

24-25 SY School Improvement Plan Summary:

FAIR School Crystal

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
-  Strategic Plan

[RAS SIP Rubric](#)

Evidence Based Practice #1 Mark the Text - READING GOAL

X_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Incorporates a blended learning opportunity that tailors the lessons to accommodate the unique needs of the learner. Using both technology and direct instruction, teachers are able to deliver instruction, practice, and assign assessments for each student.

Teach full school “Mark The Text” reading strategy to help students improve their reading comprehension, critical thinking skills and increase their engagement in the text.

Addressing this Root Cause: We have had inconsistent reading strategies selected for content areas, inconsistencies in staffing, and only one 6th-grade reading interventionist in our building during SY 23-24. Teacher misunderstandings regarding research-based interventions for reading, need for research-based reading intervention list.

This will assist us with meeting this student outcome SMART Goal:

The learning gains of the 6th through 8th grade students will improve their risk category (**Low Risk:** 21% to 16%; **Some Risk:** 15% to 10%; **High Risk:** 24% to 19%) May 25 as measured by the FastBridge test in the area of aReading.

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
<p>Reading teachers will utilize the Lexia Powerup program to identify and provide our struggling and emerging readers blended learning instruction:</p> <ul style="list-style-type: none"> combining digital media with traditional classroom instruction student assessments for data collection and analysis chunk lessons and adopts materials to individualize instruction and monitor progress. <p>Implement AVID Mark the Text Reading strategy in all classes</p> <p>Ensure Tier 3 interventions are provided in very small groups and are provided by reading endorsed tutors or certified teachers.</p> <p>Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention programs.</p> <p>Ensure that Tier 2 and Tier 3 students</p>	<p>PLC Leads, AVID teacher, and all Reading teachers</p>	<p>Admin will conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.</p> <p>Team Leads along with AVID teacher will meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to</p>	<p>10/30/2024 12/20/2024 05/20/2025</p>	<p>Winter Fast aReading test scores - run the Impact Report - this shows movement by category, student risk level changes.</p>

receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.

make informed decisions about how to maximize student growth in reading.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned to the Strategic Plan?
 - Teaching of AVID Mark The Text Reading Skill in all subject classes will be our common reading strategy across our school and will increase student engagement in the text (re-reading the material with intent) and impact student comprehension and understanding.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #2 **Number Sense - MATH GOAL** **X_Academic Achievement** **_Student Engagement/Wellness**
_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Provide explicit instructions in math to help students understand math concepts, identify common misconceptions or errors, and use strategies to address them.

Provide remediation in a small group setting, creating a culture where students can ask questions of the teacher, tutor and their peers, and providing opportunities for students to learn.

Provide formative assessment for learning using exit tickets, mini-assessments, and Common Formative Assessment (CFA's) to gauge students' understanding of the math concept and provide immediate feedback to improve student achievement.

Addressing this Root Cause:

Previous years' inconsistencies in math position staffing, new curriculum, lack of interventions w/in new curriculum.

This will assist us with meeting this student outcome SMART Goal:

The learning gains of the 6th through 8th grade students will improve their risk category (**Low Risk:** 19% to 14%; **Some Risk:** 8% to 3%; **High Risk:** 54% to 49%) by May 25 as measured by the FastBridge test in the area of aMath.

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
<p>Math teachers will utilize explicit teaching of Meaningful Mathematical Discourse such as Number Talks strategy, for re-reading of math problems - comprehension of what they need to know to solve, and discussing their thinking and problem-solving techniques.</p> <p>Using Fastbridge diagnostic for grades 6-8 to utilize data for setting growth targets, providing personalized instruction, and obtaining reliable data to drive instruction.</p>	Math teachers	Admin conducts daily classroom walk-throughs to observe the board and understand the lesson plan, the activities, and their alignment with standards. They also observe the teachers and students' actions	10/30/2024 12/20/2024 5/20/2025	Winter Fast aMath test scores - run the Impact Report - this shows movement by category, student risk level changes.

Check for understanding by using targeted questions that focus on the content and assessing student learning through feedback, exit tickets, polling, interactive notebooks, real-time data, and reflection.		and assess how the teacher gauges student understanding and provides feedback to the teacher. MDE Math Discourse		
Students will use IXL during Advisory to identify skills that need to be remediated.		Math teachers during math class and IXL during Advisory.	Math PLC review	ILT monthly meeting review
Tutoring in Math for students near proficiency	Math Motivators and Americorp Math tutor	Data from each group reviewed by ILT	Beginning in October?	Data shared with Principal

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan?
 - We will utilize explicit teaching of Meaningful Mathematical Discourse; such as Number Talks and What Do You Notice / What Do You Wonder questioning strategies in math classes school wide to increase student engagement in explaining their thinking and impact their number sense skills as measured by the FastBridge aMath test from the Fall to Spring testing sessions.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #3 **Student Engagement GOAL**
 _Academic Achievement X_Student Engagement/Wellness
 _Collaboration/Partnership

The strategy to be implemented:

Incorporate an in-school academic support program for grades 6-8 that is designed to enhance student organizational skills and reduce missing/late work

Honor students with a reward system as a way to decrease misbehavior, increase student engagement and achievement, and create a fun and positive school community.

We will utilize explicit teaching and increase student centered celebrations.

Addressing this Root Cause:

High volume of late / missing work, pattern of same students, pattern of missing organizational skills across grade levels.

The need to increase systemic positive recognition throughout our school community and (perceived) student lack of sense of belonging.

This will assist us with meeting this student outcome SMART Goal:

FAIR Crystal will increase student academic performance by 15% within one semester by consistently and proactively using student planners to manage assignments, deadlines, and study schedules.

Fair Crystal will increase student participation in school events from 62% in School Year '24 to 70% in School Year '25.

Strategy Implementation:

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
	AVID Teacher	Monthly Admin	Quarterly / Year	Distribution surveys to students, parents

<p>Teach strategies that students can use to develop their organizational and time management skills.</p> <p>:</p> <ul style="list-style-type: none"> • Time management • Organization • Responsibility • Study Habits <p>Utilize explicit teaching of Student of the Month Recognition criteria to increase student opportunities for positive recognition and impact their sense of belonging</p> <p>Honor students, school-wide, with Dragon Ticket for good behavior</p> <p>Offer Mid-quarter “Ketchup and Relish” days</p>	<p>6th Grade Team Advisory team ILT</p>	<p>observations of Advisory teachers</p> <p>Weekly Team Leads agendas</p> <hr/> <p>ILT Team to teach Ketchup & Relish procedures, templates, and resources in quarter 1</p>	<p>Round Review</p>	<p>and staff to gather their perception of the school climate</p>
<p>Implement school wide incentive program:</p> <ul style="list-style-type: none"> • Student of the Month celebrations • Breakfast recognition - • Photo/treat (PTO), • Front of the lunch line pass, • Photo posted in website and added to the newsletter) while continuing Honor Roll Parade/celebrations and 	<p>Culture & Climate Committee and 6th grade</p>	<p>Monthly observations of teachers/adults nominating Students of the Month schoolwide. Culture and Climate members monitor their grade</p>	<p>Culture and Climate team members introduce the Student of the Month procedure to teachers and staff at the start of the school year and include ideas</p>	<p>Grade Level Teams to monitor adult staff participation in nomination process for Students of the Month</p>

PBIS Dragon tickets school-wide .		level/team/ colleagues and report back any issues with adult implementation.	to support adults' practice with this through staff meetings / PD sessions. All adults reinforce this PBIS strategy monthly as a school wide focus.	
-----------------------------------	--	--	---	--

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan?
 - Teaching of AVID Student Planner skills in a designated weekly Advisory focus, reinforced by student use of Planner in all subject area classes, will increase student organization and reduce missing / late work, leading to greater academic success.
 - We will utilize explicit teaching of Student of the Month Recognition criteria in order to increase student opportunities for positive recognition and impact their sense of belonging feelings as measured by an increase in the number of Students of the Month recognized from SY 23-24 to 24-25.
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?