

# Lyman Intermediate School

## CONTINUOUS IMPROVEMENT PLAN 2024 - 2025

### School Performance Indicators from the 2024/25 WYTOPP testing period

Indicator	Lyman Intermediate School Score
Achievement	<b>Below Target</b> (%Proficient/Advanced - 49%)
Growth	<b>Meets Target</b> (% of students making progress above 50th %ile - 54%)
Equity	<b>Meets Target</b> (Using the weighted mean student growth percentile- this is the making progress above 47th %ile - 59%)
ELP	<b>N/A</b> (There were not enough students in this category during the testing period to qualify for a subcategory score.)
Overall	<b>Partially Meeting Expectations</b>

These scores show a slight backslide in the expected Achievement indicator for our building. Growth and Equity continue to be positive indicators. With that said, even the achievement goal was close to the expected target. With a total of just over 500 tests being taken school wide, Lyman Intermediate missed the minimum Achievement benchmark by 8 total tests. Administration and teachers believe that a continued pattern of positive growth puts us right back on our positive trajectory and a Meets Expectations designation from the WDE at the conclusion of the 2024-25 school year.

A review of the data indicates that building level reading scores were lower than our historical performance. Our building is implementing some new core curriculum using Wit and Wisdom in 5th grade, getting training in LETRS program for 5th and 6th grade teachers and utilizing Study Sync in 8th grade. Our goal is to leverage the strategies and resources in these programs in addition to our PLC structure to improve language arts scores building wide.

## School Performance Goals:

1. By June 2025, Lyman Intermediate School will maintain the school Growth indicator at Meets Target as measured by the WAEA school performance report.
2. By June 2025, Lyman Intermediate School will maintain the school Equity indicator at Meets Target as measured by the WAEA school performance report.
3. By June 2025, Lyman Intermediate School will maintain the school Achievement indicator at Meets Target as measured by the WAEA school performance report with a long term target of 60% of tests reaching the proficient/advanced level of performance.

## Improvement Strategies

**Strategy 1:** Continue our work to become highly effective teaching and learning groups in our school by prioritizing time during the school day to monitor student data, have ongoing teacher and administrator practice in the PLC process, and completing or refining curriculum maps, proficiency scales and formative assessments. Some content areas are completing their first build of these units, while others are refining and revising.

**Strategy 2:** Continue developing and implementing units of instruction that include agreed upon essential standards, unpacked learning targets that are communicated to students, common assessments, and targeted interventions.

**Strategy 3:** Continue to build on MTSS framework with emphasis on student ownership of their own outcomes, positive school culture and student Mental Health.

<b>Action Steps/Tasks</b>	<b>Responsible (Who will do what)</b>	<b>Resources (Funding/Time/ People/Material)</b>	<b>Timeline (By When)</b>	<b>Benchmarks</b>
Arrange for content area and grade level teachers to meet at least once per week.	Principal	Provide time during contract day.	Time is allocated, with ongoing implementation	Grade level teams will discuss systemic and individual roadblocks to learning as well as individual student achievement. Content groups will ensure aligned, focused curriculum and collaborate on strategies for improved student learning.
Teachers use data to determine intervention.	Principal, teachers	Gathered data, focusing on the appropriate skills	At the conclusion of each testing window and conclusion of each unit of study.	Teachers will use data as it is received from WYTOPP interim and classroom formative assessments.
Teachers will meet during PD days to discuss vertical alignment through the building level or district level.	Superintendent, principal, teachers	Time on Friday PD days, guidance from school leadership.	Initiated, ongoing implementation	Consistently aligned essential standards K-12 in Math, ELA, Science and Social Studies.
Tiered supports for students in behavioral, social and emotional skills.	Principal, School counselor, teachers	Time each week,	Initiated, Ongoing implementation	Tier I support will be provided daily in the classroom along with monthly focused lessons centered around areas of student growth. Students needing Tier II support will be addressed during

				Eagle Time and monitored during Grade Level Meetings. Students Identified for Tier III supports will be placed on a formal intervention plan.
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