**Lusk Middle School**

**CONTINUOUS IMPROVEMENT PLAN**

**Updated 2020-2022**



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| **Continuous Improvement Goal:** Lusk Middle School students, based on the WDE School Performance Report, will improve in overall growth by increasing proficiency 5 or more points per year for the next 5 years based on the WY-TOPP test in the Spring of 2018. This will be met by utilizing sub goals in math, reading and SEL. | | | | | | | | | |
| **Group** | **2019 Growth Score** | | **2020 Growth Target** | **2021 Growth Target** | | **2022**  **Growth Target** | **2023 Growth Target** | | **2024 Growth Target** |
| All | 43 | | 48 | 53 | | 58 | 63 | | 68 |
| \*Non Virtual | 51 | | 56 | 61 | | 66 | 71 | | 76 |
| \*\*Virtual | 39 | | 44 | 49 | | 54 | 59 | | 64 |
| **Math Goal**: Increase WY-TOPP overall math scores 8% a year over 5 years by focusing on standards in Numbers and Operations. | | | | | | | | | |
| **Group** | **2019 Math Overall Proficient or Above Level** | | **2020 Math Overall Proficiency Target** | **2021 Math Overall Proficiency Target** | | **2022 Math Overall Proficiency Target** | **2023 Math Overall Proficiency Target** | | **2024 Math Overall Proficiency Target** |
| All | **33%** | | **41%** | **49%** | | **57%** | **65%** | | **73%** |
| \*Non Virtual | **37%** | | **45%** | **53%** | | **61%** | **69%** | | **77%** |
| \*\*Virtual | **32%** | | **40%** | **48%** | | **56%** | **64%** | | **72%** |
| **Task/Action Steps**  *What will be done?* | | **Responsibilities**  *Who will do it?* | | | **Resources**  *Funding/Time/People/Materials* | | | **Timeline**  *By when? (Day/Month/Year)* | |
| Train all staff in Professional Learning Communities | | District and building level administration and all certified district staff | | | School Improvement Grant | | | June 2019-November 2019 | |
| Identify students as below basic, basic, proficient & advanced | | School and grade level PLC teams | | | Data Sources (WY-TOPP, STAR Math, AIMS Web) Grade Level PLCs | | | September 2019 | |
| Teach Core Curriculum with fidelity | | Classroom teachers; special education teachers; building principal | | | Envision Math 2.0 Materials and Resources; Pearson Training Follow-up | | | August 2019-May 2020 | |
| Implement Math Ninjas for math computation reinforcement for 6th graders | | Classroom teachers; special education teachers; after school staff; parents; building principal | | | Materials created and assembled; kits for classrooms; rewards for moving levels | | | Implement December 2019 | |
| Test and place students in Math 180 for math intervention | | Title 1 and SPED staff | | | Math 180 licenses and training | | | October 2019 | |
| Student Goal Setting | | Classroom teachers and students | | | Individual student data from STAR Math, AIMS Web & WY-TOPP | | | August 2019-May 2020 | |
| Train teachers on differentiated instruction in tier 1 and tier 2 | | District staff; building principal | | | Pearson follow up training; staff meetings | | | Ongoing starting August 2019 | |
| **Implications for Professional Development:** Professional Learning Communities; Pearson Envisions training; Math Ninja training; Math 180 Training | | | | | | | | | |
| **Implications for Family Involvement:** Family math night; provide support/directions for math fact practice using the Math Ninja program | | | | | | | | | |
| **Evidence of Success:** Improved understanding of numeracy, number operations and computation | | | | | | | | | |
| **Evaluation Process:** FastBridge; FastBridge Progress Monitor; Weekly math quick checks; WY-TOPP modules; WY-TOPP interim; STAR Math; | | | | | | | | | |
| **Annual Update 2020-21: Due to COVID-19 we have limited data to show progress. Students came into the 20-21 school year an average of 15% lower than the prior year in the fall. Winter FastBridge and WY-TOPP interim scores show that students are closing the gaps lost due to COVID.** | | | | | | | | | |

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| **Reading Goal**: Increase WY-TOPP reading scores 7% per year over 5 years focusing on reading and writing in the content area. | | | | | | | | | |
| **Group** | **2019 Reading Overall Proficient or Above Level** | | **2020 Reading Overall Proficiency Target** | **2021 Reading Overall Proficiency Target** | | **2022 Reading Overall Proficiency Target** | **Reading Overall Proficiency Target** | | **2024 Reading Overall Proficiency Target** |
| All | **50%** | | **57%** | **64%** | | **71%** | **78%** | | **85%** |
| \*Non Virtual | **53%** | | **60%** | **67%** | | **74%** | **81%** | | **88%** |
| \*\*Virtual | **49%** | | **56%** | **63%** | | **70%** | **77%** | | **84%** |
| **Task/Action Steps**  *What will be done?* | | **Responsibilities**  *Who will do it?* | | | **Resources**  *Funding/Time/People/Materials* | | | **Timeline**  *By when? (Day/Month/Year)* | |
| Train all staff in Professional Learning Communities | | District and building level administration and all certified district staff | | | School Improvement Grant | | | June 2019-November 2019 | |
| Identify students as below basic, basic, proficient & advanced | | School and grade level PLC teams | | | Data Sources (WY-TOPP, STAR Reading, DIBELS) Grade Level PLCs | | | September 2019 | |
| Use the Quill program to build writing accuracy and fluency | | ELA Teacher; SPED teacher | | | Quill program and training | | | November 2019 | |
| Use Read 180 as an intervention for struggling 6th grade readers | | Reading Specialist; Title 1 Teacher; SPED Teacher | | | Read 180 Licenses and training | | | August 2019 | |
| Use Achieve 3000 for 7th and 8th grade struggling readers | | Reading Specialist; Title 1 Teacher; SPED Teacher | | | Achieve 3000 licenses and training; coordination with Niobrara County High School staff | | | January 2020 | |
| Student Goal Setting | | Classroom teachers and students | | | Individual student data from STAR Reading, AIMS Web & WY-TOPP | | | August 2019-May 2020 | |
| Staff book study on *Summarization in Any Subject* by Rick Wormeli | | Middle School teaching staff; principal | | | Book: Summarization | | | December 2019-February 2020 | |
| **Implications for Professional Development:** Professional Learning Communities; initial and/or follow up Read 180 training; training for Achieve 3000; training using Quill | | | | | | | | | |
| **Implications for Family Involvement:** Family Literacy Breakfasts; support on how to read with your child | | | | | | | | | |
| **Evidence of Success:** Weekly writing assessments; improved WY-TOPP scores; | | | | | | | | | |
| **Evaluation Process:** FastBridge; FastBridge Progress Monitor; WY-TOPP modules and interim assessments; classroom assessments and quick checks | | | | | | | | | |
| **Annual Update 2020-21: Due to COVID-19 we have limited data to show progress. Students came into the 20-21 school year an average of 8% lower than the prior year in the fall. Winter FastBridge and WY-TOPP interim scores show that students are closing the gaps lost due to COVID.** | | | | | | | | | |

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| **Social Emotional Goal:** Lusk Middle School Students will improve behaviors by learning appropriate social and emotional skills as measured by a 5% decrease in SEL “at risk” students per year over 5 years as indicated by a Social Emotional Screener. | | | | | | | |
| **2018-19 Lusk Elementary Emotionally At Risk Percent** | **2019-20 Lusk Elementary Emotionally At Risk Target** | | **2020-21 Lusk Elementary Emotionally At Risk Target** | **2021-22 Lusk Elementary Emotionally At Risk Target** | **2022-23 Lusk Elementary Emotionally At Risk Target** | | **2023-24 Lusk Elementary Emotionally At Risk Target** |
| **45%** | **40%** | | **35%** | **30%** | **25%** | | **20%** |
| **Task/Action Steps**  *What will be done?* | | **Responsibilities**  *Who will do it?* | | **Resources**  *Funding/Time/People/Materials* | | **Timeline**  *By when? (Day/Month/Year)* | |
| Use FastBridge to get an SEL baseline score for all 6th-8th grade students | | Classroom teachers; SEL team; counselor; school psychologist; principal | | FastBridge SEL data management and assessment | | October 2019 | |
| Implement Second Step SEL program 6-8 | | Classroom teachers; counselor; school psychologist; principal | | Second Step Program 6-8 | | September 2019 | |
| Support Second Step lessons through positive reinforcement, focusing on respect, responsibility and kindness; | | All Lusk Elementary and Middle School staff | | Tiger Board; Tiger Cards; books and other prizes for weekly drawings | | August 2019 | |
| **Implications for Professional Development:** training to use FastBridge and Second Step | | | | | | | |
| **Implications for Family Involvement:** Share with parents the strategies for each of the focus topics in Second Step | | | | | | | |
| **Evidence of Success:** Students getting along; students following rules; students helping others | | | | | | | |
| **Evaluation Process:** Beginning, mid and post FastBridge evaluation; | | | | | | | |
| **Annual Update 2020-21: Students coming back from isolation during the pandemic have rated themselves at a lower risk (down 3%) than at the beginning of the 2020-21 school year; however, since November of 2020 behavior office referrals in the middle school are up 9%. We have implemented Tier 1, Tier 2 and Tier 3 social emotional support. 28% of students receive Tier 2 and/or Tier 3 Support.** | | | | | | | |

\*Non Virtual are Lusk Middle School “bricks” Students

\*\*Virtual are students attending Wyoming Virtual Academy