

Sturgis Williams 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 Sturgis Williams Middle School
School Improvement Plan Team:

- ❖ Chad Hedderman - Principal
- ❖ Amanda Christensen - Assistant Principal
- ❖ Katy Jutting - Assistant Principal
- ❖ Natalie Serbousek - Counselor
- ❖ Sarah Lyons - Counselor
- ❖ Amara Striebel - 5th Grade Lead Teacher
- ❖ Dan Skinner - 6th Grade Lead Teacher
- ❖ Alli Steckelberg - 7th Grade Co-Lead Teacher
- ❖ Kirby Jones - 7th Grade Co-Lead Teacher
- ❖ Tamara Voight - 8th Grade Lead Teacher

I. Mission, Vision and Belief Statement

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.

The District strives to embed the statements above into all extracurricular, co-curricular, and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, “What is best for the student.”

III. School Profile

Sturgis Williams Middle School is staffed by highly qualified teachers. There are several teachers per grade level. The music, physical education, STEM, and art teachers are highly qualified. In addition, there are two classroom paraprofessionals, one library paraprofessional, and two in school suspension monitors that are highly qualified. The 1.75 FTE of professional school counselors are highly qualified. The teaching experience average of the staff at Sturgis Williams Middle School is 15 years.

Enrollment has maintained around 550 students the last three years. The majority of student demographics are classified as white ethnicity. In addition, there are students that represent African American, Asian, Native American and Hispanic ethnicity.

III. Comprehensive Needs Assessment

On an annual basis, our Professional Learning Communities (PLCs) review the Comprehensive Needs Assessment as well as current needs of the students. These groups make adjustments accordingly to reflect the changes in our dynamics. Preliminary student data from the past school year is provided to instructional staff at the end of each year. The assessment coordinator along with the building level administrators and leadership teams assist instructional staff in the reflection of the data. A building level data retreat occurs in the Fall of each year. The most recent data retreat occurred on October 8, 2022. Ongoing reflection on data occurred throughout the school year to make adjustments for this school year and also make preparations for the 2022-2023 school year.

Year	Chronic Absenteeism	Attendance Rate
2017 - 2018	15.5%	89.5%
2018 - 2019	14.5%	87.5%
2019 - 2020	No Data due to COVID-19	No Data due to COVID-19
2020 - 2021	15%	90%

English Language Arts										
5th Grade	Above	Proficient	At/Near	Below		6th Grade	Above	Proficient	At/Near	Below
2018	26%	38%	21%	15%		2018	14%	37%	28%	21%
2019	19%	17%	33%	31%		2019	20%	35%	29%	16%
2021	19%	41%	21%	20%		2021	14%	34%	28%	23%
Math										
5th Grade	Above	Proficient	At/Near	Below		6th Grade	Above	Proficient	At/Near	Below
2018	18%	35%	29%	18%		2018	13%	25%	37%	25%
2019	21%	29%	36%	14%		2019	13%	23%	35%	28%
2021	23%	18%	30%	30%		2021	10%	29%	36%	25%
English Language Arts										
7th Grade	Above	Proficient	At/Near	Below		8th Grade	Above	Proficient	At/Near	Below
2018	18%	48%	19%	16%		2018	21%	39%	26%	14%
2019	17%	40%	23%	19%		2019	17%	40%	28%	15%
2021	15%	38%	25%	22%		2021	19%	41%	21%	20%
Math										
7th Grade	Above	Proficient	At/Near	Below		8th Grade	Above	Proficient	At/Near	Below
2018	22%	29%	29%	20%		2018	21%	29%	27%	24%
2019	15%	32%	23%	30%		2019	26%	20%	31%	23%
2021	20%	23%	36%	21%		2021	10%	28%	39%	23%

The following have been identified as strengths and weaknesses:

English Language Arts		
	Strengths	Weaknesses
Grade 5	<p><u>NWEA</u>: Informational Text <u>South Dakota State Assessment</u>: Listening Literary Text</p> <ul style="list-style-type: none"> • Word Meanings • Analysis Within & Across Texts <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Analyze Information/Sources <p>Informational Writing</p> <ul style="list-style-type: none"> • Write/Revise Brief Texts <p>Narrative Writing</p> <ul style="list-style-type: none"> • Write/Revise Brief Texts <p>Opinion Writing</p> <ul style="list-style-type: none"> • Compose Full Texts 	<p>NWEA: Literature <u>South Dakota State Assessment</u>: Informational Text</p> <ul style="list-style-type: none"> • Text Structures & Features • Language Use • Central Ideas • Key Details <p>Literary Text</p> <ul style="list-style-type: none"> • Key Details • Text Structures & Features • Language Use <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Cite Evidence <p>Writing</p> <ul style="list-style-type: none"> • Edit
Grade 6	<p>NWEA: Vocabulary and Acquisition Use <u>South Dakota State Assessment</u>: Listening Informational Text</p> <ul style="list-style-type: none"> • Word Meanings • Key Details <p>Literary Text</p> <ul style="list-style-type: none"> • Key Details <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Analyze/Integrate Information 	<p>NWEA: Informational Text <u>South Dakota State Assessment</u>: Informational Text</p> <ul style="list-style-type: none"> • Central Ideas <p>Literary Text</p> <ul style="list-style-type: none"> • Central Ideas • Reasoning & Evidence • Analysis Within & Across Texts • Text Structures & Features • Language Use <p>Argumentative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Explanatory Essay</p> <ul style="list-style-type: none"> • Write/Revise Brief Writes • Compose Full Texts <p>Narrative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Writing</p> <ul style="list-style-type: none"> • Edit

English Language Arts		
	Strengths	Weaknesses
Grade 7	<p>NWEA: Literature <u>South Dakota State Assessment:</u> Listening Informational Text</p> <ul style="list-style-type: none"> • Word Meanings • Reasoning & Evidence • Language Use <p>Literary Text</p> <ul style="list-style-type: none"> • Analysis Within & Across Texts <p>Explanatory Essay</p> <ul style="list-style-type: none"> • Compose Full Texts 	<p>NWEA: Informational Text Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Literary Text</p> <ul style="list-style-type: none"> • Key Details • Central Ideas • Word Meanings <p>Argumentative Essay</p> <ul style="list-style-type: none"> • Write/Revise Brief Writes <p>Explanatory Essay</p> <ul style="list-style-type: none"> • Write/Revise Brief Writes <p>Narrative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Writing</p> <ul style="list-style-type: none"> • Language & Vocabulary Use • Edit
Grade 8	<p>NWEA: Vocabulary: Acquisition & Use <u>South Dakota State Assessment:</u> Listening Informational Text</p> <ul style="list-style-type: none"> • Analysis Within & Across Texts • Language Use • Central Ideas <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Use Evidence <p>Writing</p> <ul style="list-style-type: none"> • Language and Vocabulary Use 	<p>NWEA: Literature Informational Text <u>South Dakota State Assessment:</u> Informational Text</p> <ul style="list-style-type: none"> • Text Structures & Features <p>Literary Text</p> <ul style="list-style-type: none"> • Central Ideas • Text Structures & Features <p>Research & Inquiry</p> <ul style="list-style-type: none"> • Analyze/Integrate Information • Evaluate Information/Sources <p>Explanatory Essay</p> <ul style="list-style-type: none"> • Write/Revise Brief Texts • Compose Full Texts <p>Narrative Essay</p> <ul style="list-style-type: none"> • Compose Full Texts <p>Writing</p> <ul style="list-style-type: none"> • Edit

Math		
	<i>Strengths</i>	<i>Weaknesses</i>
Grade 5	<p><u>NWEA: Number and Operations</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Understand the place value system. • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. • Convert like measurement units within a given measurement system. • Represent and interpret data. 	<p><u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Analyze patterns and relationships. • Perform operations with multi-digit whole numbers and with decimals to hundredths. • Understand concepts of volume and relate volume to multiplication and to addition. • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional shapes into categories based on their properties.
Grade 6	<p><u>NWEA: Statistics and Probability</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems. • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Reason and solve one-variable equations and inequalities. • Solve real-world and mathematical problems involving area, surface area, and volume. 	<p><u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend understanding of the numbers to the system of rational numbers. • Apply and extend understandings of arithmetic to algebraic expressions.
Grade 7	<p><u>NWEA: Real and Complex Number System</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Draw, construct, and describe geometrical figures and describe the relationship between them. • Draw informal comparative inferences about two populations. • Use random sampling to draw inferences about a population. 	<p><u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u></p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • Investigate chance processes and develop, use, and evaluate probability models.

Math		
	<i>Strengths</i>	<i>Weaknesses</i>
Grade 8	<u>NWEA: Statistics & Probability</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. • Use functions to model relationships between quantities. • Understand congruence and similarity using physical models, transparencies, and geometry software. • Investigate patterns of association in bivariate data. 	<u>NWEA: Geometry</u> <u>South Dakota State Assessment:</u> <ul style="list-style-type: none"> • Understand and apply the Pythagorean theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
Science		
	<i>Strengths</i>	<i>Weaknesses</i>
Grade 6	<u>NWEA: Earth and Space Science</u>	<u>NWEA: Life Science</u>
Grade 7	<u>NWEA: Earth and Space Science</u>	<u>NWEA: Physical Science</u>
Grade 8	<u>NWEA: Physical Science</u>	<u>NWEA: Life Science</u>

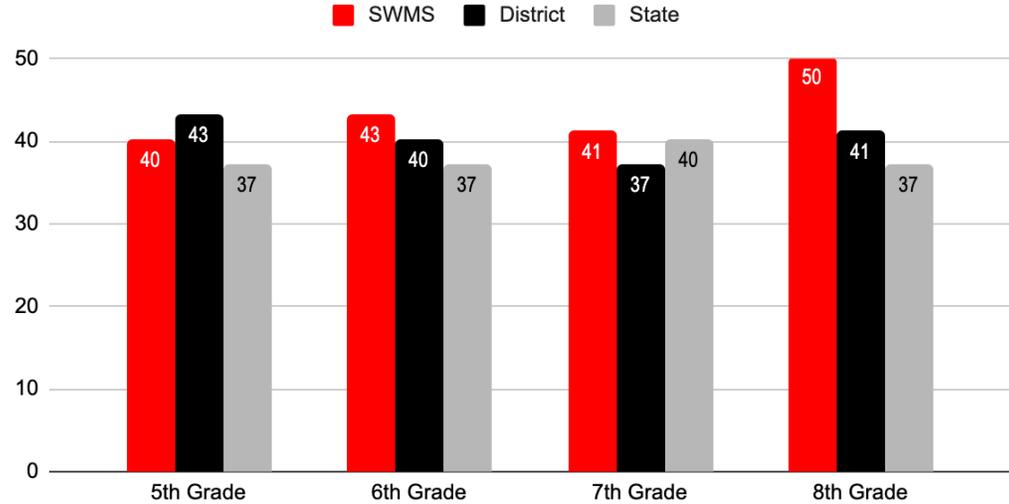
Based on the data collected, all gap groups show a concern in student growth when compared to the overall school. Many students in our gap groups are the students who also struggle with regular school attendance. Students need additional interventions with math and ELA concepts.

Sturgis Williams Middle School implements NWEA Growth English Language Arts, Math, and Science as an assessment tool that is used triannually. The results of these assessments allow teachers to view specific information on the academic strengths and weaknesses of each student. Teachers can access several reports including the learning continuum which helps to identify learning targets for groups of students.

Based on the identified strengths and weaknesses, PLCs developed and implemented many interventions. Based on the interventions in the 2021-2022 school year, below is the data from the South Dakota State Assessment.

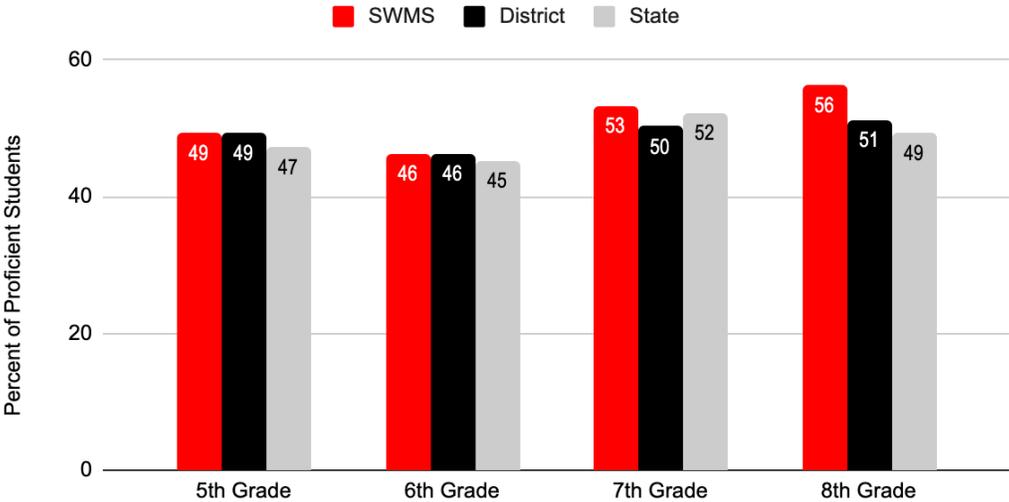
SD State Math Assessment Results 2022

SWMS Grade Level Comparison



SD State ELA Assessment Results 2022

SWMS Grade Level Comparison



IV. Reform Strategies

Academics:

SWMS utilizes many school wide reform strategies. The general education and special services staff focus on the individual needs of students by re-teaching and supporting students in the areas where they exhibit weaknesses. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies follow the methodology of guided curriculum instruction. To determine if students' needs have been met, teachers examine classroom work, informal math, reading, and science assessments, and results of the standards-based assessments that are given three times per year. In addition, we utilize the state assessment to make comparisons on the percentage of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students' district-wide.

Students' progress is continually monitored through informal assessments, curriculum assessments, and tri-annual assessment. PLCs monitor the data and alter students receiving intervention based on growth and/or mastery of a concept. Based on need, some students may receive more intense support while others may only need maintenance of effort. Weekly, PLCs meet and alter support of students based on data. If additional support is needed, parents and teachers work together and enroll students in the After School Program. In this time, students have the opportunity to have individual assistance in standard specific content. In addition, through the use of our 1003 Federal Grant, we are able to offer summer school to our middle school students. Based on summative assessments and teacher recommendations, students are invited to participate. During the month of June teachers use specific student data to fill gaps in students' knowledge base. Based on that data, students are instructed at their level with a balance of rigor and high expectations.

Attendance:

In regards to attendance, parents receive a district-required notification letter of absences when they have missed five days unexcused, and seven and ten days excused in a semester along with factual information on the importance of school attendance. (Note: *COVID related absences are exempted at this time.*) Administrators make personal phone calls to parents of students who are having quite a few absences without a doctor's note and promote school attendance. Administrators also schedule personal meetings with parents of students who continue to be frequently absent from school. In addition, school administration and the district's Truancy Officer visit homes of families that continually have issues with students getting to school.

Teachers and administrators have private conversations with the students that tend to miss a great deal of school. In the 19-20 school year, truancy classes were held for students and parents who had more than 15 absences in the year. Parents were rewarded with gift cards for attending.

In addition to specific instruction, students have an advisory time called Scooper Time. During Scooper Time, students meet with a specific teacher and set goals for behavior, academics and participate in team building activities.

Parent Involvement:

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through newsletters, district websites, parent displays, brochures, formal and informal meetings, personal phone calls, email, social media, and the School Messenger program.

Parents of students who have school attendance concerns receive letters of notifications of accumulated days missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media. The district's social worker and resource officer also assist with home visits of families where a child's school attendance is poor.

V. Instructional Strategies

Teachers 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.

In regards to strengthening the academic program and instructional standards, during our professional development days, vertical alignment of content and grade level expectations will be revisited and modified to best meet the needs of our students. In addition to the vertical alignment, pacing guides will be used to ensure that all academic standards have been taught. The building administrators frequently drop in to the classrooms to provide feedback to teachers. During these drop ins, administrators provide advice, rationale, and encouragement to keep rigor and expectations high. During PLC meetings, teachers discuss the latest trends in education and share successful instructional strategies.

We have specialized classes for our accelerated learners. These classes allow teachers to challenge students. Based on NWEA and SD State Assessment data, we monitor the effectiveness of the accelerated courses.

In addition to the South Dakota State Assessment, Sturgis Williams 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 assign individualized skills practice for students using the NWEA Map Skills program.

VI. At Risk Strategies

Mental Health:

At Sturgis Williams Middle School we focus on educating the whole child. We know that if students' basic needs aren't met, students will not be able to retain information in the classroom. SWMS partners with various agencies to provide counseling services and bridge our resources between home and school. Behavior Management Services, Youth and Family Services, and Action for the Betterment of the Community (ABC) all have representatives that visit students on campus to offer mental health and addiction support. The counselors are provided an office space in our school. Our professional school counselors encourage healthy choices and personal health through the TATU (Teens Against Tobacco Use) program.

In addition, the counselors at SWMS provide counseling services to students upon request. During Life Skills, counselors provide support and provide healthy, age-appropriate strategies for coping with life's challenges. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. The small group topics target issues such as: self-esteem, social skills, study skills, anxiety, impulse control, LGBTQ issues, grit, perseverance, and mindfulness. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

Secondary Education:

In order to prepare students for post secondary education and the workforce, Sturgis Williams Middle School offers High School Credit for advanced math students so they can take AP courses while in high school. Also, middle school students visit Black Hills State University to learn more about careers and fields of study (Women in Science). Lastly, 6th, 7th & 8th Grade Counseling Lessons focused on planning for the future and options after high school.

Behavior Interventions:

Through expectations and explicit instruction, behavior can be managed and in many cases prevented. At the beginning of the year, administrators hold grade level assemblies to talk about expectations and school wide rules. In addition, the Discipline Matrix is also displayed for all students. This document is a tiered approach to specific behavior concerns with corresponding consequences for each action. If specific students need additional support, they are placed on a behavior contract. During that meeting, the student, parents, and school representatives agree to the terms and conditions of the contract. Positive behavior is also rewarded. We have school-wide incentives, such as "Caught You Being Good" and other ways to promote positive behavior.

Professional Development:

There will be a continuation of a focus on data analysis this next school year. 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. The District has seven built in PD days into the school calendar. Data Digs and District-wide break out sessions relating to instructional strategies, mental health and de-escalating behavior received positive feedback; therefore, we plan to do that again. Staff book studies, especially since we partner with the University of Sioux Falls, have been popular among teachers. SWMS strives to send staff to conferences, like Innovative School Summit, Technology in Education, and Mental Health Conferences as often as possible.

Student Services:

School Counselors will facilitate a pre-assessment and post-assessment to evaluate student mental health and knowledge of different items in the guidance curriculum. Pre and post assessments will be compared to evaluate effectiveness. School Counselors will also provide a needs assessment to parents, as well as a post-year assessment to gauge program effectiveness and identify additional areas of need.