West Middle School 2019-20 School Improvement Plan

Goal:	Staff will engage in high-quality instructional practices/strategies in order to increase the achievement of all students.

What is our Current Reality?	What will this look like when we are done? Vision of Completion
Walking through our halls, you will see a variety of teaching styles and strategies being implemented in classrooms. Some classrooms are very student-centered and some are more teacher directed. The wide range of teaching styles also contributes to a wide-range of assessment practices. Most teachers at West post daily learning targets to guide instruction. Use of those targets during instruction, aligned with effective formative assessment strategies to monitor progess, is not consistent in all our classrooms. Regardless of assessment strategies, we want to ensure that all students are aware of what they are responsible for learning, knowing, and doing and are receiving the assistance, feedback, and formative practice that they need in order to be ready to demonstrate mastery on summative assessments.	Our goal is for all students to learn and achieve at high levels. Workshop Model provides structure for student-centered learning, authentic learning, gradual release of responsibility, and effective use of intervention/enrichment.Teachers will provide instruction within a workshop model that incorporates assessment for learning strategies. Learning opportunities that are authentic and encourage the development of critical thinking and problem solving skills are regularly incorporated in all classrooms. To best meet that objective we believe all teachers should incorporate the use of the assessment for learning strategies within the workshop model for instruction as well as incorporate learning strategies and activities that are authentic for students. Students will be partners in their learning through goal setting, continuous self-assessment and tracking of their learning, a key component of the Assessment for Learning framework.

How are we going to measure our progress on this goal? (Measures of Progress)

Teacher self-assessment, will be done at least once per quarter - tracking improvement in use of learning targets, activity alignment to learning targets, use of formative assessment and data, implementation of a workshop model structure.

Walkthrough "look fors": Learning targets posted in student-friendly language, clearly articulated and used during instruction, reflected on; students able to articulate the daily learning objectives, epectations/learning is modeled by teachers during instuction, examples of poor and quality work is shown during instruction and is available for students to refer to during work time; formative assessment practices which effectively measure and monitor progress toward learning target (alignment), evidence of using data to inform instruction

Team meeting conversations/tracking:
Team conversations are based on what is and is not working for individual students in their classrooms
Strategies and quality lessons/authentic learning experiences are shared with one another
Student work examples are looked at and analyzed as a team in order to build common understanding of grade-level work

I-Team data:
I-Team will receive less requests for students when Assessment for Learning practices are implemented in the classroom.
I-team will assist with quality tracking of interventions from teachers.

Student grades:
Grades will communicate mastery of standards and essential learnings.
Student progress report grades, course grades, and course failure rates improve when targets are clear, instruction is aligned to target, remediation, small group work, and conferring is happening within classrooms in response to formative assessment data.

How are we going to get this done? (Action Steps)

School Year	Action Steps	Who?	When?
2019-2020	Introduce and gain knowledge around the Seven Strategies of Assesment for Learning and Workshop Model of Instruction. Monthly PGP reflection/collaboration incorporated into staff meetings, quarterly teacher self-assessment. Continuous improvement work on: Workshop Model, focused instruction aligned to learning target, formative assessment data used to inform instruction and intervention/enrichment needs of students, effective insructional strategies utilized to increase achievement including well-written rubrics, effective feedback, and students assessing and tracking their own learning progress.	Link/Chase	Workshop Week, Monthly Staff Meetings
	In East/West PLCs, do the work of unwrapping standards and writing clear, student-friendly learning targets. Prioritizing those learning targets into "need to know" and "nice to know" categories.	Middle-Level IC/DLC team	ER days throughout the year
	Teachers will do the work to ensure that students master the "need to know" learning targets for their courses utilizing the workshop model and small-group remediation.	All middle school teachers	Ongoing
	Teachers will choose a pathway for district PD days either looking at AFL through the lens of workshop model or through the lens of Authentic Learning.	District staff will plan and facilitate	District professional development days throughout the year
2020-2021	Professional development and implementation work around strategies 3-7.		
	Contiuous improvement work on: Workshop Model, focused instruction aligned to learning target, formative assessment data used to inform instruction and intervention/enrichment needs of students, effective insructional strategies utilized to increase achievement including well-written rubrics, effective feedback, and		
	Begin work on aligning grading practices.		
2021-2022	Continue professional development and implementation work around strategies 3-7.		
	Continue work on aligning grading practices.		