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:** October 31, 2022
Principal: Steve Burch	**District Approval Date (for TSI, WAEA, CSI):**
District: LCSD#2	**Current Identification** *WAEA: Partially meeting expectations*
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
(B) Culture & Climate	**B.2 School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.**	2.5

(F) 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:
Priority Practice #1:

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	In the past SVMS utilized data from MAP testing to drive decision making. In an effort to put more emphasis on District Assessment data and WYTOPP assessment data, MAP testing has been dropped. Staff feel that they were not included in this decision. Our middle school scored low on stakeholder input for this reason. SVMS feels like input from teachers regarding data collection use and implementation will increase our ability to make the best decisions regarding students.
Improvement Strategy ● *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.*	Our first step as a school improvement team will be to unpack WYTOPP data and see what is offered or could be offered if we utilized all facets of WYTOPP including interims and modulars. We would do the same with the data we get from District Assessments and how we utilize it. We would then revisit MAP testing and see what data we get and how we have utilized that data in the past. In addition, we feel that there should be a written District protocol that involves all stakeholders when it involves data collection tools and what the district promotes or purchases.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the*	By the end of the 22-23 school year the school improvement team will have unpacked data collection tools (WYTOPP and all its facets), District assessments, and

Practice.	MAP testing. We will prioritize which data we will utilize for student placement, intervention, and enrichment. We will also utilize this data in unit development and vertical alignment of standards. The middle school will work with the district to create a protocol for adopting data collection tools that involves all stakeholders.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	When staff understand and utilize data it can be much more effective in driving decision making on the curriculum development level and at the individual student level.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
In depth WYTOPP analysis training	1/13/23	Trainor or expert in the field. PD time to get this training	All teachers will be able to explain three important data points that they will utilize in their instruction from WYTOPP.
Additional District Assessment analysis training	1/13/23	Trainor or expert in the field. PD time to get this training	All teachers will be able to explain how they use District Assessment data in their instructional decision making. In addition, on interventions and enrichment.
UnPack MAP testing	1/13/23	Trainor or expert in the field. PD time to get this training	All teachers will understand what data MAP testing
Create District Wide Protocol for data assessment tool adoption practices that involve all stakeholders	6/1/23	District Policy and Procedure team	Provide a clear process that involves all stakeholders in deciding what data will be used at each level and protocols to provide training in whatever data collection tools are adopted.

High-Impact Domain:
Priority Practice #2:

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Star Valley middle school has a protocol for placing students in remediation and intervention. We have protocols for placing students in tutorial classes as well. Both of these protocols happen after we get to work with our students. We believe that if we were utilizing data from the previous years teachers we could be more effective in getting our students the support they need as soon as the school year starts. Our current practice is just a general placement recommendation from previous teachers in regular or accelerated courses. If student data was utilized earlier on we would have interventions and tutoring set up the day our students entered the middle school.
Improvement Strategy ● *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.*	A starting point is to utilize data already provided for us by the WYTOPP. We really need this information sooner rather than later. There is data on the "understanding your student's scores" that could benefit teachers and the student in providing support for each student in the areas they are weak. The "next steps" section of the WYTOPP report specifically could give teachers direction on individual students with individual skills. Staff will receive training on understanding the WYTOPP reports and given as early access to those reports as possible. Teachers will use WYTOPP data to guide decision making in student placement and intervention.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 22-23 school year school staff will be utilize WYTOPP data to guide decision making in student placement in courses and interventions utilizing protocols already in place at the middle school. In addition, The middle school will look for other relevant data points from previous year teachers to guide the decision making process for student placement and intervention.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By utilizing specific performance data sooner, teachers will be better equipped to provide the best instruction for their students in the areas they struggle most.

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Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
WYTOPP "Understanding Your Student's Scores" report training	1/13/23	Expert in the field to work with Staff on utilizing this report. PD time to implement.	Staff will be able to show that they are utilizing the WYTOPP report in the placement process. Our current protocols will be amended to reflect this step.
Vertical teacher/school Data Share	5/15/23	Data share from elementary to middle school	Staff will be able to show that they are utilizing data from previous years teacher(s) in the placement process. Our current protocols will be amended to reflect this step.

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	1.6
Achievement (Numeric value)	61	62

Growth (Numeric value)	45	48
Equity (Numeric value)	41	48
EL Progress (Numeric value)	30	36

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)	1.8	1.9
Achievement (Numeric value)	62.1	63
Growth (Numeric value)	45.2	48
Equity (Numeric value)	41.1	48
EL Progress (Numeric value)	30.0	36

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Overall = 68.4 (7th =67.3) (8th =69.5)	maintain 68.4 % proficient or above
Math (Numeric value)	Overall = 55.9 (7th =59.7) (8th = 52.0)	overall 57% proficient or above
Science (Numeric value)	Overall = 57.1 (7th = NA) (8th = 57.1)	maintain 57.1% proficient or above

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
Domain B Culture & Practice	B2	2.5	4
Domain F	F3	2.8	4

Part 2: Plan Contributors

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
Steve Burch/ Wyndy McGinley	Principal and Assistant Principal
Mercey Dickey/ Makena Johnson	7th Grade Math Teachers
Shawn Johnson/ Rachel Taylor	8th Grade Math Teachers (parents)
Garret Lym/ Josh Winder	Special Education Teachers
Chris Christie/ Kalin Schwab	7th Grade ELA Teachers
Stacey Bergeson/ Shain Saberon	8th Grade ELA Teachers
Cynthia Merritt/ Amber Summers	Special Education Teachers
Crystal Engen/ Laurie Cunningham	Informational Literacy Teachers

District School Improvement Representative Name	Position
Jason Horsley	Assistant Superintendent