ■ Roles and responsibilities (p 57) ■ Co-planning sheet (p 77)	Special Education teachers, paraeducators, other classroom teachers	During Teacher Team time at least 1 time between September and October 2023.	Assistant Principal, Special Education Teachers, Paraeducators with support from CO and the principal

■ IEP "short sheet" (p 116)			
Other structures to establish: • Math grade level team meetings to focus on Illustrative Math routines and strategies • Instructional Leadership Team (ILT) • Instructional Coaches' Meeting with administrators weekly • WIN time daily - using Transition to Algebra, Bridges, IM, Khan ○ Whole-school use Exemplars 2x per month	All students	August through October	Principal, Assistant Principal, Instructional Coaches, Grade level teams, Dean, ILT
Classroom visits, drop-ins, and observations • Provide actionable feedback to teachers • Utilize math coach for specific teachers and areas for improvement	All students	September through October	Principal, Assistant Principal, Coach(es)
NOVEMBER - JANUARY (some of August-December carryover)			
Continued work on instructional strategies: • Think-Pair-Share, Stations • Progress monitor with walkthroughs ○ Provide feedback to teachers	All students	November through December	Principal, Assistant Principal, Improvement Teachers, Coaches
Math Improvement teachers review student rosters who need tiered intervention support, add students/exit students based on progress monitoring, meet with administrators weekly to discuss student progress	All students	Second week of November (end of Q1)	Principal, Assistant Principal, Improvement Teachers
Classroom visits, Instructional rounds/intervisitations, drop-ins, and observations • Teacher teams walk-through other teacher classrooms to identify/observe specific instructional practice(s)	All students	September through October	Principal, Assistant Principal, Coach(es)

• Admin - Provide actionable feedback to teachers • Admin - Utilize math coach for specific teachers and areas for improvement			
FEBRUARY - APRIL			
MAY - JUNE			

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to rigorous instruction. You should set a progress monitoring for each goal.				
Measurement Tool	Key Performance Indicator *(What metric will indicate whether you are on track and/or have met your goal?)*	Baseline Data *Spring 2023/Fall 2023* *(Enter the actual data point you are starting with.)*	Midyear Progress Monitoring Period *January/February 2024* *(Enter the actual data target.)*	End of Year Data *June 2024* *(Enter the actual data target.)*

Curriculum Based Assessments (Using Otus)	% of MLL students meeting or exceeding proficiency on unit tasks	Identify a priority Standard that carries through multiple units. 1. First unit assessment is baseline.	Identify a priority Standard that carries through multiple units. 2. Middle unit assessment is midyear.	Identify a priority Standard that carries through multiple units. 3. End unit assessment is midyear.
NWEA MAP - Math	% of *MLL* students at or above the 60th percentile	Spring 2023: grade 6 (5) = unknown grade 7 (6) = 4% grade 8 (7) = 2% Fall 2023 TBA	Winter 2024	Spring 2024
NWEA MAP - Math	Students at or above the 60%ile on NWEA MAP Math	Spring 2023: grade 6 (5) = unknown grade 7 (6) = 26% grade 8 (7) = 25% Fall 2023 TBA	Winter 2024	Spring 2024
Midyear Status and Adjustments: Implications for Professional Learning				

Add rows, as needed.

Section 2c: Supportive Environment

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to supportive environment, briefly summarize the patterns and trends.

West Rocks School Improvement Plan, 2023-2024

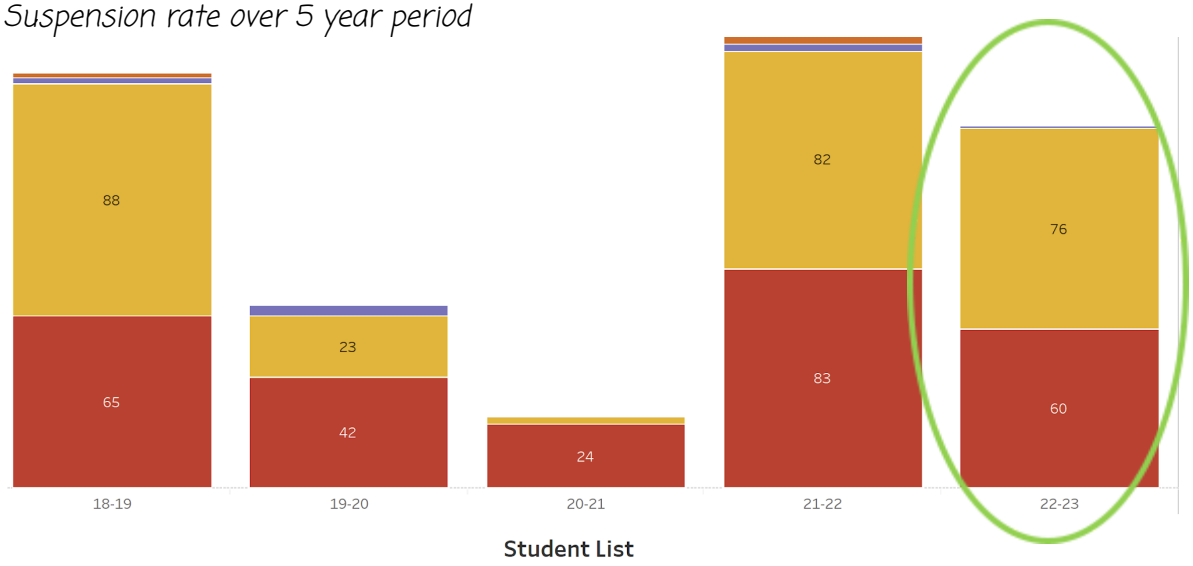
Consider the following questions:

- What type of data should you look at? (e.g. Panorama survey data, chronic absenteeism data, discipline data, etc.)
- What are the school's strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.
- What are the root causes? What is the problem of practice?

Standards Aligned Practices Diagnostic Rubric- HERE

Patterns and Trends from Deep Date Dive:

Suspension rate over 5 year period



West Rocks School Improvement Plan, 2023-2024

Suspension Data August 2022 through March 2023					
46 ISS	36 OSS	82 total suspensions	Percentage of Suspensions	Total School Population	Race and Ethnicity Proportion Gap
16 B	8 B	24 B	29%	15%	14% (+)
4 W	2 W	6 W	7%	19%	12% (-)
25 H	26 H	51 H	62%	61%	1% (+)
1 A		1 A	1%	4%	3% (-)

Complete Disciplinary Log Entries 22-23:
https://docs.google.com/spreadsheets/d/1End2-m_hS50awcD1rqZf190-XxhkxPqh5tju6aH8oFw/edit?usp=sharing

Regular meetings and support from the Rutgers Equity Team including student focus groups in the spring of 2023. Equity committee meetings and professional development (Example of workshop below)

- https://docs.google.com/document/d/1Lhttpsp4oc6KSahgj5FAWTF455j4cv65kh-uJa7kEIc/edit?usp=sharing
- file:///H:/WR%20PD/West%20Rocks%20Equity%20Training%20-%205_15.pdf

Attendance Rates (Chronic absenteeism) - do students want to be in school?

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
9.8%	7.5%	10.2%	9.5%	16.6%	18.9%	15.0%
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Performance Problem:
Culture and climate, lack of clear and consistent expectations, students being removed from instructional time too frequently.

Root Cause(s):

Culture awareness gaps, lack of connection and positive relationships between students and teachers/staff, lack of restorative practices resulting in disciplinary consequences.

Problem of Practice:
There has not been a sustained effort of staff education of restorative practices, cultural awareness, and enough intervention steps in place for all students.

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?
- **Be sure to consider how the school leadership's practices will strengthen supportive environment practices.**

If we maintain a focus of developing relationships between students and at least one adult in the building, then students will feel more connected to the school, thereby enabling us to reach our goal of increasing instructional time by improving students' feelings of belongingness and attendance, while decreasing truancy, and decreasing suspensions.

If we establish a clear expectation around classroom culture (safe, successful, known) and environment (management) and focus on restorative practices in response to discipline, then staff will be equipped with the required skills and understanding, thereby enabling us to reach our goal of reducing the disproportionality in disciplinary consequences based on race and ethnicity as well as special education status.

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2023-2024 goal for a supportive environment. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.

During the 2023-2024 school year, the total number of student suspensions as measured by in-school and out-of-school suspensions will be reduced by 10% or more as compared to the 2022-2023 school year. *(113 total = 12 less resulting in 101 or fewer total suspensions)*

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
AUGUST - OCTOBER			
Culture First - positive relationships lead to growth and development (Casas) Community Builder at each Faculty Meeting	Students and teachers/staff	August PD	Administrators, All teachers and staff
Identify students with multiple disciplinary referrals in last school year • build in behavioral supports for students (ie. regular check ins, behavior plan, incentives, etc.) • parent meetings/home visits as needed	Students	August 2023	Administrators, Dean of Students, Grade Level Leaders, Counselors, Social Worker, All teachers
Refresher on Restorative Practices and Facilitation of within Community Circles/Advisory	Students and teachers/staff	September PD, October, Spring after-school	Equity Committee, dean of students, social worker, school

		meetings for training Facilitation as needed	counselors, assistant principal, principal and school psychologist and other teachers at times
Analyze historical discipline data through the lens of disproportionality (race, ethnicity, special education status)	Administrators	August 2023	Building leadership (principal, assistant principal, dean, grade level leaders)
Research/explore cultural support system (new team)	All teachers and students	August 2023	Administration, grade level leaders, dean of students, all teachers
Establishing criteria for what it means to be *Safe, Successful, and Known* (intellectual and individual), and effective learning environment; staff implements, administration looks for during visits	All students	August through October	Teachers, leadership team, administration

Integrate equity, access, and inclusionary training into professional development	All teachers and staff	August through October (Staff meetings and grade level meetings)	Coaches, equity committee supported by admin team
Establish dates and times for Student Council meetings for students to engage in discussions and action plan ways to best integrate equity, access, and into the school culture.	All students	2nd and 4th Thursday of the month	Student Advisory Team Advisors
NOVEMBER - JANUARY			
Review discipline data - PowerSchool log entries including ISS/OSS, teacher online referrals	All students	Q1-mid November	Counselors, Admin, Dean of Students, GL Leaders
Use Advisory lessons to support what it means to be Safe, Successful, and Known (positive classroom culture)	All students	Nov-Jan- 2/month	Admin, All teachers,
FEBRUARY - APRIL			
MAY - JUNE			

Add rows, as needed.

Part V: Progress Monitoring

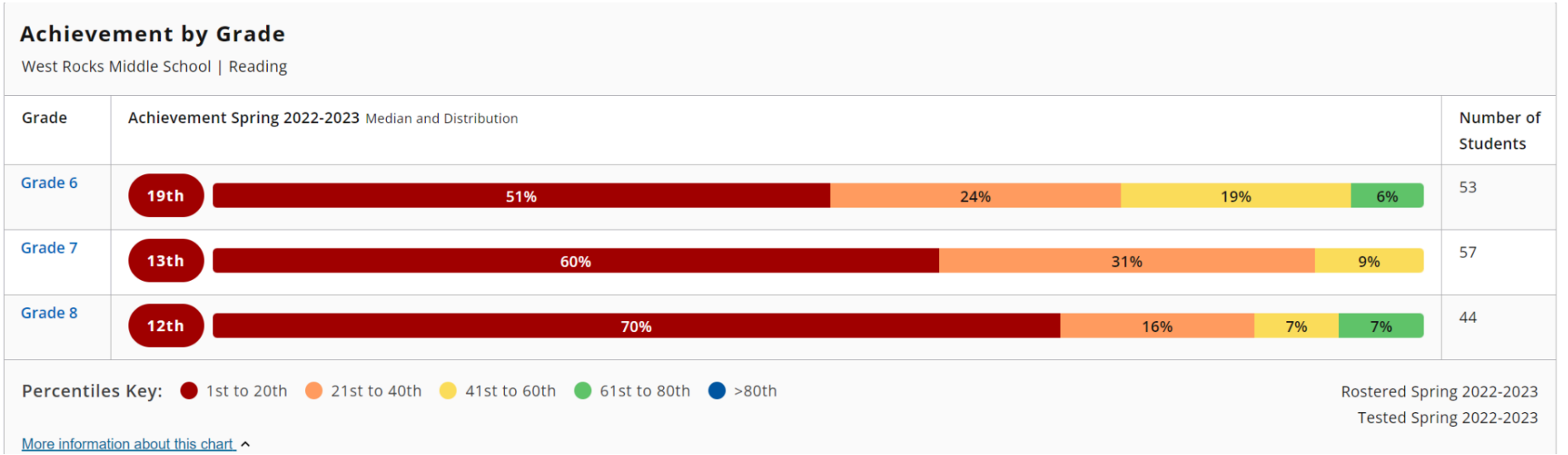
Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to a supportive environment. You should set a progress monitoring for each goal.				
Measurement Tool	Key Performance Indicator *(What metric will indicate whether you are on track and/or have met your goal?)*	Baseline Data *Spring 2023/Fall 2023* *(Enter the actual data point you are starting with.)*	Midyear Progress Monitoring Period *January/February 2024* *(Enter the actual data target.)*	End of Year Data *June 2024* *(Enter the actual data target.)*
Suspension Rates (RISE)	Total number of suspensions - both ISS and OSS and comparative progress throughout the year	113 total		
SRBI meetings focusing on behavioral interventions	Formal SRBI meetings held, interventions implemented, and progress made	TBA (Dean of students)		
PowerSchool Log Entries	Total number of students with multiple disciplinary log entries	Data point		
Midyear Status and Adjustments: Implications for Professional Learning				

Add rows, as needed.

Section 2d: Teacher Teams

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to teacher teams, briefly summarize the patterns and trends. Consider the following questions: • What type of data should you look at? • What are the school's strengths relative to this area? Be sure to include evidence of impact. • What is the need(s) that you have identified and prioritized for this area? • What is the problem of practice?
Standards Aligned Practices Diagnostic Rubric- HERE *Waiting for NWEA Fall 2023 Results*



Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- **Be sure to consider how the school leadership's practices will strengthen teacher teams. Include actions needed to ensure decisions made at teacher team meetings are implemented in classrooms.**

If we establish high functioning teacher teams with clearly defined roles and responsibilities, then staff will address the gaps in learning and plan effectively, thereby enabling us to reach our goal of closing the achievement gap between high needs and non-high needs students.

West Rocks School Improvement Plan, 2023-2024

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2023-2024 goal for teacher teams. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.
Utilizing a protocol and expectations, literacy-based teacher teams will document at least 3 meetings per week to analyze student data, collaboratively plan next instructional steps, and make required adjustments to the curriculum that will result in an increase of 6 percent (35% to 41%) of students moving into the 61st and above percentile after the fall NWEA reading.

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
AUGUST - OCTOBER			
Teacher team leaders training	all teachers	August 2023	
Expectations of number of days of the week with modeling and admin/coach participation			
Provide framework/protocol for meetings (Casas model?)			
DDI Cycle Refresher • Unit 1 calendar with 3 DDI cycles scheduled • Shared with admin	Teacher Teams	August through first week of September	Coaches and Admin

Norms for teacher teams: • Reflect on positives and areas of growth from 22-23 • Review purpose and schedules • Establish roles of team members • Establish how to record minutes and instructional adjustments	All students	August through first two weeks of September	Administrative Team, Coaches, Grade Level Leaders
Implement and maintain the SRBI process for students that require Tier 2 and 3 interventions for **literacy and math**	Students in need of Tier 2 and 3 interventions	Weekly	Improvement teachers, coaches, regular education teachers
Implement and maintain the SRBI process for students that require Tier 2 and 3 interventions for **behavior**	Students in need of Tier 2 and 3 interventions	Weekly	Dean of students, regular education teachers, counselors, administration
DDI (Thin-Slicing Student Work Protocol) - professional development refresher to identify gaps and re-teach strategies	students and regular education teachers	Bi-weekly during teams starting in September	Administration, improvement teachers and coaches, all teachers

Learning walks and intervisitations norming and implementation	administrators and teachers	Monthly during teams starting in September	Administration, improvement teachers and coaches, all teachers
Strategies for Multilingual Learners	administrators and teachers	PD in August, September	CO, administration, MLL teacher, and all teachers
Administrator support for Teacher Teams with roles and responsibilities as well as compliance expectations	administrators and Teacher Teams	Starting in September, admin models and supports as small groups in one setting.	CO, administration, MLL teacher, and all teachers
NOVEMBER - JANUARY			
FEBRUARY - APRIL			

MAY - JUNE			

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to equity/disproportionality. You should set a progress monitoring for each goal.				
Measurement Tool	**Key Performance Indicator** *(What metric will indicate whether you are on track and/or have met your goal?)*	**Baseline Data** *Spring 2023/Fall 2023* *(Enter the actual data point you are starting with.)*	**Midyear Progress Monitoring Period** *January/February 2024* *(Enter the actual data target.)*	**End of Year Data** *June 2024* *(Enter the actual data target.)*
Teacher team attendance/agendas	Agendas with participants, data analysis, and decisions	TBA		
NWEA Reading - Fall and Spring	Number of students in the 61% and above will increase	NWEA Reading - Fall *TBA*		
Midyear Status and Adjustments: Implications for Professional Learning				

Add rows, as needed.

Section 2e: Equity/Disproportionality

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to rigorous instruction, briefly summarize the patterns and trends. Consider the following questions: • What type of data should you look at? • What are the school's strengths relative to this area? Be sure to include evidence of impact. • What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups. • What are the root causes? What is the problem of practice?
Race and ethnicity of students in accelerated math classes is not proportional to our school's population. 2023-2024 Current SY 110 total students enrolled in accelerated math classes (grades 6-8). https://docs.google.com/spreadsheets/d/18LezZpHFgayyrer8m4DGrJ1hy90tIze6FqbrTVEk2Bg/edit?usp=sharing *12 Asian (11%), 9 Black (8%), 50 White (45%), 36 Hispanic (33%)*

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan? • Be sure to consider how the school leadership's practices will address the identified disproportionality?

If teachers engage in purposeful planning to design rigorous student learning experiences and create aligned tasks and activities for students to engage in new learning using a set of student-focused instructional strategies, then students have daily opportunities to carry the cognitive lift, becoming independent thinkers and collaborators in learning and students representative of the whole school population will have access to all classes including accelerated math.

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2023-2024 goal for equity/disproportionality. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.
The recommendations for accelerated math classes in grades 6-8 in the year for the year 2024-2025 will be within 10% of our race and ethnicity proportion as a school.

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
AUGUST - OCTOBER			
Identifying students underrepresented that are close to scoring in the recommended proficiency band to provide targeted support and look to move prior to the start of the year.	Black African American and Hispanic students	August through November (Q1)	Administration, counselors, math teachers, math coach

After Fall NWEA math, provide targeted support for students and enable movement in after the winter map as needed. This will require additional SRBI in mathematics.	Black African American and Hispanic students	September through October	Administration, counselors, math teachers, math interventionists, math coach
Identified students receive intervention during the afterschool program in math	Black African American and Hispanic students in the after-school program		
NOVEMBER - JANUARY			
Use MOY data to identify any targeted student to be transferred into an Accelerated Math class for S2			
After Fall NWEA math, provide targeted support for students and enable movement in after the winter map as needed. This will require additional SRBI in mathematics.	Black African American and Hispanic students	November through January	Administration, counselors, math interventionists, math coach
Identified students receive intervention during the afterschool program in math	Black African American and Hispanic students in the after-school program		
FEBRUARY - APRIL			

MAY - JUNE			

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to equity/disproportionality. You should set a progress monitoring for each goal.				
Measurement Tool	Key Performance Indicator *(What metric will indicate whether you are on track and/or have met your goal?)*	Baseline Data *Spring 2023/Fall 2023* *(Enter the actual data point you are starting with.)*	Midyear Progress Monitoring Period *January/February 2024* *(Enter the actual data target.)*	End of Year Data *June 2024* *(Enter the actual data target.)*
PowerSchool Course Enrollment	total number of students enrolled in Accelerated Math class is within 10% of the total demographic of the school	*12 Asian (11%), 9 Black (8%), 50 White (45%), 36 Hispanic (33%)*		
PowerSchool Course Recommendations		TBA		

Midyear Status and Adjustments: Implications for Professional Learning				

Add rows, as needed.

Section 3: Family Engagement

How will your school staff partner with families and support their understanding of your school improvement efforts in these four areas?

- Rigorous Instruction
- Supportive environment
- Teachers teams
- Equity/disproportionality

4 Joint PTA and SGC meetings - each including an update on at least one of the areas.

1. 9/20/23
2. 11/15/23
3. 2/13/24
4. 3/13/23

Open discussion, Q&A, as well as workshops on the school's priorities

2 separate workshops in the community - Carver and Housing Authority

Each pathway will a community event - EMS @ Maritime, VPA @ WRMS/Concerts/Play, DL @ WRMS or community venue for Heritage Night

Education and support of Parent Square, incorporating **videos** into-Using video communication as means to share school-wide events, concerns, celebrations (imbed in weekly blast?)

Section 4: Professional Learning Plan (Indicate cycles of learning that are aligned to your action plans.)

Date/PL Time Available *(Insert additional rows for PL during other times)*	Professional Learning Activity	Leader/ Facilitator(s)	Target Audience	Observation Look For's *(What practices learned during PL activities should be evident in the classroom)*	Impact *(How will the implementation of the professional learning affect student learning?)*
AUGUST - OCTOBER CYCLE 1 INSTRUCTIONAL FOCUS (District Focus: Planning Standards-based Instruction)					
8.22 New Teachers	Why culture matters. Teach Like a Champion 3.0 Logistics of school, teacher teams, DDI, schedule, behavioral expectations	Reynolds, Amaral - possible grade level leaders, dean	New Teachers	safe, successful, and known - what does that look like for the intellectual and individual? Compliant to processes and procedures	individualized growth, making progress toward expectations...positive school experience
8.23 Convocation PM	Connection with Casas - Community builder,1-2-4 defining relationships, remembering your why, interview chair...VALUES; SEL during advisory this year Classroom set up	Reynolds, Amaral	All staff	Cultural norms and expectations implemented and celebrated - joy!	Positive culture brings positive experiences and gains in all areas for all students.

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8.24 PD Day	***Standards-based Instruction*** *Secondary Schools- School-based* _____ Finish definition of "Relationships" in groups, Bloodborne training, model behavioral intervention (cell phone); other routines around lockers, transitions, supervision - classroom v office, review of behavioral data Consistent grading expectations Review of grade level Standards, access to unit 1	Reynolds, Amaral - possible grade level leaders, dean	All staff	Connections with students clear based on exchanges in classrooms Common lessons and expectations across schools and grade levels	Less referrals to the office, reduction in cell phone use which leads to increased academic growth, less distraction, reduced altercations and negative exchanges
8.25 PD Day	***Standards-based Instruction*** *Secondary Schools- ½ Day District - ½ Day School* _____ Grade level Standards - *SBAC data leading into CCSS.* What does it look like? What is vertical alignment? How do you ensure your lessons require students to learn grade level skills? Applying grade level to your planning/see it in action.	Reynolds, Amaral - possible grade level leaders, dean	All staff	Lesson plans are created based on grade level Standards Objectives, tasks and assessments aligned to grade level Standards Scaffolds in place to enable students to enter at the their skill level and eventually access grade level instruction (both content and task)	Students engaged in rigorous tasks and instruction based on grade level skills

	Where do scaffolds fit? QTEL refresher embedded *(possibly stations)* Finalize room/school to open on Monday				
8.28 FM	Community builder, first day reflection, how did you build relationships today? SYSTEMS - with a focus on Teacher Teams: New team leaders, expectations, looking at student data with rosters, DDI (If time, TLAC 3.0)	Reynolds, Amaral, grade level leaders, dean	All staff		Students engaged in rigorous tasks and instruction based on grade level skills
9.11 FM	Community Builder using SEL lesson for advisory. Review feedback from visits/walkthroughs - look fors from "Known" building with next steps.	Reynolds, Amaral, grade level leaders, dean	All staff		
9.18 FM	Community Builder using SEL lesson for advisoryHispanic Heritage Month kickoff, Committee #1 votes/requests for this year including equity, culture and climate, safety, facilities, pathways, Advisory/SEL for week	Reynolds, Amaral, grade level leaders, dean	All staff		

10.2 FM	Community Builder using SEL lesson for advisory feedback from visits/walkthroughs - look fors from "Successful" (grade level Standards) with next steps	Reynolds, Amaral, grade level leaders, dean	All staff		
10.10 PD Day	AM- Elementary- District-Based PM- Secondary - District-Based				
10.16 FM	Review of feedback from Equity school visit #1 - where are we according to our SIP goals? What are our next steps?	Reynolds, Amaral, grade level leaders, dean	All staff		
10.30 2hr ED + FM	School-Based NWEA Data Analysis with goal setting and instructional planning, Committees #2	Reynolds, Amaral, grade level leaders, dean	All staff		
NOVEMBER - JANUARY CYCLE 2 INSTRUCTIONAL FOCUS					
11.6 FM	Community Builder, Feedback from district learning walk, student behavior and culture workshop (some information from principal/Ap meetings), prep for Sport-a-Thon	Reynolds, Amaral, grade level leaders, dean	All staff		
11.8 PD Day	School-Based AM - Equity Committee PD PM - Grade level Standards instruction. What is the difference between grade levels?	Reynolds, Amaral, grade level leaders, dean, coaches	All content teachers		
11.9 90 min ED (MS and HS)	District PD Middle School				

	School-Based PD High School				
11.16 90 min ED (MS and HS)	School-Based PD Middle School Community Builder, where are we with teacher teams, DDI, and data analysis using Otus and student work? District PD High School	Reynolds, Amaral, grade level leaders, dean, Coaches			
11.20 FM	Community Builder extended (before holiday, what are you thankful for), other preparation/celebration of what has been accomplished so far this year	Reynolds, Amaral, grade level leaders, dean			
11.27 FM	Community Builder, Advisory/SEL lesson check-in/prep, committee meeting #3	Reynolds, Amaral, grade level leaders, dean			
12.4 FM	Community Builder, SIP data check-in/reflection and planning forward	Reynolds, Amaral, grade level leaders, dean			
12.11 FM	Community Builder, Student Council spirit week and door decorating prep (students lead this portion)	Reynolds, Amaral, grade level leaders, dean,			

		Student council rep			
12.18 FM	Domus SEL PD for staff - with strategies to turnkey (esp near holidays)	Reynolds, Amaral, grade level leaders, dean, Amanda Lewis			
1.8 FM	Community Builder, teacher team check-in/refresh/model forward What does engagement look like?				
1.22 FM	Community Builder, review of data/results/feedback from engagement walk throughs	Reynolds, Amaral, coaches			
1.29 2hr ED + FM	Community Builder, Scaffolds and QTEL and acceleration with upcoming unit(s)	MLL teachers, Reynolds, Amaral, grade level leaders, dean			
FEBRUARY - APRIL CYCLE 3 INSTRUCTIONAL FOCUS					
2.5 FM					
2.12 FM					
2.26 FM					
3.4 FM					
3.11 FM					

3.14 90 min ED (MS and HS)	District PD Middle School School-Based PD High School				
3.21 90 min ED (MS and HS)	School-Based PD Middle School District PD High School				
4.1 FM					
4.8 FM					
4.29 2hr ED + FM					
MAY - JUNE CYCLE 4 INSTRUCTIONAL FOCUS					
5.6 FM					
5.13 2hr ED + FM					
5.20 FM					
6.3 FM					

*Add rows and pages, as needed. (*FM - Tentative Faculty Meeting dates)*

Section 5: School Governance Council (SGC) Signature Page

All SGC members are expected to sign this page to confirm their participation in the development of this School Improvement Plan and that they have been consulted with regard to the alignment of funding to support the school's educational program, which includes the annual goals, action plans and family engagement efforts.

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Enter the names of the SGC members in the first column and have them sign in the third column.

Name	Position and Constituent Group	Signature
Adam Reynolds	Principal	
Rebecca Sabol	Teacher	
Dee Walters	Teacher	
Kevin Lippert	Teacher	
Open/Ballot in August	Teacher	
Sheelagh Schlegel	Parent/Guardian	
Beatriz Torres	Parent/Guardian	
Open/Ballot in August	Parent/Guardian	
Open/Ballot in August	Parent/Guardian	
Brian Allert - Carver	Community Representative	
Matt Guida - Aspire	Community Representative	