



School Improvement Plan Template

*This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

Section 1: Building Data

School: Stagecoach Elementary	Plan Date: September 2022 – September 2023
Principal: Jennifer Martin-Palacios and Sean Grube	District Approval Date (for TSI, WAEA, CSI): October 2022
District: Sweetwater S.D. #1	Current Identification ((list all that apply: Not Meeting Expectations
District Representative:	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	School Reflection Rating
Domain 5- Instruction	E1. Leaders and staff work together to design and implement a high quality, standards-based instructional program that results in high levels of achievement for all students.	Stage 2 - Minimal Implementation The school leader has designed a high quality, standards-based

		instructional program, however it is not implemented with fidelity.
Domain 5-Instruction	E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).	Stage 2 - Minimal Implementation Less than 50% of teachers incorporate practices that develop student learning
Domain 6: Learning Supports	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	Stage 2 - Minimal Implementation The school has some time (though not consistently) to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain:

Priority Practice #1:

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Stagecoach believes that when leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students, we will build collective teacher efficacy which has an effect size of 1.57. When we meet and understand our student data, we can then build lesson plans that support our students and their needs . We will have focus questions: stated below, all high effect size questions, to guide our planning. This way staff/ PLCs are on the same page, but plans are differentiated to meet student needs. Stagecoach has also implemented individual coaching
--	---

	times for certified staff to reflect on monthly data and create plans/goals moving forward.
Improvement Strategy <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>During PLCs teachers and leaders will plan extensive reading lessons that focus on: WY-TOPP/ Common Core/ Common Assessment that to Spiral in Daily Practice/ WY-TOPP/ Common Core/ Common Assessment: to Spiral in Discussion Post/ Explicit Instruction / Discussion Posts-Essential Questions/DOK/ Small group/confering/ Interventions/ Collaborative Tools/Feedback/ ELPS and Sentence Stems/ and SPED. Staff is now meeting monthly with an administrative coach to reflect on student data and set goals moving forward. These goals will be recorded and reflected upon in staff data reflection binders.</p> <p>Accommodations/Tools as needed. Each of these areas support a Hattie High Yield Strategy. Teachers need to know what they are going to teach and the outcomes they desire, so students know what they should be learning and how to get there. These strategies also let teachers know if students have reached the desired outcome or if more/different teaching needs to occur.</p> <p>Stagecoach merged with Westridge Elementary during the 2021-2022 school year. Staff are working on building capacity within PLCs. When staff use our data to guide instruction then students are engaged in work that meets their learning needs. The data from the two schools showed growth in the 2019-2020 school year, and a deficit in achievement in both 2020-2021 and 2021-2022. The staff will continue to work on growth while ensuring each student can achieve the grade level ELA standards.</p>
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	<p>Every two weeks, during designated PLC planning time, teams will collaborate and write 2 week long ELA lesson plans based on the template and guided by student data for the duration of the 2022-2023 school year. PLC will measure the effectiveness of the plans during designated Data Teams based on student proficiency and growth from pre-assessment to post assessment.</p>
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	<p>Students will set goals from pretest to post test. Students will know goals and reflect on growth. Student self-reporting and knowing goals has an increased effect size academically as well as socially/emotionally.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
--------------	----------	------------------	--

PLC time	Every two weeks	Planning template	Plans are in planbook and in PLC/Data teams folders- implementation PLCs will upload PLC planner quarterly to SAC folder
Data teams	Every two weeks	Data template	Data from exit tickets and CA will determine if implementation of lesson plans was effective.
Data Teams	Quarterly	Data Template	PLCs will upload quarterly data forms with movement numbers
Flex Grouping	Every week	Data and specific goals	PLCs will meet and review data every 2 weeks to review data from exit tickets, informal assessments, and common assessments.
Interventionist Data Team Meetings	Every six weeks	Data team form	Data will be collected and will be available for all in shared PLC drive
Administrative Coaching	Monthly	Reflection Binders	Staff and administration will meet once monthly to review and update goals in reflection binders

High-Impact Domain:

Priority Practice #2:

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>At Stagecoach we believe in the whole child, the child's basic needs and when social emotional needs are not met then learning cannot occur. Individual understanding of emotions and a strong classroom/PLC culture is a must and can excel student achievement. Thus, classroom practices should be used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Hattie's research states that positive peer influence has an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none">● Explain the research-based strategy (or strategies) the school will implement to address this area of need.● Explain how the strategies, in relation to the research, address the needs of your school's students.● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	<p>Stagecoach will implement Whole Brain Teaching and classroom counseling. Whole Brain Teaching will be taking the place of the Positivity Project from the 21-22 improvement plan. Whole Brain Teaching focuses on character building and self-reflection while also implementing the high-yield strategies of cooperative and direct learning. Students will work with their peers to enhance learning, build leadership skills, and develop skills in self-regulation. Hattie's research states that positive peer influence has an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92. School counselors will build upon the components of Whole Brain Teaching in weekly classroom counseling sessions, focusing on students being aware of their emotions and how to deal with them effectively. Hattie effect sizes: motivation/character programs effect size. 34 and Decreasing Disruptive Student Behavior .34.</p> <p>Stagecoach is a Title 1 school with a diverse student population. Also, as mentioned above, Stagecoach merged with Westridge Elementary during the 21-22 school year, thus building student relationships within the student population and building a school culture is imperative to our students' levels of comfort and acceptance.</p> <p>Stagecoach staff will have built in time to receive training in Whole Brain Teaching and practice its implementation with peers during Friday PD days and morning huddles. This will lead to fidelity in its application and higher staff confidence when using the program.</p>
<p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the</i></p>	<p>Stagecoach staff will implement Whole Brain Teaching strategies for the duration of</p>

<i>Practice.</i>	the school year. We will also implement weekly classroom counseling lessons. The Achievement Monitoring Process and School Accountability Committee(s) will monitor SWIS data and trends.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	When students feel safe in school, have a good self-image and recognize their emotions they will be in a better state to learn because their hierarchy of needs are being met.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Time in schedule	Start of the year	Master schedule	Scheduled time being used
Whole Brain Teaching materials and training	Starting in August	Whole Brain Teaching materials and training	Strategies being implemented and SWIS data During AMP meetings, teachers will analyze SWIS data monthly to improve decision making and outcomes for students. These questions will consistently be used to discuss monthly SWIS data results; 1. Is our data accurate? 2. What is the current problem? 3. What is contributing to our precise problem? 4. What is the smallest amount of change for the biggest impact on student outcomes? 5. Did we implement

			our plan and is it working?
Set Counseling times	Weekly	Counselor and Quaver	Curriculum being implemented and SWIS data Counselor will upload SWIS data and MTSS notes with student names redacted

High-Impact Domain:

Priority Practice #3:

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Stagecoach school reports from 2020-2021 (including Westridge) and 2021-2022 showed a deficit in achievement in WY-TOPP as well as in Acadience, particularly in the demographics of free/reduced and special education. By focusing on all students, in each sub-group, and monitoring standard mastery, we can ensure all students are learning.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>Teachers will maintain records of standard mastery for students in Special Education. The Stagecoach AMP team will monitor records of standard mastery for students receiving free/reduced lunch. Hattie Effect Size: Learning goals vs. no learning goals .68 to increase student achievement while maintaining and/or exceeding growth scores from 2021-2022.</p> <p>General Education teachers will collaborate with interventionist teachers to ensure Individual Education Plans and Individual Language Plans are effective (interventions are appropriate). Hattie Effect Size: interventions for students with learning needs .77, response to intervention 1.29, and planning and prediction .76. By implementing these meetings all teachers are aware of student progress and working together to ensure all students are growing and meeting proficiency on grade level standards.</p> <p>Students will set goals and reflect with teachers on their performance and growth. Hattie Effect Size: Effort (towards growth and mastering standard) .77 and deliberate practice .79. This will be student efficiency and grit in the learning process.</p> <p>By implementing consistent and structured conversations the Stagecoach staff will build teacher efficacy and capacity as a staff. Thus, continued implementation and living of school mission and vision: To achieve greatness. Every day, every way, learn , live, lead.</p>
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>General Education Teachers and Interventionists will meet every 5-6 weeks to review student progress/mastery of grade level standards to ensure Individual Education Plans and Individual Language Plans are appropriate. GE Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress.</p>
<p>Impact on Performance Goals</p>	<p>By ensuring IEPs and ILPs are written to meet the needs of students, we will be able to better bridge the learning gap and increase student proficiency.</p>

<i>Describe how the focus on this Practice will impact performance goals.</i>	When students are understanding their growth towards grade level standards and their own proficiency they are building their self efficacy and growing as a student.
--	--

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Data teams	Weekly	Data team form	Data team agendas
Meeting with SPED and EL teacher	Every 5-6 weeks	Student tracker	Teachers will discuss Student data to ensure IEP and ELPs are written to meet student needs and to close the achievement gap. Special education teachers and EL teachers will upload meeting dates with general education teachers into the SAC folder each quarter.
AMP team	Bi-weekly	Data from free/reduced students	AMP team will monitor standard mastery from students on free/reduced and will communicate with general education teachers on goals/progress
Student trackers on standard mastery	As standards are taught discussed at Data teams and monthly at AMP	CFAs and student tracker	Student mastery form PLCs will upload trackers quarterly into the SAC folder

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.1	1.5
Achievement (Numeric value)	44	51
Growth (Numeric value)	43	48
Equity (Numeric value)	43	48
EL Progress (Numeric value)	45	50
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.3	1.5
Achievement (Numeric value)	44.3	47.7
Growth (Numeric value)	42.7	47.1
Equity (Numeric value)	42.6	47.5
EL Progress (Numeric value)	45.2	50
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)		
Growth (Numeric value)		
School Climate (Numeric value)		
Engagement (Numeric value)		
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	31%	43%
Math (Numeric value)	46%	55%
Science (Numeric value)	NA	NA

In House Data

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
E1. Leaders and staff work together to design and implement a high quality, standards-based instructional program that results in high levels of achievement for all students	Domain 5: Instruction	2 - Minimal Implementation The school leader has designed a high-quality, standards-based instructional program, however it is not implemented with fidelity	Every two weeks, during designated PLC planning time, teams will collaborate and write 2 week long ELA lesson plans based on the template and guided by student data for the duration of the 2022-2023 school year. PLC will measure the effectiveness of the plans during designated Data Teams based on student proficiency and growth from pre assessment to post assessment.
E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning	Domain 5: Instruction	2 -Minimal Implementation Less than 50% of teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Stagecoach staff will implement the Whole Brain Teaching strategies in all areas throughout the school year. The school counselor will implement weekly classroom counseling lessons. The Achievement Monitoring Process team and the School

			Accountability Committee(s) will monitor SWIS data and trends.
F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	Domain 6: Learning Supports	2 - Minimal Implementation The school has some time (though not consistently) to address academic or behavior issues for all students, however, there is not a systemic approach to meet student need	General Education Teachers and Interventionists will meet every 5-6 weeks to review student progress/mastery of grade level standards to ensure Individual Education Plans and Individual Language Plans are appropriate. GE Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress.

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Jennifer Martin-Palacios	Administrator
Sean Grube	Administrator
Lindsey Haines	Special Education- Programs K-3 - SAC Chair
Meagan Doporto	Social Worker - AMP Co-Chair
Jamie Shelley	Third Grade Teacher
Cathy Perkins	Title 1
Becky Plant	Parent
Sara Hall	Parent

District School Improvement Representative Name	Position
---	----------

