

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: Sage Elementary	Plan Date: Sept 28th, 2023
Principal: Darcie Punches Assistant Principal: Adam Shankle	District Approval Date : Sept 29th, 2023
District: Sweetwater County School District Number One	Current Identification: <i>Below Targets</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
Practices	C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Developing
Practices	C4. 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.	Developing

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: Data Informed Planning

Priority Practice #1:

C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

<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>Sage Elementary’s leadership team believes that our school’s committee format and shared leadership are effective and run efficiently. Our culture and climate survey illustrates that work within this area has been successful. While there is always opportunity for growth in all areas, we feel all domains are growing in a productive manner. The area of focus that would provide the most leverage for our school is data informed planning. It is important to note that our PLCs are functioning well and have protocols in place for data review and planning. The work we need to do is centered around utilizing the right data, analyzing the right data, and then purposefully planning from the analysis. Using Wy-TOPP, Acadience and Common Assessments and progress monitoring as needed.</p>
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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>Professional Learning Communities will continue to enhance their practice. We will utilize the Response to Intervention process to analyze data and make informed decisions. As a school, we continue to seek out ways to make connections with students and develop the whole child. With this in mind, we will create intervention/enrichment programs that will address all students' needs. Additionally, we will utilize our Title I schoolwide program to further address needs and support families as they work at home with their students. Research points to the power of a collective community that supports the child as being a factor in proficiency. A program developed to differentiate instruction for student-specific needs while simultaneously supporting/joining families in this effort is a powerful tool. Our Title 1 program is one such tool. We plan to add an additional after school program as another. By making data informed decisions, honoring the whole child, and involving families we believe we will see student growth. *</p>
<p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Teachers will utilize multiple data points and assessments to determine the effectiveness of their instruction. This will be evidenced by data collection and analysis during PLCs and conferring with students weekly. This will be done using Wy-TOPP, Acadience, Common Assessments and progress monitoring as needed.</p>
<p>Impact on Performance Goals</p> <p><i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>Increasing the use of data to inform instruction and identify student skill deficits in the classroom will allow teachers to better know their students and their needs. Goal setting and analysis of multiple data points (i.e. Acadience, WY-TOPP, Common Assessment, and classroom work) will allow teachers to be better informed when creating lesson plans and addressing student needs. As student achievement goes up, students will be able to take more responsibility for their learning.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Literacy Coaching</i>	<i>Throughout the year</i>	<i>Provided by Curriculum Office via American Reading Company</i>	<i>This training and ongoing coaching will help teachers improve their reading instruction to help better reach students who struggle with reading. This will be measured through Acadience and WY-TOPP scores.</i>
<i>Co-teaching implementation and coaching</i>	<i>Throughout the year</i>	<i>Collaborative planning and meeting times for co-teaching participants and coaching from Black Hills State.</i>	<i>Kindergarten and first grade teachers will work collaboratively to implement co-teaching models in their classroom. Students have been strategically placed in classrooms so special education teachers can provide push-in services in those classrooms. Co-teaching teams will receive monthly coaching from Black Hills State College. This will be measured by assessing student WTOPP and Acadience growth.</i>
<i>Professional Learning Community</i>	<i>Weekly</i>	<i>Time, District or outside trainer, WY-TOPP Authoring, Time to develop a set of norms, and Discuss grading expectations.</i>	<i>The PLC teams will create meeting agendas and minutes to reflect their work. PLC's will use weekly meetings to discuss data and use that to direct flex time grouping for students.</i>

<i>Afterschool enrichment/intervention</i>	<i>Weekly</i>	<i>Teachers for the program, time to plan, program materials provided through grant funded opportunities or district means.</i>	<i>Teachers will conduct small group instruction focused on working on a student's specific skill needs. We will also provide a combination of physical activity, STEAM activity and other activities to provide enrichment and intervention for each child that attends.</i>
<i>Parent/Family engagement</i>	<i>Monthly</i>	<i>Time for Leadership to plan, time to conduct the programs and family nights, funds to provide needed materials for each event.</i>	<i>Working with parents and engaging them in student learning will be key to ensuring success. We will conduct monthly family engagement or parent information nights to build capacity. Sign-in sheets and surveys will be given to ensure we are meeting our goals and achieving what we set out to do. The evidence that this has impacted student education will be a performance on assessments, higher daily attendance, and better communication with all stakeholders.</i>

High-Impact Domain: Instruction

Priority Practice #2:

C4. 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.

<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>Our teachers are identifying essential standards and learning targets and how to assess the effectiveness of their instruction. Decisions have to be made about what each grade level will instruct within each content area. As teams meet in both grade level and vertical teams, the instructional plan will begin to come together and a system will be developed that can be sustained in the coming years. Potentially use building PD days to do vertical team meetings within the school, but also with feeder school (Pilot). Having conversations between grade level teachers to discuss strengths and gaps that incoming students may be having including transitional meetings at the end of year to discuss students moving into the fourth grade due to them being at another building.</p>
<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>Within our school it has been proven through the use of staff needs assessments that staff wants training on differentiation, reading strategies and math strategies. Specifically, meeting EL and IEP student's needs with more proficiency. We will also introduce co-teaching in specific kindergarten and first grade classrooms. This will help us focus as a team on how to meet the needs of these groups. We will learn new instructional practices or improve upon the practices that already exist. One strategy is the analysis of data and identifying specific skill needs and capitalizing on this knowledge to support individual needs. Staff will engage in conversation regarding data outcomes and students will engage with teachers in conferences to outline goals and steps to meet them. Teachers must be ready to support this data by outlining the importance of certain essential standards.</p>
<p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught. The use of scores on Acadience, WY-TOPP, common assessments and possible progress monitoring to measure student growth and achievement.</p>

Impact on Performance Goals

*Describe **how** the focus on this Practice will impact performance goals.*

The focus on data driven planning and the co-teaching model will provide students with the support needed to grow in the classroom. Implementing these practices will allow staff to have a better understanding of student needs and this will aid in student growth and achievement.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Identify Essential Standards</i>	<i>Throughout the year</i>	<i>District Curriculum Maps, PLC time for teams, District Grade-level trainings</i>	<i>We will utilize the following measures to ensure students are benefiting from this work. Acadience data, Wy-Topp modular/summative data, Common assessments, and classroom formative.</i>
<i>Grade level PLC Meetings, Data analysis</i>	<i>Weekly</i>	<i>Friday building PD time, Weekly PLC meetings, increased communication within and across PLC's</i>	<i>The work will be evident in the agenda and minutes taken during our PD/PLC. PLC's will also share data between classes and use data for student grouping.</i>
<i>Vertical PLC Meetings</i>	<i>Quarterly</i>	<i>Time to meet as a staff, Curriculum Maps, student data, WY-TOPP Data and Acadience scores</i>	<i>The work of the vertical will be evidenced by minutes and agendas from the meetings, coupled with student data to demonstrate growth of students across grade levels. Teachers will adjust instruction based off of vertical PLC conversations and suggestions.</i>

Co-Teaching Implementation and Coaching	Throughout the year	Ongoing coaching, planning time to meet with co-teachers, district PD's, and using data to appropriately place students in a co-teaching environment	The impact of this practice will be measured through the analysis of student data. Co-teaching teams will meet regularly to discuss instructional plans and practices. Data will be used to inform student flex grouping. Planning will become more fluid as the practices are used.
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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)	Currently 1.1 Goal 1.8
Achievement (Numeric value)	Currently 42 Goal 51
Equity (Numeric value)	Currently 40 Goal 48
EL Progress (Numeric value)	Currently 44 Goal 50
Growth (Numeric value)	Currently 42 Goal 48

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	Currently 1.3 Goal 1.8
Achievement (Numeric value)	Currently 41.8 Goal 47.7
Growth (Numeric value)	Currently 41.6 Goal 47.1
Equity (Numeric value)	Currently 39.6 Goal 47.5
EL Progress (Numeric value)	Currently 43.9 Goal 46.2

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Currently 3rd Grade 34% Goal 50%
Math (Numeric value)	Currently 3rd Grade 47% Goal 53%
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
Priority Practice #1: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Practices	Developing	Teachers will utilize multiple data points and assessments to determine the effectiveness of their instruction. This will be evidenced by data collection and analysis during PLCs, data driven planning, and conferring with students weekly.
Priority Practice #2: C4. 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.	Practices	Developing	Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught. Data will be reviewed and used for flex grouping as well as co-teaching instruction. PBIS team will analyze data quarterly and implement interventions based on the data found.

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
Darcie Punches-Mickelson	Principal
Adam Shankle	Principal
Shawn Pyer	Kindergarten Teacher
Cooper Crockett	First Grade Teacher
Haley Seilbach	Second Grade Teacher
Makell Kaiser	Third Grade Teacher
Kacia Flansburg	Resource Room Teacher
Tammy Pinter	Title I Teacher
Katie Masie	Music Teacher
Vanessa Johnson	School Counselor
Jason Brown	School Business Partner
Kelly Brown	PTO President

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer