West Middle School
2018-19 School Improvement Plan

School Readiness (WBWF)	Grade 3 Reading (WBWF)	Close Achievement Gap (WBWF)	College/Career Readiness (WBWF)	Graduation Rate (WBWF & ESSA)
All students meet locally determined school readiness goals. ☐	Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. ☐	Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, OR set a locally determined measure & goal. ☑	Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, OR set a locally determined measure & goal. ☑	Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. ☐
Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Centrury*	*Personalized, Engagement, Excellence*

Math & Reading Achievement (ESSA)	English Language Proficiency (ESSA)	Academic Progress/Grow	Consistent Attendance (ESSA)	Other Focus Areas
MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). ☑	Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 ☐	Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A tranisition matrix is used to calculate results. ☑	Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. ☐	School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity...other ☐
Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☑ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

Overall, WMS students in each grade level scored above the state proficiency level in Math in 2017-18. (Current 6th - 4% above state, Current 7th - 14.9% above state, Current 8th - 7% above state)

However, when analyzing subgroup proficiency rates, our gaps, when compared to the majority subgroup proficiency rates, range from 4-60% below the majority group..

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Each grade level will score at least 10% higher than the state proficiency rate on the 2018-19 MCA Math test. Additionally, we will reduce the achievement gap by increasing the percentage of students scoring proficient by 10% in each non-majority subgroup.

Current Reality (baseline) https://docs.google.com/spreadsheets/d/1vXdbeL4p1HAL7pXY-Knx7HchtHGvoHu3DFj0HoEHzal/edit?usp=sharing

What interim or formative measures can track progress?

Quarter 1 (item - measure)

Quarter 2

Quarter 3

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

Action Planning Form

Focus strategies for year:

☐ Continue training and implementation of critical instructional practices: authentic learning, student-centered learning, digital learning, and Gradual Release of Responsibilty, as well as the use of workshop model, self-pacing, and other personalized learning strategies.

☐ Teaming and PLC structures allow for effective analysis of formative assessment data to identify students needing additional remediation, intervention, support.

☐ Continued development of effective Tier 1 and 2 interventions for struggling students through Team, PLC, and I-team.

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Whole Student Development	*Quality Instruction*	*Quality Instruction, Equity*	*Whole Student, 21st Centrury*	*Personalized, Engagement, Excellence*

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Quality Instruction	*Equity*	*Quality Instruction*	*Personalized Learning*	*All 6 Pillars*

Why this focus area? (How does your needs assessment lead to this conclusion?) Root Cause Analysis completed?

☐ Root Cause Analysis complete?

note - root cause analysis helps identify the underlying causes that are of concern, able to be influenced or those within our control.

Overall, WMS students in each grade level scored above the state proficiency level in Reading in 2017-18. (Current 6th - 3.1% above state, Current 7th - 12.5% above state, Current 8th - 5.1% above state)

However, when analyzing subgroup proficiency rates, our gaps, when compared to the majority subgroup proficiency rates, range from 2-76% below the majority group.

What is the goal? (Consider this the *summative* measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART): Each grade level will score at least 10% higher than the state proficeincy rate on the 2018-19 MCA Reading Test. Additionally, we will reduce the achievement gap by increasing the percentage of students scoring profcient by 10% in each non-majority subgroup.

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What interim or formative measures can track progress?

Quarter 1 (item - measure)

Quarter 2

Quarter 3

Quarter 4

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal? (Detailed Action Planning form)

Action Planning Form

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WMS 1.0 - Our Current Reality and Baseline - At a Glance

	Math			Reading		
Current Grade Level	6	7	8	6	7	8
2017-18 % Proficient	58.7	68.7	61.4	70.1	76.9	63.2
State	54.7	53.8	54.4	67	64.4	58.1
Deviation from State	4	14.9	7	3.1	12.5	5.1

	Math			Reading	
	% Proficient	Gap		% Proficient	Gap
American Indian	13	-60		50	-28
Asian	69	-4		76	-2
Black	34	-39		55	-23
Hispanic	42	-31		44	-34
2 or more	52	-21		63	-15
White	73			78	

	Math			Reading	
	% Proficient	Gap		% Proficient	Gap
Not SpEd	67.9			74.8	
SpEd	25.2	-42.7		33.8	-41

	Math			Reading	
	% Proficient	Gap		% Proficient	Gap
Not EL	66.9			81.8	
EL	6.6	-60.3		5.3	-76.5

	Math			Reading	
	% Proficient	Gap		% Proficient	Gap
Not FRP	74.5			81.8	
FRP	41.6	-32.9		48.5	-33.3