WDE
Opportunity Through Education

Wyoming Department of Education
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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: October 1, 2021**
Principal: Ryan Allen & Sean Grube	**District Approval Date : October 2021**
District: **Sweetwater County School District Number One**	**Current Identification:** *Meeting Expectations*

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
Professional Development	D.2	Moderate
Instruction	E.1	Moderate

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: Professional Development

Priority Practice #1: D.2 Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	We will be focusing on building capacity as a new Professional Learning Community. We will learn together how to systematically look at data that will benefit our students. They will use this collaboration time to highlight and focus instruction on essential standards and targets. By working through this process teachers will be able to identify which standards we will need to assess and ensure proficiency. Once this work is done the discussion turns to what instructional practices will be most efficient and effective to produce proficient results. With the combining of two schools we are in a unique position to take advantage of the expertise and ideas that have been cultivated by the two teams.

Improvement Strategy • *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.*	We will be focusing as a district and school on the deeper understanding of what a PLC looks like and what the data discussions sound and look like. We are also working to increase our skills within the virtual world as we are utilizing these resources more readily now. Teachers are being asked to use more technology and as a result need to become proficient with the resources provided. Lastly and perhaps most notably is our new schedule. The district has moved to a four-day week. The calendar will have Professional Development days every other Friday. This will allow for our combined school to build relationships quickly and progress with our work. They will learn together, and experience this new school format together. The time we will be given on these Fridays will be an absolute gift in terms of building capacity with our team, while maintaining precious instructional time with students. Professional Learning Communities will continue to build and 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. Lastly we will utilize our Title I schoolwide program to connect with students to meet their needs and support families as they work at home with their students. All research points to a collective community that supports the child. A program developed to differentiate instruction for student specific needs while simultaneously supporting/joining families in this effort will produce Proficient students.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will Identify the essential standards within our ELA curriculum map each quarter and determine for each standard identified, what instructional practice will best develop student skills.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	With the focus being on essential standards there will be a greater focus on improvement of these skills. Less time and energy will be focused on non essential standards that have been or will be taught in other grade levels or quarters with in this year.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Response to Intervention Training	*Ongoing*	*Time, District or outside trainer, Data from assessments*	*We will use Acadience Reading and Math data along with the WY-TOPP modular assessments to monitor the impact. PLCs will also use their formative and summative assessment data to determine if they are impacting students in a positive way.*
Training & Practice in Tech use	*Ongoing*	*iPad, Swivl, Laptop, Waycom, Projector, Doc cam*	*PLCs will discuss effective ways they are utilizing the technology and share ideas. This will be detailed in their PLC minutes and notes each time it is addressed throughout the year.*
Professional Learning Community	*Ongoing*	*Time, District or outside trainer, District Common Assessments, Time to develop a set of norms, Discuss grading expectations, and practice interrater reliability*	*The PLC teams will create meeting agendas and minutes to reflect their work. The minutes shall reflect the identification of essential standards and instructional practices.*
Friday school or afterschool enrichment/intervention	*Each non school day Friday*	*Teachers for the program, time to plan, Training in Bal-A-Vis-X as well as other program materials provided through grant funded opportunities or district means.*	*Teachers will conduct small group instruction focused on working on a students specific skill deficits. We will also provide a combination of physical activity, STEAM activity and other activities to engage the whole child*
Parent/Family engagement	*Ongoing*	*Parenting Partners training, time to plan, time to conduct the program and*	*Working with parents and engaging them in student learning will be key to*

		family nights, funds to provide needed materials for each event.	*meeting needs. We will provide parent training to small groups of parents to support their work and learn. 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 achieve what we set out to do. The evidence that this has impacted student education will be performance on assessments, higher daily attendance, and better communication with all stakeholders.*

High-Impact Domain: Instruction
Priority Practice #2: 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.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	As Sage comes together and we work through the new 4 day week our teachers are identifying essential 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 both grade level and verticals teams the instructional plan will begin to come together and a system will be developed that can be sustained in the coming years. The professional development goal in Priority practice one will be

	key to ensuring this practice's success. Once we have time to work through the professional development and the associated practices we now must see the outcomes produced. This will be evident in how as teachers we respond to data providing the road map to proficiency. If our team builds capacity and works as an efficient PLC it will be clear if instruction is working or if it must be altered. Our response will be the determining factor of success for the year. The onus is ours alone with this practice. We will have included all stakeholders in supporting the whole child up to this point. It is now up to quality instruction to ensure student success.
Improvement Strategy • *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.*	Within our school it has been proven through the use of a staff needs assessment that staff want training on differentiation. Specifically, meeting EL and IEP students needs with more proficiency. This is done by working through identifying instructional strategies that will be effective for these students as well as others. It is clear from research that best instructional practices that are good for these specific populations are also beneficial for all students. So we will 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. When improving existing practices the focus will be aimed at being more purposeful and specific in regards to delivery methods and quality/depth of knowledge.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	With a focus on essential standards and data analysis it will be clear what essential standards are taught effectively and which students need to be provided with further instruction and which students are proficient.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Identify Essential Standards	*Ongoing*	*District Curriculum Maps, CLI process brought back by building representatives*	*We will utilize the following measures to ensure students are benefiting from this work. Common Assessment Data, Acadience data, Wy-Topp modular data*
Subject Area Committee Meetings	*Ongoing*	*Friday building PD time, Common Assessments,*	*The work will be evident in the agenda and minutes taken during our PD/PLC.*
Identify High Yield Strategies	*Ongoing*	*John Hattie books, Time*	*This will be evident as the minutes reflect discussion about high yield strategies. Implementation will be validated by analyzing data and identifying if we are meeting our goals.*
Vertical PLC Meetings	*Ongoing*	*Time, Curriculum Maps*	*We will measure this success simply by acknowledging that we have outlined essential standards and each grade level knows what part they play in ensuring a guaranteed and viable curriculum that is*

			continuous Kindergarten through third grade as students advance through our grade levels.
Bal-A-Vis-X training	*Second quarter*	*Training time, funding for training, Materials to conduct the program*	*We will be able to identify which students are utilizing this program. Once identified we can analyze data to determine if these students are making growth equivalent to or above the average student growth of their peers.*

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)	0.0
Achievement (Numeric value)	Sage 55 Overland 49
Growth (Numeric value)	

Equity (Numeric value)	
EL Progress (Numeric value)	Sage 44 Overland 79

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	0.0
Achievement (Numeric value)	Sage 58.2 Overland 47.6
Growth (Numeric value)	
Equity (Numeric value)	
EL Progress (Numeric value)	Sage 44 Overland 78.6

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	3rd Grade Sage 64.4 Overland 56 4th Grade Sage 73.2 Overland 40
Math (Numeric value)	3rd Grade Sage 52.5 Overland 67.9 4th Grade Sage 75 Overland 57.8
Science (Numeric value)	4th Grade Sage 71.4 Overland 53.3

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: D.2 Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	**Professional Development**	**Moderate**	**Teachers will Identify the essential standards within our ELA curriculum map each quarter and determine for each standard identified, what instructional practice will best develop student skills.**
Priority Practice #2: 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.	**Instruction**	**Moderate**	**Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught.**

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
Ryan Allen	Principal
Sean Grube	Principal
Tana Klein	Second Grade Teacher
Sysser Duncan	ELL Teacher
Kylee Lewis	Kindergarten Teacher
Haley Seilbach	First Grade Teacher
Amanda Buel	Third Grade Teacher
Devon Sloan	Resource Room Teacher
Tammy Pinter	Title I Teacher
Wendy Compton	Music Teacher
Shawn Pyer	Kindergarten Teacher
Cassandra Vincelette	School Counselor
Jason Brown (Western Engineers and Geologists)	School Business Partner
Jen Jarvie	PTO President

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer