Indiana School Improvement Plan

Westchester Intermediate School

Duneland School Corporation

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TABLE OF CONTENTS

Student Performance Diagnostic

Stakeholder Feedback Diagnostic

Goals 2019-2020

Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

As part of the Duneland School Corporation, Westchester Intermediate School serves the towns of Chesterton, Porter, Burns Harbor, Dune Acres, and portions of unincorporated Porter County, Indiana. The area extends to Lake Michigan and is adjacent to the Indiana Dunes and the National Lakeshore. Duneland School Corporation provides K-12 education to about 5800 students in a 92-square mile area from the townships of Westchester, Jackson, Liberty, and parts of Pine Township. The community includes homeowners, rentals, and government subsidized rentals.

Westchester Intermediate School population consists of approximately 550 fifth and sixth grade students matriculating from Bailly, Brummit, and Yost Elementary Schools, as well as St. Patrick's Catholic, and the Chesterton Montessori Schools. Our building services all fifth and sixth grade hearing impaired students in the Porter County area. Enrollment at WIS includes 80% White, 9% Hispanic, 2% Asian, and 3% Black, and 6% Multiracial students. Westchester Intermediate employs over 50 full and part time staff members including teachers, instructional and recess aides, cafeteria workers, and office personnel. The average faculty member's age is 40. There are 20 full time classroom core teachers, three related arts teachers (art, music, and physical education), and one media specialist. Four and a half special education teachers service our special education population with the support of two paraprofessionals and two interpreters. WIS has two part time band and orchestra teachers, six instructional aides, and one RtI (Response to Intervention) aide. A full time nurse and full time guidance counselor are also available for the students. WIS also has a part-time dean of students whose duties include overseeing student services.

Westchester has experienced many changes that have created challenges for our building in the last three years. Our population is becoming more diverse and transient. This has led to an increase in our Free/Reduced Lunch Program. Currently, 30% of our students are enrolled in this program. WIS has noticed an increase in students that have a lower-economic status. Some of the newly enrolled students do not speak English fluently, and we are experiencing an increase in our ESL population. WIS currently has an ESL support staff member who works with students weekly. These trends in diversity are also an exciting experience for our building. We are developing new classroom activities and study trips to meet the needs of all students. This is also providing teachers in our building new experiences and opportunities to explore and implement a variety of teaching methods.

Because there are very few intermediate schools in Indiana, the intermediate experience and WIS are rather unique. Westchester's mission is to prepare students for higher education. We have developed our building climate to transition students from an elementary school to a middle school atmosphere. We have homeroom groups and our students rotate to different teachers throughout the school day. We offer honors and high ability classes in math and English/language arts at both the 5th and 6th grade levels. Multiple co-taught sections have been opened in 6th grade in all content areas and in 5th grade in both math and English/language arts. There are many affect opportunities both during and after school for the students that promote self-pride, as well as school pride. These include: honor roll lock-ins, intramural sports, choir, lunch and recess programs, and various academic clubs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Westchester is dedicated to becoming the keystone to developing successful students. We believe success is developed through the following building blocks: communication skills, organization, respect and cooperation, and enthusiasm for learning. Westchester staff believes that there are no obligations in our educational process; every part of our day is an opportunity to make the lives of our students, colleagues, parents, and stakeholders more enriched.

Westchester embodies its purpose of developing successful students by offering a variety of programs and embracing high expectations. Teachers develop lessons and activities by subject-area so that students in every class are receiving similar experiences. Students are assigned to a homeroom and rotate teachers throughout the day. Through these rotations, students have opportunities to be well-known by three or four professionals. A common department plan time allows teachers to discuss curriculum and assessments.

School programs are developed based upon the needs of our students. WIS offers honors and advanced classes to meet the needs of higher-ability students. Co-taught classes at both grade levels have been added to assist struggling students. Honor roll lock-ins create an incentive for students to do well academically. Students can join clubs and teams such as Student Council, Spell Bowl, Math Bowl, Science Bowl, Science Club, ASL, Choir, lunch clubs, newspaper, and intramural sports. These clubs and teams allow students to participate in extra-curricular activities that interest them.

Through survey results, WIS has been able to create programs that foster parent and community support. WIS has, and will continue to have guest speakers to help students be aware of bullying and to provide our students with positive strategies of dealing with bullying. WIS staff members have been trained on the bullying prevention and reporting policy, and how to promote positive self image amongst students. Parents have been invited to awards ceremonies, Veteran's Day programs, viewing guest speakers, and other activities. WIS has highlighted classroom activities through newspaper articles and community involvement.

Westchester continues to search for and provide new opportunities to meet the individual needs of all students, thus creating a well-rounded education for all.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Westchester has undergone many structural improvements in the past year. Hallways have had ceiling and lighting updates. All classroom doors have been replaced with new and more secure locking mechanisms. Band lockers have been replaced. Entrances have been updated with card reading technology and security cameras.

Westchester is building success by meeting together in both curricular and grade level groups. The teachers are working together to create activities and lesson plans that foster high expectations for student success. The state has awarded WIS a grade of "A." WIS is continuing to expand higher level programming by adding advanced language arts and math courses at both the 5th and 6th grade level.

Westchester continues to update technology. Teachers have received various professional development trainings about incorporating technology within the classroom. Technology advances have supported communication efforts with various stakeholders that include: teacher web pages, school web site, electronic gradebook, newsletters, calendars, and automated phone calls.

With the addition of technology to the building and the training provided, many teachers are using technology in the classroom. Our school has 2 iPad carts, 6 Chromebook carts, two computer labs, and a classroom set of microscopes. Student usage of technology has dramatically increased. Currently our teachers are using Canvas as a LMS with students. We look forward to having more technology available so we can meet the demands of creating successful 21st century learners.

The school atmosphere continues to improve. However, staff members feel we need to achieve more collaboration and respect among colleagues. WIS is striving to create a more unified building where we can present issues openly and work together to find common solutions. More staff meetings, team planning, and social events will build stronger relationships within the building.

In order to increase student achievement, WIS needs to continue utilizing data more effectively. Westchester continues to emphasize writing skills while focusing efforts on a school-wide goal of reading comprehension.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As part of the Duneland School Corporation, Westchester Intermediate School participates in the AdvancEd district accreditation process. An integral component to Duneland's district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chair person(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland's process consistently includes input from all stakeholder groups. In the fall of 2014, AdvancEd surveys were conducted. Upon completion, survey data was provided to staff members to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Two teacher representatives and the school administrators are part of Westchester's School Improvement Team. The School Improvement Team meets regularly during the school day, with classes covered by other staff members. The School Improvement Team seeks data and information to create our school's improvement plan. During early release days, information is gathered and shared with all staff. Staff are then encouraged to provide input into all pieces of the school improvement plan. Once the plan has been written, staff reviews all components and provides feedback. The final step is making revisions and delivering final drafts.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The School Improvement Team consists of two teachers along with school administrators. The team collects data from all staff members regarding school improvement, and then analyzes information, shares it with staff members, and requests further input for review. After all input has been reviewed, the team creates a "final" document to be shared with the entire staff. This remains a working document that is updated as necessary.

School staff members are responsible for collecting and sharing classroom data with the School Improvement Team. Their responsibilities include: looking for common areas of strengths and weaknesses, reviewing parent, student, and staff surveys, and reviewing any drafts of the school improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is available on the Westchester Intermediate website. During early dismissal days, staff members review and adjust components of the plan. Revisions are made as necessary. Any time revisions occur, staff members are notified immediately and an up-to-date version is available for review.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Before and after school opportunities based on extension or remediation of curriculum. Common departmental plan time is utilized at varying degrees.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Westchester provides a clear goal for student success and the staff is focused on maintaining high expectations for all students. All stakeholder surveys indicate teachers are effectively engaging students in positive learning experiences. Teachers are genuinely concerned with overall success of WIS students. Our students are ability grouped in math and language arts at both grade levels. The honors math classes use a combination of a compacted on-grade curriculum, as well as a curriculum from a grade level higher. The language arts classes use the state-created high ability unit for curriculum. All students are routinely monitored for progress and can be moved to different levels as needed.

RtI aides help struggling students within the classroom and during the resource period. Teachers and aides meet quarterly with the guidance counselor and principal to discuss all students currently in the RtI program. Teachers plan lessons together in subject areas to create meaningful learning experiences for the students. The school website and teacher web pages provide updated information about the school's purpose and goal. As we continue to update our school improvement plan, we will maintain high expectations for student success.

The self-assessment tool showed WIS to be consistent at maintaining and communicating purpose and direction. There were not any indicators showing significant deficits.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Duneland School Corporation provides opportunities for staff members to attend workshops and professional development seminars. Participating Westchester staff members then share what was learned with their team, level, or whole school when appropriate. Duneland is also making opportunities available for staff members to present and share their expertise with the entire district. These workshops are taking place after school as well as during the summer months.

Westchester is currently working toward cohesiveness between staff members. We have a social committee that plans quarterly activities outside of the school day to help build relationships among staff members. Teachers are meeting by grade level, team, or subject area on a regular basis to plan meaningful lessons and activities for students.

The governing body supports autonomy of leadership to accomplish student and school goals. Westchester needs to continue communicating more effectively with the governing body. We need to prepare ourselves with data and evidence to support our cause.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Westchester Intermediate School is a collaborative environment focused on treating students as individuals. Grade levels meet weekly to coordinate student activities. Teachers also meet in departmental groups to focus on curriculum. New staff members are assigned a mentor who will ensure active engagement into the WIS family. WIS provides multiple communication tools for stakeholders that include: web pages, school web site, electronic gradebook, newsletters, calendars, and automated phone calls. Students are provided with many activities which foster individual growth. Through clubs and groups, teachers and staff members can become advocates for student learning and life skills. Parents are invited to attend many functions including: grading period awards, guest speaker presentations, conferences, individual classroom presentations, and themed open houses. WIS will continue utilizing current clubs and programs while searching for new avenues to promote teacher effectiveness, student learning, and parent involvement.

During weekly planning meetings teachers discuss grading and recording of various activities. This promotes consistency in the grading process. These collaborative meetings have helped teachers to implement new activities and incorporate technology into daily lessons. By developing new ideas and lessons, we are able to stay current with our twenty-first century learners.

As a staff, there is a continual need for professional development on how to utilize data and implement changes in classroom instruction. Common curriculum and assessments need to be fully developed and implemented within our school district. All teachers need to receive feedback based on formal and consistent monitoring practices. With the implementation of the RISE evaluation process, all teachers will be evaluated and receive timely feedback in order to improve teaching effectiveness and student achievement.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Duneland School Corporation provides sufficient resources so that Westchester staff members can maintain an effective learning environment. Technology is becoming more readily available for staff and students. Professional development opportunities occur regularly to update staff on various technology implementation ideas. Qualified staff and instructional aides provide ample opportunities for small group and one-on-one instruction. Emotional needs are met through counseling services and small-group opportunities. Students have access to a wide range of media and information technology through the media center and various computer labs and portable media carts. New programs are added as needed to support student development. Staff continues seeking new ideas to implement within the classroom curriculum.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 2

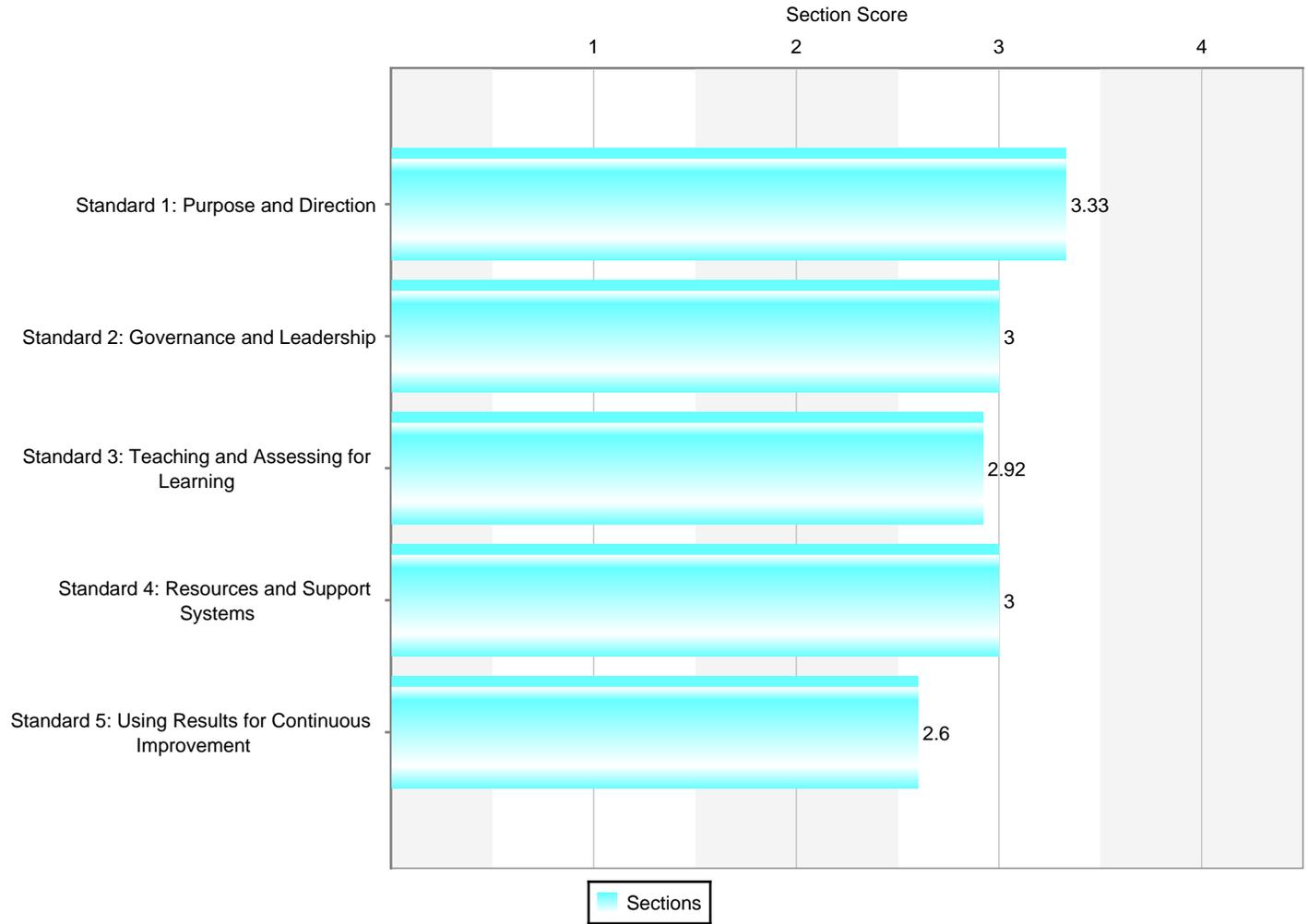| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The self-assessment tool has shown standard 5 to be an area in need of improvement. WIS does not currently have a comprehensive assessment system, but does utilize ISTEP+, NWEA, and common curriculum assessments to measure student success. These assessments are used to drive instruction. The area in need of improvement is involving support staff with training in how to use data for assisting students. Although teachers are proficient at using data, not all support staff have been given opportunities to collect, analyze, and apply information. More opportunities will be made available for support staff to understand effectively utilizing data.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			3.33	
Standard 2: Governance and Leadership			3	
Standard 3: Teaching and Assessing for Learning			2.92	
Standard 4: Resources and Support Systems			3	
Standard 5: Using Results for Continuous Improvement			2.6	

Sections

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See the following attachment:	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Westchester students are consistently above the expected levels of performance in math. Our math scores have traditionally been high, and we are seeing more students reach the Pass+ level. Our scores have been above the state average in Language Arts, but we are not experiencing the high levels of Pass+ that we see in math.

Describe the area(s) that show a positive trend in performance.

Westchester continuously scores above state average on state assessments. We are seeing a positive increase in the area of science with regards to state testing. ISTEP+ and NWEA data show consistent trends in student performance. Subgroup trends are also consistent.

Which area(s) indicate the overall highest performance?

The Student Performance Worksheet illustrates that 5th grade Math shows the overall highest performance. Westchester students still show strength in mathematics. These areas of higher performance represent the hard work and dedication of our staff and students. Our goal for our students continues to be for each student to meet or exceed each standard. We will continue involving students, faculty, families, and community partners in a district-wide conversation about how we can ensure that every student is truly on a path to success.

Which subgroup(s) show a trend toward increasing performance?

The free/reduced meals subgroup showed a trend toward increasing performance from the 2016 to 2017 test year for 5th grade math, ELA, and Social Studies. The Special Education subgroup showed a slight trend toward increasing in the areas of 5th grade ELA and Math. Previous years would indicate that there are no substantial increases in subgroup performance. Subgroups remain fairly consistent from one year to the next.

Between which subgroups is the achievement gap closing?

There is a slight trend in closing of achievement gaps amongst subgroups in 5th grade. Westchester is planning on using current data to address subgroups so we can begin to see a trend in closing all subgroup achievement gaps.

Which of the above reported findings are consistent with findings from other data sources?

Students have completed the NWEA MAPS testing process for the Fall window. While Fall scores are currently available, teachers will use end of the year results to make comparisons. Previous years' results have been studied in a similar manner. The results have indicated a trend toward improvement as seen in ISTEP+ results.

Based on ISTEP+ data from 2016 ELA continues to be an area of concern as well as our Special Education subgroup.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Westchester performance in Math, ELA, and science showed a decrease from the 2016 to 2017 state assessment for 6th grade, but an increase in Math and ELA. Indiana continued make changes to the new testing format. Previous years' data show that Westchester has consistently improved in all areas yearly. ELA is typically lower in performance than math, and we would like to see a larger gain of improvement. Westchester will continue to employ methods consisting of simultaneously collecting and analyzing data to make instructional decisions to increase student performance on state assessments.

Describe the area(s) that show a negative trend in performance.

Data prior to the 2016 state assessment indicate there is a slight negative trend in 5th grade performance. Math and ELA showed a decrease from 2016 to 2017 for 6th grade. Every area has typically remained consistent from year to year. Westchester will continue to monitor and use data to help us decide what action to take to improve instruction or change our current practices.

Which area(s) indicate the overall lowest performance?

With percentages averaging somewhere in the 60-90% range for both 5th and 6th grade math and ELA, data would indicate the overall lowest performance to be 6th grade ELA. These scores are typically in the 70- 80% range.

Which subgroup(s) show a trend toward decreasing performance?

The subgroups that show a trend toward decreasing performance were special education and free/reduced meal students in 6th grade. These two groups were lower in English and math at the sixth grade level. These findings support the previous year's concerns with this specific group of learners.

Between which subgroups is the achievement gap becoming greater?

The subgroup of special education is showing larger gaps in achievement. This group showed significant drops in scores from 2016 to 2017 in the 6th grade.

Which of the above reported findings are consistent with findings from other data sources?

NWEA data has supported the findings of Westchester's overall performance. Students who have achieved benchmarks and goals in NWEA

have typically performed well on ISTEP+. Teachers monitor data closely and have students set goals to take ownership in their overall achievement.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3.25
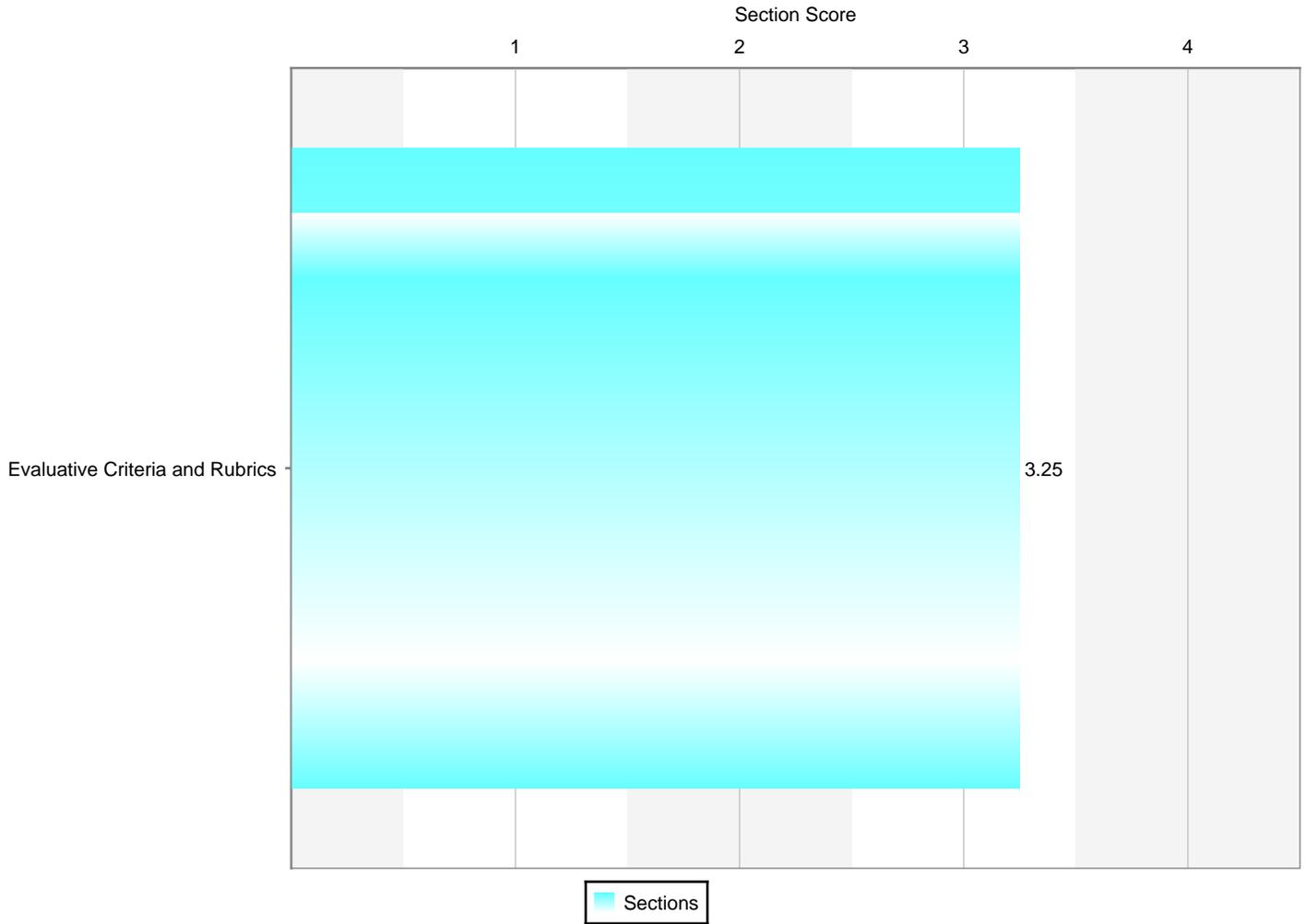
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

All surveys indicate that Westchester Intermediate School has a clear purpose that is focused on student achievement. The principal and teachers have high expectations of students and they use a variety of resources to aide in student success. Many students and parents commented on the friendly, supportive atmosphere in the building. All stakeholders also report the staff wants what is best for all students and they strive for students to become successful in their futures. Stakeholders are pleased that technology use is increasing in the building. They also approve of the efforts to include high ability and co-taught classes to meet the needs of all learners.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

From surveys we can see we have improved on areas of concern, such as communication and bullying. More parent communication has been implemented through social media, school website, teacher webpages, and WIS Weekly available via email. We have had many presentations related to bullying for students and training for staff about how to identify and report bullying. These changes in our school have improved parent and staff feedback, and continue to increase satisfaction with stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This survey is consistent with previous surveys conducted during parent-teacher conferences. Westchester stakeholders are impressed with the positive atmosphere that encourages learning. Teachers show that they genuinely care about students and work hard to promote a high level of achievement. Families have responded positively to the addition of technologies. Westchester also offers award ceremonies, after school activities, honor roll lock-ins, and small group remediation. These programs help to promote the positive atmosphere Westchester strives to achieve.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Westchester Intermediate School surveys indicate a weakness in the area of individualizing instruction to meet the needs of all learners. Stakeholders would like to see more personalized instruction and reporting of student progress. Teachers report the need for more student collaboration, self-reflection, and development of critical thinking skills. Families indicate that students are missing the connection between what is being taught and their everyday lives.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

There is no significant trend toward decreasing stakeholder satisfaction in a particular area.

What are the implications for these stakeholder perceptions?

Westchester has been incorporating technology into the curriculum to meet the needs of individual learners. There are multiple devices for regular student use. The staff continues to receive training for the available technology. Ability grouping at both the fifth and sixth grade levels provides Westchester teachers with opportunities for advancement of individuals based on learning needs.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This survey is consistent with previous surveys conducted during parent-teacher conferences. Westchester has used previous survey data to improve communication with stakeholders and address bullying issues. The Westchester staff has created individual teacher web pages and also uses various social media pages to communicate on a regular basis with Westchester families. WIS Weekly is a principal-generated e-mail that is sent out each week to parents. Parent Access through our Skyward grading system allows parent to view student grades and assignments.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
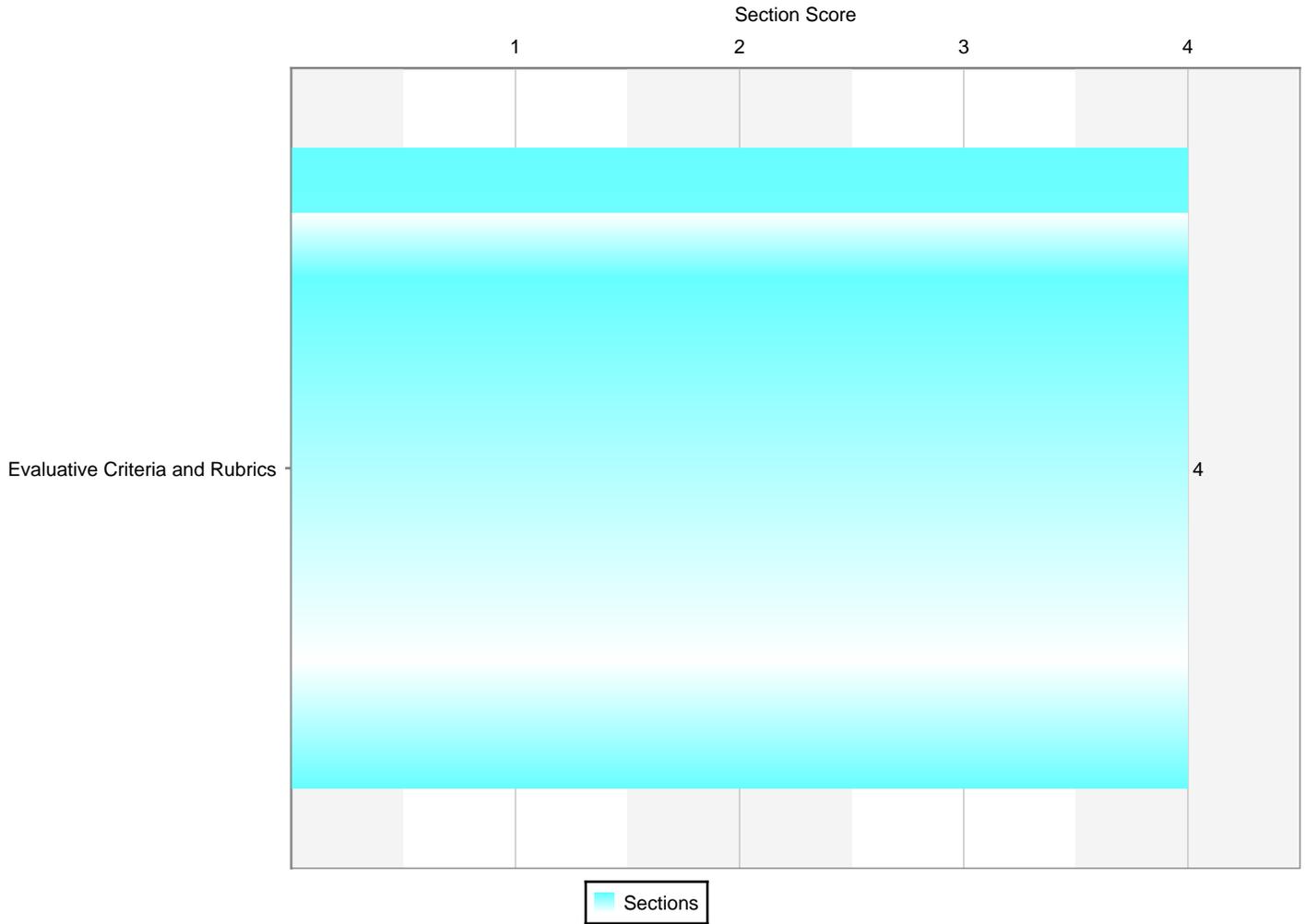
Sections

Goals 2019-2020

Overview

Plan Name

Goals 2019-2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve reading comprehension across the curriculum.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: All students will improve reading comprehension across the curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in comprehension in Reading by 05/30/2017 as measured by NWEA .

Strategy 1:

QAR - Teachers will demonstrate the use of the QAR model for improving reading comprehension. The QAR method will also be reinforced by posters and displays for students use in the classroom. Teachers have received training on the QAR method and will continue to have refreshers. The strategy will be implemented into all curricular areas.

Research Cited: QAR Now by Kathryn H. Au, Kathy Highfield, and Taffy Raphael

Evidence of success: NWEA MAPS testing

Activity - Teacher Training on QAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and re-train teachers/staff in QAR strategy and how to implement in all content areas.	Professional Learning	08/17/2016	06/01/2017	$0	No Funding Required	Administrator, Previously Trained Staff

Status	Progress Notes		Created On	Created By
Completed			September 11, 2017	Mrs. Bobbi S Hall

Activity - QAR Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate the use of QAR strategies while presenting academic instruction.	Direct Instruction	08/17/2016	06/01/2017	$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By

In Progress		September 11, 2017	Mrs. Bobbi S Hall

Activity - QAR Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
QAR will be monitored through walk through and program fidelity checks.	Policy and Process	08/31/2016	06/01/2017	$0	No Funding Required	Administrator

Status	Progress Notes	Created On	Created By
In Progress		September 11, 2017	Mrs. Bobbi S Hall

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on QAR	Train and re-train teachers/staff in QAR strategy and how to implement in all content areas.	Professional Learning	08/17/2016	06/01/2017	$0	Administrator, Previously Trained Staff
QAR Modeling	Teachers will demonstrate the use of QAR strategies while presenting academic instruction.	Direct Instruction	08/17/2016	06/01/2017	$0	Teachers
QAR Monitoring	QAR will be monitored through walk through and program fidelity checks.	Policy and Process	08/31/2016	06/01/2017	$0	Administrator
				Total	$0	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.