



School Improvement Plan Template

*This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

Section 1: Building Data

School: Lander Middle School	Plan Date: 11/1/22
Principal: Jade Morton	District Approval Date (for TSI, WAEA, CSI):
District: FCSD#1	Current Identification (<i>list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i>):
District Representative: Deidre Meyer	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
Data-Informed Planning	Collaborative Team Time	C1: 3 C2: 3 C3: 3

Instruction	Using Data to Adapt Instruction	E1: 3 E2: 3 E3: 3
Learning Support	Tier II Math & Reading Intervention	F1: 4 F2: 3 F3: 4

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain: Data-Informed Planning

Priority Practice #1: Collaborative Team Time

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Data-informed planning is built on the foundation of professional learning communities where accountability for student achievement and growth is shared by leadership, teachers, and students. This practice improves student achievement through collaboration as teachers and leaders work together analyzing data, asking questions, and testing and progress monitoring solutions to impact student learning. The PLC questions drive this collective efficacy: 1. What do students need to know and be able to do? 2. How do we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for the students who are already proficient?</p>
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<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>Research Based Strategies:</p> <p>The building master schedule supports collaborative team planning daily for all certified staff. A collective commitment of our building is to <i>constantly measure student effectiveness</i>. Our team time schedule provides time for data-driven discussions among collaborative teams to monitor student learning and growth through assessments, to analyze multiple ways for students to demonstrate mastery, and ultimately guide instructional planning to meet the needs of all learners.</p> <p>The building Wednesday Early Out Schedule (WEO) addresses the professional learning needs of certified and classified staff. Additionally, this schedule supports vertical alignment among departments with twice monthly curriculum content team time.</p>
<p>1-Year Adult Practice Goal</p> <p>Provide a measurable goal aligned to the Practice.</p>	<p>Thursday collaborative team time will be guided by a data framework and discussion protocol to identify best instructional practices. Three data points will be collected for ELA and math priority standards with the goal of 80% of students demonstrating mastery. Through this practice we will generate baseline data of student proficiency on priority standards.</p>
<p>Impact on Performance Goals</p> <p>Describe how the focus on this Practice will impact performance goals.</p>	<p>By utilizing all of these supports we will see growth in achievement and equity scores in all subjects in all grade levels on a yearly basis and through cohort data. By identifying the grade-level and building individual student data and individual equity data we can narrow our focus and successfully support all students.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Star / WY-TOPP Data Analysis	Fall 2022 Winter 2023 Spring 2023	Building Assessment Calendar Collaborative team time to analyze data.	This data is used to make instructional adjustments and analyze the impact of the instruction on student learning.
Equity Group Needs Assessment	Fall 2022	Equity Cohort Data	This data is used to identify supports and

		Building Intervention Team (BIT) Data	interventions of our equity subgroup students ensuring Tier II and/or Tier III supports for this cohort.
CFA Data Protocol	Fall 2022	Collaborative team time. Data protocol form for collecting data.	Baseline data of student proficiency on priority standards for ELA and math will be collected.

High-Impact Domain: Instruction
Priority Practice #2: Using Data to Impact Practice

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>A collective commitment of our building is to <i>provide a challenging, rigorous, and developmentally appropriate curriculum which addresses individual student needs, is focused on academic growth, and is based on best practices and current research.</i> To achieve this goal, clarity of <i>what</i> students need to know is critical. Instruction is focused on standards based learning and district vertically aligned priority standards.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i> 	<p>Research Based Strategies:</p> <p>For the last five years, content area teams have developed and revised proficiency scales for priority standards. Identifying the need for clear learning goals for students, teams began the development of student friendly proficiency scales this September. This work is guided by professional learning during team times and focused on current research from Jan Hoegh and Robert Marzano.</p> <p>A goal for the 2022-23 school years is for our monthly instructional rounds to serve as a guide for our PLC work. The focus of rounds is on gathering evidence about a commonly-identified problem of practice connected to the Fundamental 5 or Kagan Cooperative Learning, with the goal of enhancing our overall instructional effectiveness connected to ELA and math data framework practice.</p>
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>By the end of the 2022-23 school year teachers will have student friendly proficiency scales developed for clarity of instruction and student reflection on learning.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>A standards based learning approach and building a PLC model, implemented with fidelity, will impact and support our data framework.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Continue to prioritize the PLC model to support standards based learning and team collaboration.	Fall 2022 - Spring 2023	Master Schedule Team Time Schedule Professional Development	Common Formative Assessments WY-TOPP Winter Interim and Spring 2023 Star Reading and Math Spring Stakeholder Feedback
Implement the use of a data framework to guide team meetings	Fall 2022 - Spring 2023	Team Time Schedule	Common Formative Assessments WY-TOPP Winter Interim and Spring 2023 Star Reading and Math Spring Stakeholder Feedback

High-Impact Domain: Learning Support
Priority Practice #3: Math & Literacy Tier III Intervention

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>High quality instruction involves the use of evidence-based practices in all tiers of instruction. Additionally, it provides opportunities for students to participate in all tiers of instruction to support academic achievement and growth.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>Research Based Strategy:</p> <p>Saber Success Time is a focused block of instruction, outside of Tier I instruction, to support intervention and enrichment three days a week. Enrichment opportunities are tailored to student interests and incorporate student choice. These action research practices address the support and extension of all students.</p> <p>Through analysis of Spring 2022 WY-TOPP data and Fall Star Reading and Math data, intervention teams identified the greatest areas of focus to support intervention. Tier III intervention instruction for math occurs in small groups (three to eight students) for at least 30 minutes per day, 3 days per week in addition to Tier I (core) instruction.</p> <p>Tier III intervention <i>Math Links</i> is researched based with explicit and systematic instruction focused on foundational skills using a standardized program or practice with fidelity. Progress monitoring data is collected 1-2x/month from all students receiving intervention. This data is used to make instructional adjustments and analyze the impact of the intervention on student learning.</p> <p>Additionally, there are systems in place to communicate intervention support to families as well as resources to support student learning at home.</p>
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Teams meet regularly and with fidelity to collaborate and implement research based practices. By the Spring of 2023 these practices will be reflected in both schoolwide literacy and math comprehensive plans.</p>

Impact on Performance Goals

*Describe **how** the focus on this Practice will impact performance goals.*

The schoolwide literacy and math comprehensive plans, coupled with increased teacher performance, will increase student achievement and growth.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Development of a Comprehensive Math Plan		<p>Professional Development: Math team attended NCTM conference</p> <p>Master Schedule: Master schedule will allow for 42 minutes of time allocated to Tier 1 math instruction with 30 minutes of additional time provided three days a week for Tier II intervention supports.</p> <p>Curriculum Resources: Purchasing of needed resources will be supported by the building Title 1 budget.</p>	<p>Prioritize: Through data analysis, the math interventionist identified the greatest areas of focus to support intervention</p> <p>Plan: The team identifies research and evidence-based practices to support intervention instruction as outlined in the math comprehensive plan.</p>
Development of a Comprehensive Literacy Plan		<p>Professional Development: Monthly Literacy Coalition data and best practice discussion, LETRS, WY-Built</p> <p>Master Schedule: Master schedule will allow 90+ minutes of time allocated to Tier I reading instruction with additional time provided for Tier II intervention supports.</p> <p>Curriculum Resources: Purchasing of needed resources will be supported by the building Title 1 budget.</p>	<p>Prioritize: Through data analysis, the team identifies the greatest areas of focus to support intervention</p> <p>Plan: The team identifies research and evidence-based practices to support intervention instruction as outlined in the literacy comprehensive plan.</p>

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Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.0	1.8
Achievement (Numeric value)	48	51
Growth (Numeric value)	46	48
Equity (Numeric value)	44	48
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.3	1.8
Achievement (Numeric value)	48.6	52
Growth (Numeric value)	45.6	47.1
Equity (Numeric value)	43.5	47.5
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)		
Growth (Numeric value)		
School Climate (Numeric value)		
Engagement (Numeric value)		
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	6th Grade = 62.83% 7th Grade = 58.9% 8th Grade = 46.21% 6-8 Math/ELA Data	6th Grade = 70% 7th Grade = 66% 8th Grade = 54%
Math (Numeric value)	6th Grade = 50.44% 7th Grade = 38.36% 8th Grade = 35.34% 6-8 Math/ELA Data	6th Grade = 58% 7th Grade = 46% 8th Grade = 43%
Science (Numeric value)	8th Grade (2021-2022)= 47.65% Science Data	8th Grade (2022-2023)= 55%

In-house Relevant Data

Star Reading - Fall 2022	6th Grade = 56% 7th Grade = 68% 8th Grade = 65%	6th Grade = 61% 7th Grade = 73% 8th Grade = 70%
Star Math - Fall 2022	6th Grade = 52% 7th Grade = 40% 8th Grade = 25%	6th Grade = 57% 7th Grade = 45% 8th Grade = 30%

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
Collaborative Team Time	Data-Informed Planning	3	Three data points will be collected for ELA and math priority standards with the goal of 80% of students demonstrating mastery.
Using Data to Impact Profession Practice	Instruction	3	By the end of the 2022-23 school year, all core content teachers will have student friendly proficiency scales developed for clarity of instruction and student reflection on learning.
Learning Support	Math and Reading Tier II Intervention	3	By the Spring of 2023 both schoolwide literacy and math comprehensive plans will be in place and reflect tiered instruction.

Part 2: Plan Cont.0

.Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Jade Morton	Principal
Erica Parker	Instruction Facilitator
Caleb Stephen	Title I Math Facilitator
Traci Darr	Parent (PIE Agenda)
Lincoln Hitchcock	Student

District School Improvement Representative Name	Position
Deidre Meyer	Curriculum Director