

Stagebarn Middle School

2022-23

School Improvement Plan

Mission Statement

“To Build Knowledge and Skills for Success Today and Tomorrow”

Developed by the members of the Stagebarn Middle School School Improvement Plan Team:

- Dave Olson- Principal
- Beth Johnson- Assistant Principal
- Maria Hartung- Counselor
- Dan McIntire- Counselor
- Alice Arthur- 5th Grade Lead Teacher
- Trent Doerges- 6th Grade Lead Teacher
- Jimi Feist-7th Grade Lead Teacher
- Jessica Henrichsen- 8th Grade Lead Teacher

Plan Components

Mission, Vision and Belief Statement	2
Needs Assessment	3
School Profile	7
Goal Selection	7
Assessments	8
Interventions/Strategies	8
Staff Development	8
Documentation	9

I. Mission, Vision and Belief Statement

The purpose of this School Improvement Plan is to improve student learning at Stagebarn Middle School, which is consistent with the district's mission. This plan is an ongoing document which will be reviewed and revised annually.

Our Mission:

“To Build Knowledge and Skills for Success Today and Tomorrow”

Our Vision:

“Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens.”

Our Belief Statements:

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

II. Needs Assessment

Data retreat process

Stagebarn Middle School holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district's testing coordinator compiling data from the previous year's South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students' strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Stagebarn prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole and plans instructional development for the August inservice.

The fall data retreat also informs teachers where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly. In the 2021-22 school year, teachers developed standards based assessments for each unit. These assessments will serve as benchmarks for monitoring students progress on standards mastery in the upcoming school year.

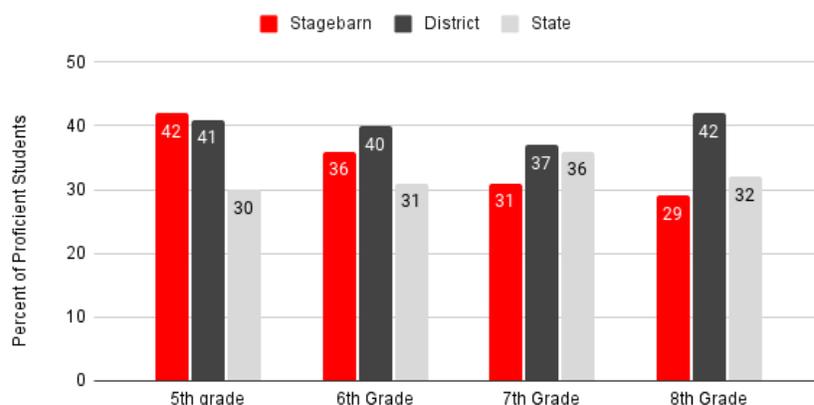
Performance

The following data is compiled from both the results of the South Dakota State Assessment for Stagebarn Middle School for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

Fig. 1

SD State Math Assessment Results 2022

Stagebarn Grade Level Comparison



Math

Based on data from the South Dakota State Math Assessment, students in grade 5 show a 42% proficiency rate which is one percentage point above the district's proficiency rate and 12% above the South Dakota state's proficiency rate. Students in grades 6-8 perform below the district at an average of 3.28% but

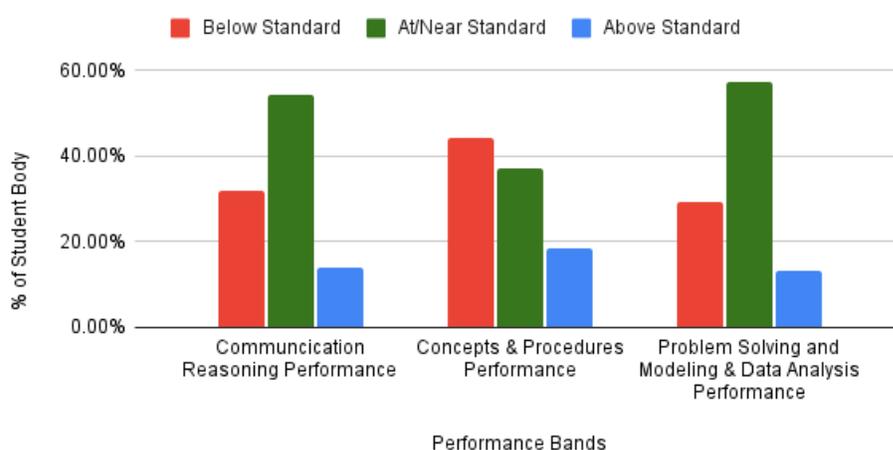
above the state in 6th grade by 5% margin. Grades 7 and 8 demonstrate an average proficiency of 4% less than the state (Fig. 1).

A deeper dive into the state assessment results reveals that as a whole school, students struggle in the area of Concepts and Procedures with 35% of our student body's results below proficiency (Fig. 2). A universal strength for the students is in the areas of Problem Solving, Modeling, and Data Analysis.

Fig. 2

Stagebarn Math Strengths & Weaknesses

SD State Math Assessment Data by Performance Band



The South Dakota Department of Education provides a Mathematics Summative Assessment Blueprint that breaks each tested performance band into claims and further breaks those claims down into assessment targets based on the standard and its subcomponents. Cross referencing the South Dakota State Assessment results, the assessment blueprint, and the Winter NWEA data shows that students need additional support in a number of areas. For the purposes of specific targeted support, the grade levels will focus on students' understanding of adding, subtracting, multiplying, and dividing fractions.

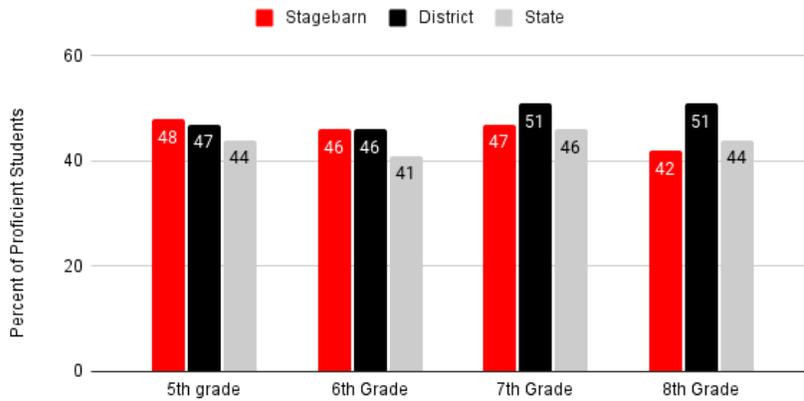
ELA

In ELA, Stagebarn students in 5th grade outperformed the district and the state by 1% and 4% respectively. 6th graders' performance matched district performance and outperformed the state with 46% of the students demonstrating proficiency compared to the state's 41% proficiency. In 7th Grade, 47% of students were proficient compared to 51% at the district level and 46% at the state level. Finally, 8th grade showed a 42% proficiency rate which is 9% below the district's performance and 2% below the state's proficiency percentage (Fig. 4).

Fig. 4

SD State ELA Assessment Results 2022

Stagebarn Grade Level Comparison



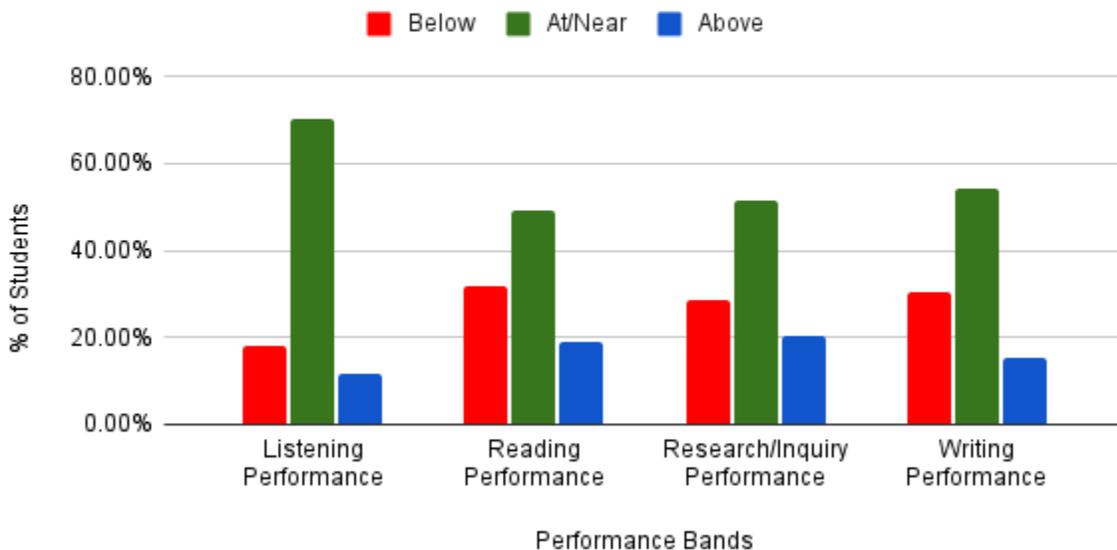
State Assessment also show that 32% of students are not proficient in the Reading performance band (Fig. 5) Cross referencing state assessment results as well as the winter NWEA results reveals that as a whole school, students struggle in the target area of language use in both informational text and literary texts which includes understanding connotation, denotation, and figurative language

and their effects on the overall piece of literature. Reading makes up the bulk of the state ELA assessment with the Language Use strand assessed twice as it appears in both literature and informational text. Universal strengths for the students are in the area of informational text; specifically, interpreting and explaining how information is presented within or across texts and making an inference or drawing a conclusion about a text in order to compare it to another.

Fig. 5

Stagebarn ELA Strengths & Weaknesses

SD ELA Assessment 2022



Science

Science needs assessment is based off of data from the Winter NWEA scores because the state is reviewing and revising cut scores for the state assessment. The 2021-22 school year is only the second year the state test has been administered and so is still under a calibration process. Student performance in science is as expected. The standards for each grade level focus on a specific band of science (Life, Earth & Space, and Physical Science); therefore, students' strengths are typically the strand that they are currently receiving instruction in and their weakness is the strand they have not yet studied. However, science teachers notice a drop in strands that have previously been taught. Therefore, the science team has planned spiral review practice to bring forward older concepts so students do not forget them.

Perception data

Stagebarn Middle School uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in grade level PLCs. Additionally, administration invites grade level teams into the decisions that affect teaching and learning. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also share that with the newly scheduled intervention time, they are unsure about how to provide effective interventions for struggling students.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions.

Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. This year, administration has observed an increase in derogatory language toward minority groups on campus.

Community perception is gathered through discussions with the PTA and key community members from the different religious sects in the surrounding area. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/ Summerset constituents. Community members are looking forward to building a new high school in the Meade School District along the I-90 corridor.

Demographic Data

Stagebarn Middle School (SMS) is a public school operating in the Meade School District 46-1. The school is located in Summerset, South Dakota, and services students from the surrounding communities which includes Summerset and Piedmont. SMS accommodates a large number of open enrollment students, as the school district boundary cuts the community of Summerset in half, and also the school is located near the district boundary. Open enrollment students primarily come from the Rapid City Area School District.

III. School Profile

Stagebarn Middle school is in its 4th year of operation. In the school's inaugural year (2018-19), SMS served grades 5-7, and has included the 8th grade starting in the 2019-20 school year. SMS currently has a 5-8 student enrollment of 442 students. Of the 442 students, 13% of the student population are minorities with two or more races making up the majority of the 13%. Due to housing developments in the community and surrounding areas, enrollment is expected to increase steadily for the foreseeable future.

SMS is staffed with 27 highly qualified FTE and 1 FTE enrolled in the alternative certification program through the state. All students at SMS participate in the four core subjects daily and have a seven or nine week encore rotation depending on how many sections the class is. All students participate in all encore rotations, which include: PE, Fitness, Art, STEM, and Spanish. Extracurricular activities offered at SMS include: Cross Country, Volleyball, Football, Wrestling, Basketball (boys and girls), Track, Oral Interp/Debate, Knowledge Bowl, Drama, First Lego League, Honors Choir/Band, Student Council, Culture Club, and Spanish Club.

IV. Goal Selection

1. Academic Improvement

Goal 1- Math: As a result of teachers providing targeted interventions in the areas of adding, subtracting, multiplying, and dividing fractions, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's use of figurative language in informational and literary texts, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: Stagebarn will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

2. Professional Development

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups (PLCS). The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration's observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

3. School Climate

Goal: Administration will increase student opportunities for exploring, understanding, and accepting diversity.

Metrics: The school's culture club will provide one event during the school day per grading period with a different cultural focus e.g. celebrations of the arrival of spring from around the world. Administration will partner with the Lakota community for a school-wide assembly on Lakota heritage.

V. Assessments

In addition to the South Dakota State Assessment, Stagebarn Middle School will continue to use NWEA three times a year which will provide information on student progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes, revising their backwards unit designs to incorporate these quick tools for future use.

VI. Interventions/Strategies

Stagebarn will continue to use a 45 minute class period in all grade levels, specifically for interventions. Teachers will take time from one PLC session per week to analyze their weekly, formative data, determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use PLC time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies, and designing focused intervention lessons.

VII. Staff Development

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will participate in breakout sessions in January and February to develop their individual professional goals.

VII. Documentation

Stagebarn Student Teacher Accountability Reporting System Report Card (STARS)
NWEA District Report