

# School Improvement Plan Template

*This template meets the requirements of federal and state statute.*

*For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

## Section 1: Building Data

School: Pilot Butte Elementary	Plan Date: 9/20/22
Principal: Nancy Torstenbo, Josh Marcy	District Approval Date: October 2022
District: Sweetwater School District #1	Current Identification: <i>Not Meeting Expectations</i>

## Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the Self-Assessment” section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on review of the Self-Assessment, 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	Self-Assessment Rating
Learning Support	F1	Minimal
Professional Development	D3	Minimal

### 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: Learning Support

**Priority Practice #1: F1:** The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS, RTI) to prevention and intervention, to promptly address academic and behavioral issues for all students.

<b>Practice Rationale</b> <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i>	Based on the results of our staff survey we had 60% moderately agree and 32% minimally agree about our schools effectiveness in this given practice. Improving this practice will increase student learning in all subject areas and subgroups. This practice will help us respond constructively and promptly to all student academic and behavioral issues. As teachers focus on this, student learning will increase.
<b>Improvement Strategy</b> <ul style="list-style-type: none"><li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li><li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li><li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li></ul>	Response to Intervention-Hattie's Effect Size of 1.29 Behavioral Intervention Programs-.62  Response to Intervention is closely related to many other high-ranking influences on Hattie's list. This strategy is appropriate for our student population because it focuses on student intervention and how we respond when students are not learning through PLC's. A Multi-Tiered System of Support will incorporate Response to intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.

	<p>A growing body of research suggests that expectations a teacher sets for an individual student can significantly affect the students performance. In order for teachers to effectively implement a growth focused model in their classrooms they need a thorough understanding of formative and summative assessment and how this drives instruction in the classroom. In our building we have a wide variety of experience on our staff. Our less experienced teachers need to develop their knowledge and for our more experienced teachers there is a need for researched driven practices that will help them refine their processes in the classroom.</p> <p>Response to Intervention aims to identify struggling students early on and gives them the support they need. We are showing a need in the area of ELA and Mathematics. 46.5% of students scored proficient in ELA and Math scored 42.1% proficient.</p> <p>In order for teachers to effectively implement a growth focused model in their classrooms they need a thorough understanding of formative and summative assessment and how this drives instruction in the classroom. We will systematically identify students who are not being reached by interventions within Tier 1. These students will be discussed in our PLCs, Student Assistance Team (SAT) meetings, and Academic Monitoring Progress (AMP) meetings to determine interventions that will best support their current learning needs and steps moving forward to help them reach proficiency within Tier 1 during Flex time. Students with overall social and behavioral concerns are also evaluated during SAT meetings so that the team can implement plans moving forward. Interventions include procedures such as behavior tracking, counseling referrals, and the use of PBIS rewards.</p>
<p><b>1-Year Adult Practice Goal</b> Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>Through PLCs and data teams teachers will apply best practices in the area of assessment driving instruction. Measures of this practice will include all teachers in the PLC implementing strategies that are appropriate for each students' individual learning</p>

	needs during every data cycle. The focus will be on the growth of students from short cycles to post tests and tracked in the data teams cycle which will be incorporated into flex groups. The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments. Evidence of this will be provided in PLC agenda notes as well as teacher lesson plans.
<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	We believe that implementing ongoing Response to Intervention, sustained professional development, will increase our proficiency rates for both math and reading by 5% as assessed by the Wyoming state assessment (WY-TOPP). Math will increase from 42.1% to 47.1%. Reading will increase from 46.5% to 51.5%.

### Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Tier I (Academic)-Guaranteed Curriculum: Implementing priority standards within the ELA and Math curriculum utilizing the 'Backwards Design model	September-May	Eureka Math (4-6), ReadyGen (4-5), Springboard (6), Curriculum maps	Utilizing PD Day for priority standards conversations and work, Professional Development with Backwards Design, Decompose standards
Tier I (Academic)-Update common assessments for ELA and Math	August-May	Subject Area Committee (SAC) meetings at the district level/building and committee meetings	Curriculum Maps, Common Assessments, Pacing Guides

Tier I (Academic)-Professional development for high impact strategies (Framing the lesson, Student to Student Purposeful Talk, Writing, Power Zone, Recognize and Reinforce)	August-May (Possible summer options)	Fundamental Five-Sean Cain information study with the Building Leadership PLC	Building Leadership Team PLC Agendas
Tier I (Academic)-Targeted Co-Taught Instruction in ELA and Math	August-May	Planbook.com, PLC meeting minutes, IEP's, student work	PLC minutes, data teams meeting minutes, IEP's student work
Tier I (Academic)-PLC Focus/Data teams on the four guiding questions. Teams continue to receive additional coaching and support focusing on the essential standards	August-May	Planbook.com, PLC minutes, IEP's, student work	PLC meeting minutes, data, Google docs, data teams, exit tickets, WY-TOPP modular data, WY-TOPP Interim data, needs assessment
Tier II (Academic)-Weekly grade level and monthly building level PLC/SAT/AMP meetings to discuss intervention, progress, and enrichments	August-May Weekly	Protected PLC grade level time to talk about curriculum and student intervention	Student Success Team Agendas, Student tracking form, data tracking of interventions
Tier I (Behavioral)-PBIS Social Skills implemented in Tier I. Use of PBIS Rewards.	August-May	Social Skills Card, Plan for Social Implementation Schedule, Morning Announcements, Modeling by students in the classroom-Student Council	Positive Behavioral Interventions and Supports (PBIS) PLC Minutes, SWIS Data
Tier II (Behavioral)-Purposeful Flex groups supporting	August-May	Planbook.com, PLC meeting minutes, IEP's student work	PLC meeting minutes, data team meeting minutes, Individual Education Plans, student work

students that are on an IEP and ILP			
Tier II (Behavioral)-PBIS PLC will analyze behavioral data to support and intervene with at-risk students	August-May	Data Collection, PBIS World, Quaver Social Emotional Learning Elementary Curriculum, Second Step Curriculum	PBIS Handbook to define procedures, PBIS Agendas
Tier II/III (Behavioral)-Tier 2 and Tier 3 students defined by behavioral data. Individual and Group interventions will be utilized	August-May	Data Collection, PBIS World, Quaver Social Emotional Learning Elementary Curriculum, Second Step Curriculum	PBIS Handbook to define procedures, PBIS Agendas
Tier III (Behavioral)-Implement Intensive Academic Interventions Systematically	October-May	Data Collection, Tier III Behavioral strategies, small group intensive instruction	Sped/AMP Professional Development, Data Collection
Implement RTI Professional Development to improve RTI processes	August-May	Designated district PD days allotting time to train all classified and certified staff	Survey results on Professional Development efficacy, Sign in sheets
Daily intervention small group instruction focusing on targeted skills and deficits	September-May	Curriculum Resources, Intervention Specialist, SPED, Universal Screener	PLC meeting minutes, data teams meeting minutes, IEP's, student work

### High-Impact Domain: Professional Development

**Priority Practice #2: D3: Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.**

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Based on the results of our staff survey we had 60% moderately agree and 28% minimally agree about our schools effectiveness in this given practice. Improving this practice will increase teacher knowledge on content-specific professional development to increase the proficiency of the students. Teacher professional development will impact student performance by providing instructional strategies and tools to enhance individualized instruction for the needs of all learners.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li> <li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li> </ul>	<p>Providing Formative Evaluations of Programs- Hattie .90  Professional Development Programs- Hattie .41  Collective Efficacy - Hattie Effect Size 1.57</p> <p>Evaluating programs provides staff with feedback on programs and professional development for the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference. The major issue is for teachers to pay attention to the formative effects of their teaching.</p> <p>Collective Efficacy involves helping all teachers on the staff to understand the way they do their work on a day-to-day basis having a significant impact on student performance. This means that teachers distal factors such as home life, socio-economic status, and motivation as reasons for poor achievement. In other words, great teachers will often try to make a difference despite these inhibitory factor.</p> <p>Through systematic analysis, data will be analyzed to determine areas of ongoing professional development. We are showing a need in the area of ELA and Mathematics. 46.5% of students scored proficient in ELA and 42.1% of students scored proficient in math. Reading is a major focus at our school and we have a specialist providing professional development throughout the year. Reading Horizons is a new tool that many</p>

	of our teachers received training on to help with interventions. Co-teaching training is continuously evaluated by experts to suggest necessary changes to move towards this model. Math Professional development will be researched to evaluate the largest need for each grade level. This will address the needs of our school and students to seek new interventions and professional development in order to support our students in the best way possible.
<b>1-Year Adult Practice Goal</b> <i>Provide a <b>measurable goal</b> aligned to the Practice.</i>	Through PLCs and professional developments, teachers will apply best practices in the area of assessment driven instruction. Measures of this practice will include all teachers in the PLC implementing strategies learned in professional development which are appropriate for each students' individual learning needs and assess the effectiveness of the interventions. The focus will be on the growth of teachers' understanding of the content from data collected in professional development settings and applied to the classroom environment. The goal will be for 90% of our teachers to be implementing high impact strategies. Evidence of this will be provided in classroom observations and evaluations, as well as PLC collaboration agenda items.
<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	We believe that implementing ongoing, sustained professional development, will increase our proficiency rates for both math and reading by 5% as assessed by the Wyoming state assessment (WY-TOPP). Math will increase from 42.1% to 47.1%. Reading will increase from 46.5% to 51.5%.



## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Staff survey of improved teaching strategy needs	September and November	Google Survey	Survey to staff, Survey of strategies implemented, Walkthroughs, Teacher PD needs Survey
Focus Professional Development PLC time on horizontal and vertical teams	September -May	Time Alloted in schedule, Guiding Documents, Training Building Leadership Team members	PLC Agendas
Professional Development is differentiated to the needs of the staff and helps to focus on PBIS, PLC's and RTI	September-May	Survey, Schedule Differentiated, Trainers within district	Professional Development Plan
Professional Development Focused on Feedback and Reflection	September-May	Clear focus with targets for Professional Development, Professional Development Survey Results	Clear focus on the groups attending and what their needs are. There must be a platform for feedback and reflection. Gathering student feedback from students is

			instrumental in teachers changing their instructional strategies.
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## 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).

### WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	Current: 1.3 Goal: 2.0
Achievement (Numeric value)	Current: 43 Goal: 51%
Growth (Numeric value)	Current: 43 Goal: 48%
Equity (Numeric value)	Current: 44 Goal: 48%
EL Progress (Numeric value)	Current: 45 Goal: 47%

### ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	Current: 1.3 Goal: 2.0%
Achievement (Numeric value)	Current: 42.7 Goal: 48%
Growth (Numeric value)	Current: 43.6 Goal: 48%
Equity (Numeric value)	Current: 44.3 Goal: 48%
EL Progress (Numeric value)	Current: 45.2 Goal 47%

#### Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Current: 46.5% Goal: 51.5%
Math (Numeric value)	Current: 42.1% Goal: 47.1%
Science (Numeric value)	Current: 45.7% Goal: 50.7%

## 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)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment Rating	Practice Goal
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<b>Learning Support</b>	<b>F1</b>	Minimal	Through PLCs and data teams teachers will apply best practices in the area of assessment driving instruction. Measures of this practice will include all teachers in the PLC implementing strategies that are appropriate for each students' individual learning needs during every data cycle. The focus will be on the growth of students from short cycles to post tests and tracked in the data teams cycle. The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments. Evidence of this will be provided in PLC agenda notes as well as teacher lesson plans.
<b>Professional Development</b>	<b>D3</b>	Minimal	Through PLCs and professional developments, teachers will apply best practices in the area of assessment driven instruction. Measures of this practice will include all teachers in the PLC implementing strategies learned in professional development which are appropriate for each students' individual learning needs and assess the effectiveness of the interventions. The focus will be on the growth of teachers' understanding of the content from data collected in professional development settings and applied to the classroom environment. The goal will be for 90% of our teachers to be implementing high impact strategies. Evidence of this will be provided in classroom observations and evaluations, as well as PLC collaboration agenda items.

## 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
Nancy Torstenbo	Principal
Josh Marcy	Principal
Maya Peterson	4th Grade PLC
Brittany Andrews	4th Grade PLC
Nicole Jones	4th Grade PLC
Lauren Reynders	5th Grade PLC
Elizabeth Spigarelli	5th Grade PLC
Anthony Lott	6th Grade PLC
Jamie Murray	6th Grade PLC
Kimberly Fouts	PE/Health
Alexandra Miller	Resource Teacher
Emily Pugmire	ADLS/ACP/Programs Teacher
Darien Mathis	Community Member

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer