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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: Torrington Middle School	**Plan Date:** October 5, 2023
Principal: James Catlin	**District Approval Date (for TSI, WAEA, CSI):** Oct 10, 2023
District: Goshen County School District #1	**Current Identification** *(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI):* <u>*Partially Meeting Expectations*</u>
District Representative: Kevin Derby	`

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."

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: B
Priority Practice #1: 6: Expectations for conduct are clearly understood by all staff and students, and school staff have built a system to understand student behavior

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**A needs assessment conducted by Torrington Middle School in spring, 2023, indicated that a schoolwide discipline MTSS was needed in order for Tier 1 instruction to be delivered on a consistent basis.**
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.*	● Effectively implement a discipline referral process in an effort to provide staff/administration with data. ● Use generated discipline data to utilize behavioral interventionists/administrators to more effectively provide behavioral support for students identified as in need of Tier 2 behavior interventions. ● By providing effective Tier 2 behavioral supports TMS students will have more access to Tier 1 Instruction, which will help boost student achievement in Math and Reading. ● Adults in the TMS community need to be able to deliver effective instruction without student behavioral concerns impeding educational progress.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	TMS will reduce behavioral referrals by gathering, reporting and working together as a cohesive team to provide students with an effective behavioral Multi-tiered System of Support.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Students will experience greater academic success with more uninterrupted access to Tier 1 learning opportunities.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Student Learning in the form of reteaching behavioral expectations by Advisory Groups.	End of November	Student Handbooks	Harvest data from Discipline Referral System.
Communicate regularly with Staff using harvested behavioral data.	Begin sharing data on a bi-weekly basis.	Regular staff meetings	Keep file of bi-weekly staff meeting notes communicating behavioral data.

High-Impact Domain: D2: Professional Development
Priority Practice #2: Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**Consistently focusing on high-leverage instructional strategies will ensure student learning @ high levels.**
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.*	● Building Leadership Team will provide Professional Development on 3-5 high-leverage instructional strategies pertinent to most classroom lessons. ● Building Leadership Team will conduct Instructional Rounds to generate data on use of high-leverage instructional strategies. ● Delivering solid instruction in every classroom will help our students learn at a high level as measured by the Achievement indicator in the School Performance Report. ● When teachers become more familiar with research-based high-yield instructional strategies, thus engaging more students in the Tier 1 instructional program.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	TMS teachers will demonstrate 3-5 high-yield instructional strategies in 85% of the observed classrooms.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	When each lesson is delivered in our school, teachers will utilize research-based high-leverage instructional strategies and improve student achievement.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Building Leadership Team will provide Professional Development for TMS Staff.	by Thanksgiving Break, 2023.	N/A	WyTopp Data Analysis
Instructional Rounds	by end of 1st semester	N/A	Instructional Rounds data pertaining to high-leverage instructional strategies will be communicated with staff on a regular basis.

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)	1.7	1.8
Achievement (Numeric value)	44	46
Growth (Numeric value)	55	57
Equity (Numeric value)	53	55
EL Progress (Numeric value)	N/A	N/A
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)	N/A	
Achievement (Numeric value)	45.6	48
Growth (Numeric value)	55.1	57
Equity (Numeric value)	53.2	55
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	N/A	
Growth (Numeric value)	N/A	
School Climate (Numeric value)	N/A	
Engagement (Numeric value)	N/A	
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	47%	52%
Math (Numeric value)	39%	44%
Science (Numeric value)	34%*	58%

In-house Relevant Data

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
Expectations for conduct are clearly understood by all staff and students, and school staff have built a system to understand student behavior	B6	Developing	TMS will reduce behavioral referrals by gathering, reporting and working together as a cohesive team to provide students with an effective behavioral Multi-tiered System of Support.
Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	D2	Developing	TMS teachers will demonstrate 3-5 high-yield instructional strategies in 85% of the observed classrooms.

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
Angela Ochsner	7th Grade Team Representative
Josh Jackson	6th Grade Team Representative
Jacob Martin	8th Grade Team Representative
Tory Bugher	Elective Representative
Gary Glass	Elective Representative
Kelsey Grant	Student Support Representative

Jim English	Administrative Representative
James Catlin	Administrative Representative

District School Improvement Representative Name	Position
Kevin Derby	GCSD Curriculum Director