



School Improvement Plan Template

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*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: Rawlins Middle School	Plan Date: 10/20/2022
Principal: Ryan Searle	District Approval Date (for TSI, WAEA, CSI):
District: Carbon County School District #1	Current Identification (<i>list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i>): Meeting Expectations
District Representative: Michael Hamel	

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
F3: Learning Support	The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use	Developing

	consistent rules and procedures to deliver effective interventions and support for student growth.	

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: F3 Learning Support

Priority Practice #1: 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.

<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>F3: Learning Support: 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.</p> <p>In order to improve our achievement, growth and equity staff will implement a systematic approach to learning through Tier III instructional practices. Students will receive intensive intervention during Tier III instruction in addition to Tier I and Tier II instruction through the 6 foundational skills which are reading, writing, number sense, health and wellness, social academic behavior and English language.</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>The research based strategies we will use will be determined through Common Formative and Common Summative assessment data that each content team generates.</p> <p>The strategies will be determined based on student data, skill by skill, student by student. Each student will receive instruction during the school day, specific to their foundational need by a certified staff member..</p> <p>Teacher teams will meet to discuss the needs of their students to determine the best educator to provide intensive intervention to each student/group of students.</p>
<p>1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.</p>	<p>All staff at Rawlins Middle School will continue to work in the MTSS model ensuring high levels of learning for all students in tier 1 and 2 instruction in the classroom. Identified students based on classroom assessments will have 30 minutes per day in tier 3 direct instruction to build foundational skills in number sense, reading comprehension, writing, English language, social and academic behavior, and health and wellness. The impact of our focus on this instructional framework will result in Rawlins Middle School students growing on Spring WY-TOPP assessment from -1.8 to +8.9 by spring 2023.</p>
<p>Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.</p>	<p>Based on research, by creating solid foundational skills students are likely to grow multiple grade levels within one school year. We are targeting the bottom 25% of the student body through Tier III instruction, which will increase overall student achievement, equity and growth.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Enrichment Team- Increase student level of engagement by weekly student survey/input.	Spring 2022 to Spring 2023	Access to all Google documents	Analyzing Data via: Student Engagement Survey Results
ELA- From Spring 2022 to Spring 2023 each RMS ELA cohort class	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents	Analyzing Data via: Common Formative Assessments

(6th, 7th, 8th) will increase 18 points on WYTOPP.		Teacher Developed and In Program assessments Access to WY-TOPP Data	Common Summative Assessments WY-TOPP
ESL- Every student will increase one language proficiency level or exit by the end of the school year.	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents Teacher Developed and In Program assessments Access to WY-TOPP Data Access to ACCESS Testing Scores	Analyzing Data via: ACCESS Scores Common Formative Assessments Common Summative Assessments WY-TOPP
Math- Mathia completions rate from 50% to 90% of workspaces by November 11, 2022. The proficiency rate of the CSA first attempts from 55% to 80% by November 11, 2022.	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents Teacher Developed and In Program assessments Access to WY-TOPP Data	Analyzing Data via: Common Formative Assessments Common Summative Assessments WY-TOPP
Paraeducators- Our team WIG is to distribute and help students and staff use the unit overview sheets three times a week.	Spring 2022 to Spring 2023	Access to Unit Overview Sheets for each unit of instruction through each content area.	Analyzing Data via: Google Form- Tracks unit overview use within the classroom setting.
Science- From Fall 2022 until Spring 2023 all students will score 90% or higher on all CSAs.	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents Teacher Developed and In Program assessments Access to WY-TOPP Data	Analyzing Data via: Common Formative Assessments Common Summative Assessments WY-TOPP
Social Studies- From Spring 22 to Spring 23 all students will increase by 20 points on the Reading Informational section of Spring Wytopp 23.	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents Teacher Developed and In Program assessments Access to WY-TOPP Data	Analyzing Data via: Common Formative Assessments Common Summative Assessments WY-TOPP (ELA WY-TOPP Scores)
Sped- The Special Education Team will improve student goal progress from 61% to 100% by the end of the school year (Fall to Spring).	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to all Google documents Teacher Developed and In Program assessments Access to WY-TOPP and WY-ALT Data	Analyzing Data via: Common Formative Assessments Common Summative Assessments WY-TOPP Progress Monitoring

		Access to Fast Bridge and other Progress Monitoring Tools	WY-ALT
Wellness Team- Decreasing 7th grade student absences from 1,553 to 1,165 by the end of the 22/23 school year.	Spring 2022 to Spring 2023	Guaranteed and Viable Curriculum Access to Infinite Campus attendance reporting systems	Analyzing Data via: Attendance and Behavior

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)	2	2.6
Achievement (Numeric value)	52	70
Growth (Numeric value)	55	65
Equity (Numeric value)	57	65
EL Progress (Numeric value)	23	40
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)	2.3	2.8
Achievement (Numeric value)	53	65
Growth (Numeric value)	55.3	68
Equity (Numeric value)	57.5	70
EL Progress (Numeric value)	22.7	45
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	60.3	70
Math (Numeric value)	43.6	70
Science (Numeric value)	40	70

In-house Relevant Data

Content based Common Formative and Summative Assessments	Summative Assessment Scores	
Student Progress Reports		
Student ACCESS Scores		

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
The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and	Learning Support	Developing	Based on research, by creating solid foundational skills students are likely to grow multiple grade levels within one school year. We are targeting the bottom 25% of the student body through Tier III

procedures to deliver effective interventions and support for student growth			instruction, which will increase overall student achievement, equity and growth.
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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
Ryan Searle	Principal
Jacinda Waldrip	Assistant Principal
Ryan Puckett	Fundamental Skills
Ivey Barnes	Math Teacher
Andrew Miller	Music Teacher
Hattie Cox	ELA Teacher
Angie Roybal	Science Teacher
Joel Moline	Social Studies Teacher

District School Improvement Representative Name	Position
Michael Hamel	Superintendent