

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

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| School: Northpark Elementary | Plan Date: 9/20/2022 |
| Principal: Carrie Ellison | 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 |
|-----------------------------------|--|------------------------|
| Domain 3: Data-Informed Planning | C3: The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning. | Moderate |
| 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) | Moderate |
| Domain 6: Learning Support | F1: The school has scheduled time during the school day, and uses a systematic approach [e.g., MTSS (AMP)] to provide prevention and | Minimal |

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| | intervention to promptly address academic and behavioral issues for all students. | |
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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 3: Data-Informed Planning

Priority Practice #1: C3: The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

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| Practice Rationale | This practice was selected through survey results. Northpark staff believe it is our next step to really individualize the data and differentiate and use skill based instruction to support the learning of all students. Data-Informed Planning and responding to the immediate need for academic and behavior interventions will support our students' as learners. |
| <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i> | |

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| <p>Improvement Strategy</p> <ul style="list-style-type: none"> ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i> | <p>Teachers will identify students who need support to learn the standards during PLC time and through the data cycle, formative and common assessments. Data on students' will guide skill groups and be monitored every other week, and movement to acquire new skills will be monitored to meet the needs of students' in a more immediate way. Flexible grouping sheets will show the movement.</p> <p>Hattie Effect Size: interventions for students with learning needs .77, response to intervention 1.29, and planning and prediction .76. By working with the PLC, all teachers are aware of student progress and working together to ensure all students are meeting proficiency on grade level standards.</p> <p>Research-based strategies according to Hattie's research, such as, goal setting 1.44, feedback .73, and direct instruction .6, will be selected to put students into small groups and teach academic skills to mastery.</p> <p>PBIS will be used throughout the building to identify students who need social skills, or behavior reteaches through the SWIS data system.</p> |
| <p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p> | <p>Adults will use PLC and planning time to focus on the skills students will need and they will plan and address academic and behavior skills to support each student.</p> |
| <p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p> | <p>This will be measured by common assessments, formative assessments, and reflected on flexible grouping sheets in Google Docs. Students will master standards and skill deficits will be addressed quickly. Those students who need extensions will be provided with extensions. The goal will be to support all students to get what they need academically and behaviorally.</p> |

Action Plan for Priority Practices #1

| Action Items | Timeline | Resources Needed | Plan for Measuring Impact/Implementation | |
|---------------------------------------|---|---|---|--|
| PLC time for purposeful team planning | twice a month | Planbook.com | Plans in planbook and in PLC/Data teams folders - implementation PLCs will upload data to the district folder. | |
| Data Teams | ELA & math standards updated as teachers work on the standards, every 2 wks | Data template, PLC time to analyze data and plan for instruction. | Data from exit tickets and formative assessments will determine if academic needs are being met. PLCs will keep flexible learning group documents up-to-date in their folders. | |
| SWIS | Quarterly | Counselor and Principal will show data | Teachers will set goals, and counseling will be set up as needed to support students' ability to learn and interact socially. | |
| Parent Information | Quarterly | Teachers and Counselor | Staff will inform parents on how they can help their students. | |

High-Impact Domain 5: Instruction

Priority Practice #2: E3: Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning)

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| Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this</i> | At Northpark we believe the child's basic needs must be met 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, and social awareness, relationship skills, and responsible decision-making. Hattie's research states that positive peer influence has |
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| Practice will impact student performance (WAEA indicators). | an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92. |
| 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>Northpark will implement Life Skills lessons each month, and all teachers will have a rest and return area, so students can recognize their emotions and regroup. Weekly and monthly drawings will be conducted to recognize students striving to achieve life skills in the building.</p> <p>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 these lessons in bi-weekly whole group counseling 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>Northpark staff has built-in time in their schedule to teach the Life Skills. The lesson plans are created and deliver the same message to all students K-3, so all students are learning the same concepts and all staff can reinforce social skills. Grade-level counseling is also built into the schedule every two weeks. Students and staff hear the same message and implement social skills throughout the day.</p> |
| 1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice. | Teachers will implement life skills in daily vocabulary and with pride tickets throughout the year. All staff will have a rest and return area where students are able to recognize their emotions and regroup prior to returning to their work. Achievement monitoring progress and SWIS data will be used to look at trends and form groups for social-emotional needs. |
| Impact on Performance Goals Describe how the focus on this Practice will impact performance goals. | 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 |
|---------------------------------------|-------------------|------------------------------------|--|
| Quaver | two times a month | Counselor/social worker and Quaver | Curriculum being implemented and SWIS data |
| Life Skills Lessons | monthly | Teachers will implement | Lessons and Life Skill Tickets |
| Set Individual/Group Counseling times | every two weeks | Counselor | Curriculum being implemented and SWIS data |

High-Impact Domain 6: Learning Support

Priority Practice #3: 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.

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| <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>Northpark data showed trends of achievement in the 2018-2019 school year as measured by WY-TOPP and Acadience. However, the 2020-2021 school reports showed a deficit in achievement in WY-TOPP as well as in Acadience. By focusing on all students, in each sub-group, and monitoring standard mastery then 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 all learners. Hattie Effect Size: Learning goals vs. no learning goals .68 to increase student achievement scores from 2018-2019.</p> <p>Teachers will use the scheduled intervention time to remediate or extend learning for math and reading, and time is planned into the schedule to ensure all available staff can support student learning at this time. (interventions are appropriate). Hattie Effect Size: interventions for students with learning needs .77, response to intervention 1.29, and planning and prediction .76. By working with the PLC all teachers are aware of student progress and working together to ensure all students are meeting proficiency on grade-level standards.</p> <p>Students will set goals and teachers will provide feedback on their performance to meet achievement. Hattie Effect Size: Effort (towards growth and mastering standard) .77 and deliberate practice .79. This will enhance student efficacy and grit in the learning process.</p> <p>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 these life skills lesson plans twice a month whole group and counseling 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>By implementing consistent and structured conversations Northpark staff will build teacher efficacy and capacity as a staff. Thus, continued implementation and living the school mission</p> |

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| | and vision: Staff: I believe in you. Students I believe in myself. I will help you achieve as a learner. Students I will achieve as a learner. Staff: Succeed in life with Northpark Pride. |
| 1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i> | PLCs will meet every week to review student progress/mastery of grade-level standards to ensure all students are mastering skills. Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress. Staff will review SWISS data quarterly, and create a goal to support learning. Staff will also use the rest and return location to support students who are struggling. In addition, positive behavior supports will be offered schoolwide. |
| Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i> | Students will show mastery of standards and close the gap as measured by flexible grouping data, common assessments, and formative assessments. We will measure students' behavior through our SWIS data and interventions from our counselors and teachers. When students are ready to learn, they learn more. By addressing behavior and academics, we will optimize learning. |

Action Plan for Priority Practice #3

| Action Items | Timeline | Resources Needed | Plan for Measuring Impact/Implementation |
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| Student Flexible Group Forms with the progression. | As standards are taught-discussed at Data teams and monthly at AMP | Formative Assessments, WYTOPP modulars, Flexible grouping data sheet | PLCs will upload data forms and Flexible Skill grouping data to Google and keep this up to date. |
| Life Skills Lessons (Advocacy Groups) | monthly | Teachers will implement | Lessons and SWIS data |
| Set Counseling times | every two weeks | Counselor and Quaver | Curriculum being implemented and SWIS data |
| Implement Academic Monitoring Process throughout the building. | Every six weeks | AMP Meetings | We will use the Academic Monitoring Process to document strategies to implement and share data to support students. |
| PD for Reading | Monthly | School & District led: program materials, book study, and trainer & admin feedback | Teachers will have district-level PD to improve reading using intervention and core time to set goals with students and improve teacher practice. |

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) |
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| WAEA Weighted Average Indicator Score (0.0-3.0) | Current (2021-2022): 1.1 Goal (2022-2023): 1.4 |
| Achievement (Numeric value) | Current (2021-2022): 44 Goal (2022-2023): 51% |
| Growth (Numeric value) | Current (2021-2022): 43 Goal (2022-2023): 48% |
| Equity (Numeric value) | Current (2021-2022): 43 Goal (2022-2023): 48% |
| EL Progress (Numeric value) | Current (2021-2022): 45 Goal (2022-2023): 50% |

ESSA School Performance Goals

| | 1 Year Performance Goal (insert a numeric goal) |
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| ESSA Average Indicator Score (0.0-3.0) | Current (2021-2022): 1.3 Goal (2022-2023): 2.0 |
| Achievement (Numeric value) | Current (2021-2022): 44.3% Goal (2022-2023): 53 % |
| Growth (Numeric value) | Current (2021-2022): 42.7% Goal (2022-2023): 48 % |
| Equity (Numeric value) | Current (2021-2022): 42.6% Goal (2022-2023): 48 % |
| EL Progress (Numeric value) | Current (2021-2022): 45.2% Goal (2022-2023): 50 % |

Content Area Performance Goals

| | 1 Year Performance Goal (% Proficient or Above) |
|-------------------------|---|
| ELA (Numeric value) | Current (2021-2022) 3rd Grade: 51% Goal (2022-2023): 61% |
| Math (Numeric value) | Current (2021-2022) 3rd Grade: 48% Goal (2022-2023): 58% |
| Science (Numeric value) | N/A |

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 |
|--|----------------------------------|--------------------------------|---|
| C3. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning. | Domain 3: Data-Informed Planning | Moderate | Adults will use PLC and planning time to focus on the skills students will need and they will plan and address academic and behavior skills to support each student. |
| E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible | Domain 5: Instruction | Moderate | Teachers will implement life skills in daily vocabulary and with pride tickets throughout the year. All staff will have a rest and return area where students are able to recognize |

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| decision-making. (e.g., Social Emotional Learning). | | | their emotions and regroup prior to returning to their work. Achievement monitoring progress and SWIS data will be used to look and trends and form groups for social emotional needs.. |
| 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 intervention and PBIS. However, there is a limited (MTSS) systematic approach to guide staff in melding behavior and academic interventions to support students. | PLCs will meet every week to review student progress/mastery of grade-level standards to ensure all students are mastering skills. Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress. Staff will review SWISS data quarterly, and create a goal to support learning. Staff will also use the rest and return location to support students who are struggling and provide positive behavior support(s) schoolwide. |

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 |
|-------------------------------|--|
| Carrie Ellison | Principal |
| Melisa Havskjold | Third grade teacher (SIP Co-Chair) |
| Maggie Coletti | Special Education teacher (SIP Co-Chair) |
| Amy Pierantoni | Kindergarten teacher |
| Jeana Slagowski | First grade teacher |
| Trista McMartin | Second grade teacher |
| Tina Taylor | Counselor/Social Worker |
| Courtney Mckasy | Title I Teacher |
| Katrina Muller & Sarah Wright | Parent |

| District School Improvement Representative Name | Position |
|---|------------------------|
| Jodi Garner | Chief Academic Officer |