



# 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: Star Valley Middle School	Plan Date: 10/29/24
Principal: Steve Burch	District Approval Date (for TSI, WAEA, CSI):
District: Lincoln County School District #2	Current Identification <i>Partially meeting Expectations</i>
District Representative: Jason Horsley	

## 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	C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning	2.1
Learning Support	F.3 The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	2.8

## 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:** C4-The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>SVMS recognizes the critical need for data-informed planning to optimize student outcomes. To achieve this, we believe it is essential to adopt a single, consistent assessment tool that effectively measures student growth over time. Increased teacher involvement in selecting and implementing this tool will strengthen our ability to make well-informed, data-driven decisions for student success. By focusing on this practice, SVMS will be able to identify individual learning needs more accurately, target interventions effectively, and monitor progress consistently across all grade levels. This approach ensures that instructional strategies are tailored to the specific growth patterns of students, ultimately leading to improved academic performance and more personalized support for student achievement.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>• <i>Explain how the strategies, in relation to the research, address the needs of your school’s students.</i></li> <li>• <i>Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.</i></li> </ul>	<p>*SVMS will implement a data-driven strategy (Benchmark assessments) using a unified assessment tool to monitor student growth. Training will focus on best practices in using formative assessments to track progress, enabling timely interventions and instructional adjustments that meet individual student needs.</p> <p>*SVMS’s strategy focuses on using growth data to meet students’ diverse learning needs. By continually monitoring progress, teachers can personalize instruction, providing support for struggling students and challenges for those excelling, ensuring responsive and effective teaching that boosts engagement and achievement.</p> <p>*For SVMS’s adult community, the strategy promotes professional collaboration and shared decision-making. By involving teachers in selecting and implementing the assessment tool and providing training on data use, staff ownership and engagement increase, fostering aligned practices and a collaborative school culture.</p>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>By the end of the 2024-2025 school year, SVMS will implement a unified assessment tool across all grade levels. At least 80% of teachers will complete training on using this tool to track student growth, leading to more effective interventions. Benchmark</p>

	assessments will be conducted three times a year, with a goal of improving collaboration among teachers by 10%, as measured by teacher surveys.
<p><b>Impact on Performance Goals</b>  <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i></p>	Focusing on data-informed planning will help SVMS meet performance goals by allowing teachers to better track student progress and make timely adjustments to instruction. Using a unified assessment tool, teachers can quickly identify struggling students and provide extra support, while challenging those who are excelling. This approach will improve student achievement, close learning gaps, and increase engagement. It will also promote more consistent and effective teaching across all grade levels.

**Action Plan for Priority Practices #1**

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Implement a unified assessment tool	By end of Q2 24-25	Assessment tool IT support	Track teacher usage and gather feedback
Provide data-use training for teachers	Ongoing throughout the year	Trainers, time for training	Monitor training attendance and post-training surveys
Conduct benchmark assessments	Fall, Winter, Spring	Schedule, tool access	Compare assessment data for growth
Analyze data and adjust instruction	After each assessment	Data software, review time	Track interventions and instructional changes
Foster teacher collaboration	Ongoing, with quarterly meetings	Meeting time, data reports	Survey teachers on collaboration and data use

**High-Impact Domain:**  
**Priority Practice #2:**

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>The “Learning Support” practice was chosen to provide targeted, consistent interventions for all students. This team-based approach reviews student placements regularly to ensure timely support, addressing academic and behavioral needs early on. By focusing on systematic interventions, SVMS aims to boost WAEA indicators for growth and equity, ensuring students make measurable progress and receive fair opportunities to succeed, ultimately closing learning gaps and improving overall performance.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>• <i>Explain how the strategies, in relation to the research, address the needs of your school’s students.</i></li> <li>• <i>Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.</i></li> </ul>	<p>*SVMS will use a team-based approach to identify students needing targeted support and, with parent involvement, place them in either a tutorial class for extra help or an extension class for advanced learning. This collaborative process ensures students receive tailored support that aligns with their growth goals, while engaging families in decisions that promote student success.</p> <p>*These strategies meet SVMS students’ needs by providing targeted support through team-based data reviews, ensuring accurate placements in tutorial or extension classes. Research shows that involving families strengthens the support system, aligning efforts to boost student growth. This approach aids struggling students and challenges advanced learners, promoting equity and continuous progress.</p> <p>*This strategy supports SVMS’s adult community by promoting teamwork, shared decision-making, and clear communication. Team-based reviews help teachers and staff make consistent, informed placement decisions, while parent involvement enhances transparency. Research shows this collaborative approach strengthens teacher buy-in and builds a unified commitment to student growth.</p>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a <b>measurable goal</b> aligned to the Practice.</i></p>	<p>By the end of the 2024-2025 school year, SVMS will achieve 90% teacher participation in team-based student placement reviews, with 100% of parents actively involved in placement discussions for their child. As a result, 85% of identified students will show measurable growth, as tracked by targeted assessments in tutorial or extension classes.</p>
<p><b>Impact on Performance Goals</b></p>	<p>This practice will help SVMS meet performance goals by providing targeted support tailored to each student’s needs. Team-based reviews and parent involvement</p>

<i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	ensure accurate placements in tutorials or extensions, boosting student progress. This approach enhances academic performance and engagement, aligning with growth and achievement goals.
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**Action Plan for Priority Practice #2**

<b>Action Items</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Plan for Measuring Impact/Implementation</b>
Conduct team-based reviews to identify students needing support.	Monthly throughout the 24-25 school year.	Meeting time, data tracking tools, teacher and staff collaboration.	Track percentage of teacher participation in team reviews.
Engage parents in placement discussions.	Within one week of identifying student placement Needs.	Scheduled meetings, parent communication.	Record parent involvement rates in placement discussions.
Place students in appropriate tutorial or extension classes.	Immediately following team-based and parent discussions.	Classroom space, materials for tutorials and extensions.	Monitor student placements and assess suitability.
Provide targeted interventions based on needs.	Continuously throughout the 24-25 school year	Instructional materials, assessment tools.	Measure student growth through targeted assessments.

## 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)	1.4	1.8
Achievement (Numeric value)	65	66
Growth (Numeric value)	44	48
Equity (Numeric value)	46	48
EL Progress (Numeric value)	n/a	n/a

## ESSA School Performance Goals

	<b>Current Performance Score (insert a numeric goal)</b>	<b>1 Year Performance Goal (insert a numeric goal)</b>
ESSA Average Indicator Score (0.0-3.0)	1.7	1.9
Achievement (Numeric value)	67.3	68
Growth (Numeric value)	44.5	47.1
Equity (Numeric value)	45.9	47.5
EL Progress (Numeric value)	n/a	n/a

## Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Grade 7=77.1    Grade 8=66	Grade 7=77.2    Grade 8=67
Math (Numeric value)	Grade 7=70.1    Grade 8=55.1	Grade 7=70.2    Grade 8=56
Science (Numeric value)	Grade 8=56.5	Grade 8=57

## 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
C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning	Data-Informed Planning	2.1	3
F.3 The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	Learning Support	2.8	3



## Part 2: Plan Contributors

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

<b>Leadership Team Member Name</b>	<b>Role</b>
Steve Burch	Principal
Jake Rich	Assistant Principal
Cynthia Merritt	8th Grade Team Leader (Special Education Teacher)
Shawn Johnson	8th Grade Team Leader (Math Teacher)
Mercy Dickey	7th Grade Team Leader (Math Teacher)
Kayle Dockstader	7th Grade Team Leader (Art Teacher)
Garret Lym	Special Education Team Leader
Scott Milne	Student Council Leader (History Teacher)

<b>District School Improvement Representative Name</b>	<b>Position</b>
Jason Horsley	Assistant Superintendent (LCSD2)