

## SHOSHONE MIDDLE SCHOOL SWIP GOALS AND ACTION PLANS 2019-20

**Goal #1: The number of students who maintain an advanced or proficient score on the ELA ISAT will increase from 82% (2018-2019) to 85% (2019-2020), and the number of students who maintain an advanced or proficient score on the math ISAT will increase from 75% (2018-19) to 80% (2019-2020).**

Intervention Strategies/Action Plans	Research Base	Responsibility and Completion Date
1. Identify and implement three strategies to assist teachers in more effectively using interim assessment data to drive instruction.	Hattie's research indicated that focusing on instructional strategies and using interventions improves student achievement and has an effect size of 1.29.	PLC teams, leadership team, and the administrator will monitor students' data. Progress monitoring, interim block assessments will be given. Effectiveness will be analyzed by the PLC teams.
2. Collaboratively align and develop curriculum maps for all Math and ELA courses using ISAT claims and targets.	Marzano research indicated the importance of properly aligned curriculum. It will improve student achievement for high functioning schools.	Curriculum guides and lesson plans will be evident and in daily use, and will be monitored by departmental teams and the building administrator.
3. Provide job embedded professional development strategies determined by data gathered through assessments.	Hattie's research indicates professional development has an effect size of .41 in increasing teacher efficacy and student growth.	School leadership team will monitor the use of programs and data through observation and analysis.
4. ISAT summative data (claims and targets) will be analyzed. Use interim assessments effectively. Collaborative teams will make the necessary adjustments in content and instruction.	Hattie's research indicates concept mapping and cognitive task analysis has effect size of .64 to 1.29	Collaborative teams meet at least once a month. The administrator will monitor instruction by observations based on the Danielson Mode

5. Provide professional development on conducting a root cause analysis.	Marzano (2017) <i>The New Art and Science of Teaching</i> , McTighe and Wiggins (1998) <i>Understanding by Design</i>	CB and Admin will do the PD so that SLT/teachers can use data to determine causes for lack of student growth. PD completion 1/31/2020
6. Conduct a root cause analysis to identify causes for lack of student growth in math and ELA that considers teacher impact, curriculum, instruction, assessment, and attendance	Marzano (2017) <i>The New Art and Science of Teaching</i> , McTighe and Wiggins (1998) <i>Understanding by Design</i>	CB and Admin will do the PD so that SLT/teachers can use data to determine causes for lack of student growth. Analysis completed by 2/28/2020, SLT, Admin/CB
7. Provide training and professional development on Tier II evidence-based instruction and assessment practices in math and ELA	Hattie's (2019) work indicates Response to Intervention has a 1.29 effect size.	SLT/admin/CB completed by 3/31/2020
8. Provide collaboration time among K-12 teachers to ensure vertical alignment in math curriculum(s).	DuFour (2006) <i>Learning by Doing/PLC's</i>	Admin. Completed by 3/15/2020
9. Identify and implement three to five intervention strategies for extended learning time and monitor teacher fidelity in using them consistently.	Hattie's (2019) work indicates Response to Intervention has a 1.29 effect size.	SLT/admin/CB Presented to staff by 1/31/2020
10. Monitor teacher fidelity in using Istation data and interventions for both math and ELA	Hattie's (2019) work indicates Response to Intervention has a 1.29 effect size.	Admin - Monitored monthly/shared w SLT monthly
11. Monitor effectiveness of Istation interventions every two weeks.	Hattie's (2019) work indicates Response to Intervention has a 1.29 effect size.	SLT/classroom teachers
12. Identify and implement three to five Tier I evidence-based instructional practices and ensure implementation with fidelity.	Marzano (2017, 2014) <i>High Reliability Schools</i> and <i>The New Art and Science of Teaching</i>	SLT/admin/CB Presented to staff by 3/1/2020. Monitored monthly.
13. Host a book study using Marzano's High Reliability Schools and/or Marzano's <i>The New Art and Science of Teaching</i> .	Marzano (2017, 2014) <i>High Reliability Schools</i> and <i>The New Art and Science of Teaching</i>	Admin/CB Completed by 5/31/2020

**Goal #2: The number of students who will move from a Basic to an Advanced or Proficient level on the Math ISAT will increase from 19% (2018-19) to 22 % (2019-2020), and the number of students who move from a Basic level to an Advanced or Proficient level on the ELA ISAT will increase from 11% (2018-19) to 15% (2019-2020).**

Intervention Strategies/Action Plans	Research Base	Responsibility and Completion Date
1. Maintain daily extended intervention time for all students (30 minutes), class sizes <10.	Hattie's research indicated focusing on instructional strategies and using interventions improves student achievement has an effect size of 1.29.	PLC teams, leadership team and the administrator will monitor students' data. Progress monitoring, interim, block assessments will be given. Effective will be analyzed by the PLC teams.
2. Collaboratively align and develop curriculum maps for all Math and ELA courses with ISAT claims and targets	Marzano research indicated the importance of properly aligned curriculum will improve student achievement in high functioning schools.	Curriculum guides, lesson plans will be monitored by departmental teams and the building administrator.
3. Provide job embedded professional development strategies determined by data gather through assessments. Allow teachers the opportunity to engage in self-evaluation and reflection.	Hattie's research indicates professional development has an effect size of .41. Additionally, self-evaluation and reflection on learned strategies and use have an effect size of .75 in improving instruction.	Teachers report back and share outcomes of strategies utilized in PLC's and staff meetings. Use strategies in evidence by doing walk thru's on a daily basis.
4. SAT summative data (claims and targets) will be analyzed. Use interim assessments effectively. Collaborative teams will make the necessary adjustments in content and instruction.	Hattie's research indicates concept mapping and cognitive task analysis has effect size of .64 to 1.29	Collaborative teams meet at least once a month. The administrator will monitor instruction by observations based on the Danielson Model.

5. Investigate the Universal Design for Learning model to provide equity in instructional practices.	Meyer and Rose (2013) <i>Universal Design for Learning</i>	Admin, Sp Ed Dir/CB will present to SLT by 4/30/2020
6. Ensure that all teachers have a copy of the required accommodations for each of his/her students with IEPs.	2018 Idaho Special Education Manual	Admin/Sp Ed Dir/CB Completed by 1/15/2020.
7. Conduct a root cause analysis to determine causes of lack of academic progress for IEP/LEP students.	Marzano (2017) <i>The New Art and Science of Teaching</i> , McTighe and Wiggins (1998) <i>Understanding by Design</i>	SLT/admin/SpEd Dir/CB Completed by 4/15/2020
8. Provide professional development to all teachers on Tier III instruction and assessment practices for all teachers.	Hattie (2019) Teacher estimates of achievement - 1.62 Teacher clarity - .75	Admin/Sp Ed Dir/CB Completed by 3/31/2020
9. Investigate and implement a plan to encourage parent participation in the IEP process.	2018 Idaho Special Education Manual	Admin/ Sp Ed Dir/Sp Ed teachers Completed by 5/15/2020

**Identify the resource inequities which are barriers to improving student outcomes.**

Shoshone Middle School students are considered at risk of dropping out based on many different measures, including lack of school progress, poor attendance, a low school engagement score, and a high rate of poverty. The community is isolated, small, and has a high rate of poverty including a high ALICE score. Funds are spread thinly to meet all grades' needs. Access to medical and mental health services is limited, and a single counselor serves all the district's students.