



# RIB LAKE SCHOOL DISTRICT

## School Improvement Plan

<b>School:</b>	Rib Lake Middle/High School	<b>Principal:</b>	Mrs. Budimlija
<b>Date Plan Completed:</b>	9/4/2020		

<b>Leadership Team Members (for School Improvement Planning and Work):</b>	Mike, Mary, Craig, Jodi, Michelle, Amanda, Becky, Jim, Jessica
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LEADERSHIP TEAM MEETING DATES AND TIMES						BENCHMARK DATES	
AUG:		DEC:	12/10 3-4	APR:	4/8 3-4	September - SIP Due	
SEPT:	9/10 3-4	JAN:	1/14 3-4	MAY:	5/13 3-4	January - Mid Year SIP Review	
OCT:	10/8 3-4	FEB:	2/11 3-4	JUNE:		June - End of Year SIP Final Review	
NOV:		MAR:	3/11 3-4	JULY:			

STUDENT DEMOGRAPHICS High School					
Link to public WISEdash or copy and paste to browser: <a href="http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp">http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp</a>					
<b>TOTAL ENROLLMENT:</b>	<b>TOTAL SPECIAL EDUCATION:</b>	<b>PREVALENCE OF DISABILITIES:</b>	<b>% ECONOMICALLY DISADVANTAGED:</b>	<b>RACE/ETHNICITY:</b>	<b>% ELL:</b>
	20	SLD: 10 CD: 0 EBD: 2 SL: 0 OTHER: (OHI) 8	36%	BLACK: 1 HISPANIC: 6 WHITE: 114 NON-HISPANIC: ASIAN/PACIFIC ISLANDER: 0 AMERICAN INDIAN:1	.8%

**STUDENT DEMOGRAPHICS Middle School**

[Link to public WISEdash](http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp) or copy and paste to browser: <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

<b>TOTAL ENROLLMENT:</b>	<b>TOTAL SPECIAL EDUCATION:</b>  16	<b>PREVALENCE OF DISABILITIES:</b> SLD: 7 CD: 1 EBD: 2 SL: 0 A: 3 OTHER: (OHI) 4	<b>% ECONOMICALLY DISADVANTAGED:</b>  33.61%	<b>RACE/ETHNICITY:</b> BLACK: 1 HISPANIC: 8 WHITE: 120 NON-HISPANIC: 0 ASIAN/PACIFIC ISLANDER: 1 AMERICAN INDIAN:0	<b>% ELL:</b>  3.28%
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**OVERARCHING GOAL:** Rib Lake Middle/High School will provide classroom environments where students engage in meaningful educational activities to prepare students for school wide assessments, motivate students to improve test scores, and target lower socioeconomic students to obtain needs. They will improve their math and reading skills as measured by the MAPs test scores.

**PRIORITY STATEMENT:** According to school-wide interim and summative assessments, starting in 2015-2016, we have seen a four year trend of minimal/decreased growth in ELA and Math for all students. In 2018-2019, the percent of our students in grades 6-11 reaching proficiency has declined by 10% or more in Math and ELA. In addition, we have identified our students being economically disadvantaged as a targeted subgroup. Sixty percent or more of our students who were economically disadvantaged were below proficiency level.

Due to minimal participation in standardized assessments because of the Coronavirus, the MS/HS buildings will continue with the same goals and baseline data.

<b>MAP</b>  <a href="#">Link to Math/ELA Forward and MAPs data for each grade in all possible past years.</a>	<b>FORWARD</b>				<b>OTHER</b>
	% of Students EcD Below Proficiency in MATH in:				
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	
	57%	65%	67.6%	81.5%	

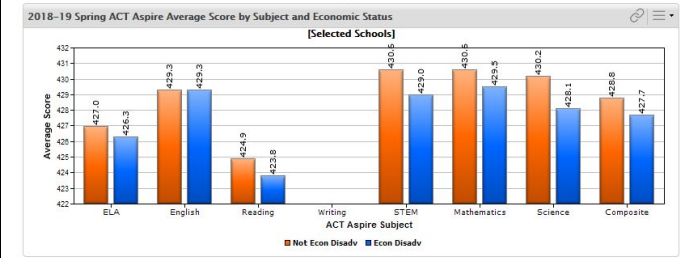
2018-2019 MAPs % Average, High Average, High (Proficient +)

Grade	Math	ELA
6	77.1%	87.6%
7	66.7%	83.3%
8	78.8%	75.8%
9	54.45%	59.4%
10	72.3%	77.8%
11	92%	76.2%
12	61.6%	75.7%
<b>AVG</b>	<b>71.85%</b>	<b>76.5%</b>

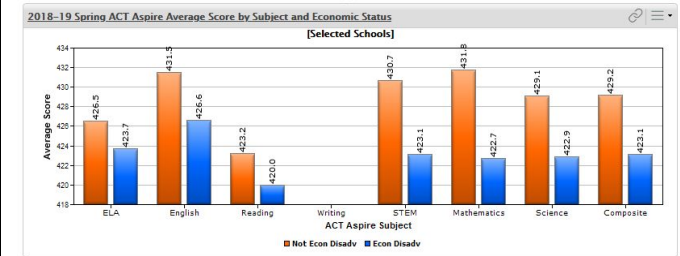
% of Students EcD Below Proficiency in ELA in:

15-16	16-17	17-18	18-19
68.8%	68.8%	76.5%	63.2%

9th Grade ACT Aspire NEcD (orange) and EcD (blue) 2018-2019



10th Grade ACT Aspire NEcD (orange) and EcD (blue) 2018-2019



11th Grade ACT

% of Students EcD Below Proficiency in:

15-16	16-17	17-18	18-19
35%	62%	50%	

**SLO: (School Learning Objective)**  
**Informed by Data Gathering Processes**

The number of students considered “average” or higher will increase by 5% during the 2020-2021 school year as measured by MAPs Spring data for both Math and ELA.

71.85% of all students in grades 6-11 were considered proficient in Math compared to 76.5% in ELA.

**Briefly describe how this goal aligns with District Strategic Goals.**

This goal coincides with our district goal to grow in Math and ELA. It will be supported using district initiatives such as differentiation/personalized learning/RTI and the mental health initiative.

<i>What specific actions will we take in our professional practices to improve our data findings for students?</i>						
WE WILL. . . . Specific Tasks/Action Steps:	Category of Professional Practices	Resources Needed (cost, materials, staff, time, etc.)	Timeline		Person Responsible/ Persons Involved	Evidence of Success <u>WISEForm – (Optional)</u>
			Start Date	End Date		
<p><b>Use technology effectively to enhance student learning.</b></p> <ul style="list-style-type: none"> <li>-Google Classrooms</li> <li>-student group collaboration</li> <li>-lecture recording</li> <li>-app and extension utilization</li> <li>-using technology for assessment data</li> </ul>	High Quality Instruction,	<ul style="list-style-type: none"> <li>-training</li> <li>-technology resources (iPads, Swivl, programs, etc)</li> </ul>	September	May	All Staff	-test score improvement
<p><b>Differentiate in classroom and to accommodate Tiers 0-3 (using data when able)</b> (staff SLO/PPG supported)</p>	<p>Collaboration, Strategic Use of Data, High Quality Instruction, School Climate/Culture</p>	<ul style="list-style-type: none"> <li>-teacher planning time</li> <li>-money for resources</li> <li>-change in homework culture</li> <li>-PD on Tier 0, 1, 2, and 3 evidence based strategies</li> <li>-PD in whole group differentiation resources (MAPs, Moby Max, Khan Academy, IXL, ACT Academy)</li> </ul>	September	May	All Staff	-test score improvement
<p><b>Reach out to lower socioeconomic to improve quality of life:</b></p> <ul style="list-style-type: none"> <li>-Woodland Community Church School Supply Drive</li> <li>-Derek Beckstrand mentoring</li> <li>-Local Food Pantry brochures</li> <li>-Free lunch and breakfast for semester 1</li> </ul>	<p>Collaboration Family/Community Engagement School Climate/Culture</p>	<ul style="list-style-type: none"> <li>-community volunteers (mentoring)</li> </ul>	September	May	<ul style="list-style-type: none"> <li>-Woodland Community Church (Jessi Borchardt)</li> <li>-Derek Beckstrand</li> <li>-Annette</li> </ul>	<ul style="list-style-type: none"> <li>-use of supplies</li> <li>-mentoring participation</li> <li>-test score improvement</li> </ul>

and 2					Dassow	
<b>Reach out to parents and community members to become more involved:</b> -parent newsletter -MAPs goals sent home and signed -PLC meetings with parents -PT conferences/Open Houses -Parent outreach from all staff -Event promotion/attendance -D/F weekly progress reports sent home -try to increase participation in parent/guardian organizations (Boosters, COMPs, Post Prom)	<b>Collaboration</b> Family/Community Engagement School Climate/Culture	-time -follow through	September	May	All Staff	-newsletter feedback -participation in Pizza with Principal -return of MAPs goalsheets -PLC meeting participation -staff parent outreach feedback -RLCP attendance -parent/guardian reachout about grades from D/F list -parent/guardian participation in committees -test score improvement
<b>Collaborate with staff to identify and address student concerns</b>	<b>Collaboration</b>	-building level leadership team meetings (Mike Wudi, Amanda Frelke, Michelle Rhodes, John Adams, Erika Burns, Mary Geisler, Jim Dobbs, Jodi Radtke, Alex Deehring, Connie Leonhard, Kirsten Budimlija) -PLC Meetings -Collaboration time during inservices	September	May	All Staff	-test score improvement

<p><b>Improve/address testing conditions:</b></p> <ul style="list-style-type: none"> <li>-take practice tests when available (ACT Suite)</li> <li><b>-motivate test score improvement through the use of rewards</b></li> <li>-motivate test score improvement through review of MAP data and goal making with students in the classroom and ELT</li> <li>-keep location of test same as subject</li> <li>-keep time of test same as subject</li> <li>-allow unlimited time to take test</li> <li>-provide granola bars for students</li> <li>-use “shhhh we’re testing” signs</li> <li>-no outside of classwork MAP/Forward week to stop rushing</li> <li>-teachers verify students completed before they hit submit</li> <li>-students retake test if completed in less than 15 minutes</li> <li>-teacher supervision during tests</li> </ul>	<p>School Climate/Culture</p>	<ul style="list-style-type: none"> <li>-classtime to take assessments</li> <li>-time/money for reward activity</li> <li>-week before/after MAPs testing to review in ELT</li> <li>-money for snack</li> <li>-teacher follow through with no outside assignments</li> <li>-teacher follow through with testing supervision</li> </ul>	<p>September</p>	<p>November</p>	<p>All Staff</p>	<p>-test score improvement</p>
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It is important to refer to the [School Improvement Planning Rubric](#) throughout the course of this action plan.

## School Improvement Planning

### Rubric for Transformative School Improvement Plans

	Incoherent	Status Quo	Resolute	Transformative
<b>SMART Goal</b> - SMART Goal for Improving Student Outcomes - SMART Goal for Improving Practices	The goal is not a SMART goal; or is SMART goal that is not connected to the area of need	The goal lacks some critical characteristics - Specific, Measurable, Attainable, Results-Based, Time Bound; is loosely connected to need area	The improvement goal is Specific, Measurable, Attainable, Results-Based, Time Bound in a Critical Achievement Area	The improvement goal is specific, measurable, attainable, results-based, time bound in a critical Achievement Area and Elevates all students and Staff Expertise while Focused on Closing Gaps
<b>Improvement Actions</b>	Actions are vague in description and alignment to the SMART goal without mention of dates or responsibilities	Actions are loosely aligned to the SMART goal, and have some specificity but with unclear dates and responsibilities	Actions are aligned to the SMART goal, are focused on improving universal instruction and are detailed with specific dates and responsibilities	Actions are integrated with each other, are clearly aligned to the SMART goal, are focused on improving instruction in the universal classroom so students learn at high levels with their peers, and actions are explicitly detailed so they include how the action will be implemented with fidelity, with specific dates and responsibilities
<b>Universal Instruction Concepts</b>	Actions in the plan indicate there is no reaction upon student failure.	Actions in the plan are more reactive than proactive. When students fail, teachers work to provide ability-driven interventions in the core and also separately in addition to core instruction.	Actions in the plan support students learning with their peers in a proactive way that prevents failure, tracking, and ability grouping. Teachers are implementing differentiated instructional strategies. All support staff work to support the universal classroom.	Actions in the plan support students learning with their peers in a proactive way that prevents failure, tracking and ability grouping. Teachers are skilled in coaching learner independence toward high expectations through effective engaging strategies in the universal classroom. All staff work to support the universal classroom.
<b>Year-Long Schedule</b>	Details in the schedule are lacking or irrelevant to the area of need	The year-long plan is somewhat disjointed with unclear dates for activities	The plan lays out intentional year-long work with connected leadership and teacher work on a scheduled monthly basis	The plan details intentional year-long work with connected leadership and teacher work on at least a scheduled bi-weekly basis
	<b>Incoherent</b>	<b>Status Quo</b>	<b>Resolute</b>	<b>Transformative</b>

<b>Shared Leadership</b>	There is no reference to shared leadership in the plan	There is only general reference in the plan to leadership roles of teachers in the plan	In the plan, teacher teams are indicated to have clear roles for regular collaborative work toward improvement outcomes	In the plan, integrated teacher teams are clearly expected to show leadership, engage in ongoing learning and demonstrate productivity with clear roles for collaborative work about how students are being successful.
<b>Allocated Resources</b>	Resources are not listed, out of alignment or are unreasonable	Resources needed to implement improvement strategies are not enumerated clearly or are outside of existing resources	Existing resources are referenced to be allocated to support reaching student outcomes	Existing resources, including internal coaching, are listed to be allocated in creative ways to implement transformative change in universal classroom practice to reach student outcomes in integrated settings
<b>Progress Monitoring</b>	Periodic assessments toward the SMART goal are not listed in the plan or are off target	The periodic assessments listed in the plan are generally or partially aligned to the SMART goal	The plan has scheduled periodic probes/assessments of student progress toward the specific measurable outcome in the SMART goal	The plan has scheduled periodic probes/assessments of student progress toward the specific measurable outcome in the SMART goal; the assessments listed provide timely analytical detailed data that teacher teams use for instructional adjustment
<b>Formative Evaluation</b>	The plan does not include any activities for evaluating improvement efforts.	The plan only generally refers to evaluation of school improvement efforts	Our plan schedules time for our leadership team to periodically monitor progress of students and staff toward the specific outcomes and actions in the plan, and to modify the improvement plan as needed	The plan schedules intentional times for our leadership team to act as evaluators who frequently monitor progress of both students and staff toward the specific outcomes and actions in the plan, to judge the fidelity of implementation and responsiveness of students, and modifies the improvement plan as needed to augment likelihood of meeting the SMART goal
<b>Evidence of Implementation</b>	The plan does not list any evidence that would be collected to report implementation	The plan only vaguely references any evidence of implementation that would be collected	The plan includes evidence that actions in the plan will be implemented and documented	The plan includes specific deliverables, documentation and tangible outcomes the provide clear evidence that actions in the plan are implemented and to what degree of effectiveness.