



## Wilson Middle School 24-25 School Improvement Plan



<b>Challenge</b>	<b>Discussion Points</b>	<b>Priority For Planning</b>	<b>Priority Statement</b>
Ready Classroom Mathematics Unit Tests	ROOT CAUSE: Students need more opportunities for productive struggle to build stamina for problem solving and independent practice.	Yes	If we utilize curricular materials and routines AND teachers provide wait time, opportunities for student discourse, and support and feedback to students THEN students will build academic stamina and grow towards proficiency on grade-level standards.
HMH Unit Tests (English Language Arts)	ROOT CAUSE: Students need more opportunities for productive struggle to build stamina for problem solving and independent practice.	Yes	If we utilize curricular materials and routines AND teachers provide wait time, opportunities for student discourse, and support and feedback to students THEN students will build academic stamina and grow towards proficiency on grade-level standards.
English Language Growth and Attainment (proficiency)	ROOT CAUSE: The current schedule is done homogeneously, meaning English Language Learners are grouped together with students in sections which can limit the opportunities for English language learners to have conversations with English speaking students and practice the language.	Yes	If English Language learners are heterogeneously grouped, AND teachers are given professional development (WIDA testing and scoring, "can do" indicators, cultural awareness, and equitable ELA instruction), THEN students will be provided more opportunities to engage with proficient English-speaking students which will increase growth and attainment.

### Goal Setting

**Priority:** If we utilize curricular materials and routines AND teachers provide wait time, opportunities for student discourse, and support and feedback to students THEN students will build academic stamina and grow towards proficiency on grade-level standards.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>
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Mathematics	Given PA standards aligned iReady Classroom Mathematics end of unit assessments, 45% of students will score an average of 65% or higher on the final unit test(s). (baseline scores from 2024 EOY 32%)	iReady End of Unit Assessments
Mathematics	Teachers will use evidence-based instructional strategies so that 80% of students will be engaged across math classrooms as measured by the walkthrough data collection checklist (rooted in Wilson's Problem of Practice student look fors). This data will also be used to provide teachers with feedback and inform professional learning community (PLC) topics.	iReady CORE rubric

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<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>
English Language Arts	Given PA standards aligned HMH end of unit assessments, 30% of students will score an average of 65% or higher on the final unit test(s). (baseline scores from 2024 EOY 17%)	HMH End of Unit Assessments
English Language Arts	Teachers will use evidence-based instructional strategies so that 80% of students will be engaged across ELA classrooms as measured by the walkthrough data collection checklist (rooted in Wilson's Problem of Practice student look fors). This data will also be used to provide teachers with feedback and inform professional learning community (PLC) topics.	ELA CORE rubric

**Priority:** IF English Language learners are heterogeneously grouped, AND teachers are given professional development (WIDA testing and scoring, "can do" indicators, cultural awareness, and equitable ELA instruction), THEN students will be provided more opportunities to engage with proficient English-speaking students which will increase growth and attainment.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>
English Language Growth and Attainment	Teachers will receive professional learning (WIDA testing and scoring, "can do" indicators, cultural awareness, and equitable ELA instruction) rooted in best instructional practices for English Language Learners four times throughout the school year.	ELL Professional Learning

<p>English Language Growth and Attainment</p>	<p>Teachers will use evidence-based instructional strategies so that 80% of students will be engaged across science and social studies classrooms as measured by the walkthrough data collection checklist (rooted in Wilson's Problem of Practice student look fors). This data will also be used to provide teachers with feedback and inform professional learning community (PLC) topics.</p>	<p>Science and Social Studies CORE Rubric</p>
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