



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: Walnut Elementary School	Plan Date: 9/26/2022
Principal: Janine Suppes	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification (<i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations</i>): <i>Partially Meeting Expectations</i>
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
C3 - Data-Informed Planning	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 implementation

E2 - Instruction	Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.	Minimal Implementation

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: C3-Data Informed Planning: 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.

Priority Practice #1: During weekly grade level team meetings, teachers will set weekly goals in Reading, Writing, and Math that are based upon the skills needed to reach proficiency in the identified standard, and will track student progress toward meeting these goals. The results of the data analysis will be 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>The purpose at Walnut Elementary, which drives what we do, “is to ensure a quality education with high levels of learning for every student, every day.” Because of this, no student can be left behind in their growth. Therefore, each grade level team will document student progress toward meeting weekly goals, based on skills that support meeting standards, and their plan to support those not reaching proficiency, focusing on our subgroups in the highest need: those who fall into the categories of <i>White</i> or <i>On an IEP</i>.</p>
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<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>According to Dr. Robert Marzano in The New Art and Science of Teaching (2017, page 14) tracking student progress provides a clear view of where a student started and where they currently are in meeting a standard. By providing a clear picture of where students are, we can see where targeted interventions need to be focused and how to best allocate student resources.</p> <p>In support of our school's adult community members, this allows for teachers to have a better understanding of where to go with instruction, and this can then be clearly communicated to guardians, helping them to know what their students' needs are in reading, writing, and math.</p>
<p>1-Year Adult Practice Goal</p> <p>Provide a measurable goal aligned to the Practice.</p>	<p>By September 20, 2023, Walnut Elementary will increase our growth indicator on both WAEA and ESSA in ELA and Math, as measured by the Spring Interim or Summative WyTOPP to at least 50 by all grade level teams. We will do this by creating weekly goals, based upon skills directly tied to identified standards, in Reading, Writing, and Math. Grade-level teams will track student progress toward meeting the goals and provide targeted interventions for those not meeting proficiency.</p>
<p>Impact on Performance Goals</p> <p>Describe how the focus on this Practice will impact performance goals.</p>	<p>By setting this goal, Walnut will be much closer to meeting its performance goals, bridging the gap between current performance and we will meet our one-year goal.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Creation of a PLC template that has space for weekly goals in Reading, Writing, and Math	Immediately, by 9/28/2022	Google Doc, shared in staff PLC folders	Weekly review of the goals from the administration for realistic, standards-based goals in all areas
Training for where to access standards in all academic areas	by 10/15/2022	PLC time and WDE website	PLC minutes indicating all team members present
Alignment of pacing guide to assessed standards K-3	by 11/4/2022	Grade level team meeting time with access to standards, WyTOPP Blueprint, and current curriculum maps	Review of the existing data and comparison to revised pacing map that will be created, then review of longitudinal WyTOPP Growth and Achievement scores.

High-Impact Domain: Instruction

Priority Practice #2: E2 - Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

<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>To promote deeper learning and elicit higher levels of student engagement, teachers will utilize the creation of educational projects that allow students to take learning deeper on a given subject, incorporating reading, writing, and/or math into the standards-based activity.</p> <p>This practice will impact student performance as they are required to take the information they remember and understand to the next depth-of-knowledge level of applying and ultimately creating, showing a deeper level of learning of a topic tied to a given standard.</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>According to Dr. Robert Marzano in The New Art and Science of Teaching (2017, page 47) engaging students in cognitively complex tasks, at any age, requires students to think deeply about their content. These can also be called knowledge application lessons, as students have to take what they have learned and apply it, in some form, to create another product.</p> <p>Walnut Elementary students will participate in creating monthly projects to display as a mastery of knowledge, integrating reading, writing, and/or math.</p> <p>In support of our school's adult community members, they will be given the flexibility to personalize each monthly project to the activities and standards they are focusing on throughout the month and will be able to adjust each project to meet the needs of each student.</p>
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>By May 18, 2023, 100% of Walnut students will have participated in eight mastery knowledge projects integrating reading, writing, and/or math, with monthly projects beginning in October 2022.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>This practice will have a positive impact on performance goals by increasing student engagement and deepening student knowledge through monthly projects, thereby reflecting on their deeper understanding of skills identified in standards, and demonstrated on WyTOPP through increased proficiency.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Monthly Projects	One project by the end of each month beginning in October of 2022 and ending in May of 2023	-Books -Project examples for each month -Directions and expectations on how to execute the projects for staff	All monthly projects will be displayed in the hallways to show each student's understanding of the concept and their hard work. At the end of the school year, staff will conduct a survey for each student to complete asking them which was their favorite project and why.
Teacher planned and purposeful time with identified standard the project is supporting	Monthly	Access to standards and Planbook for each teacher	Rubric and/or proficiency scale for each standard the grade level is addressing with each project, demonstrating if a higher percentage of students are able to demonstrate proficiency.

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

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.5
Achievement (Numeric value)	52
Growth (Numeric value)	49
Equity (Numeric value)	49
EL Progress (Numeric value)	61
For High Schools Only	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.3
Achievement (Numeric value)	39.7
Growth (Numeric value)	37.9
Equity (Numeric value)	38.0
EL Progress (Numeric value)	44.3
For High Schools Only	
Four year on-time graduation rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	
Math (Numeric value)	
Science (Numeric value)	

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
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.	Data-Informed Planning	Moderate Implementation	By September 20, 2023, Walnut Elementary will increase our growth indicator on both WAEA and ESSA in ELA and Math, as measured by the Spring Interim or Summative WyTOPP to at least 50 by all grade level teams. We will do this by creating weekly goals, based upon skills directly tied to identified standards, in Reading, Writing, and Math. Grade level teams will track student progress toward meeting the goals and provide targeted interventions for those not meeting proficiency.
E2 - Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.	Instruction	Minimal Implementation	By May 18, 2023, 100% of students will have participated in eight mastery knowledge projects integrating reading, writing, and/or math. This means the monthly projects will begin in October of 2022.

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
Janine Suppes	Principal
Anneliese Mariscal	1st Grade Teacher, SIP Co-Chair
Brie Westbrook	Special Education Resource Teacher, SIP Co-Chair
Kari Lowinske	2nd Grade Teacher
Whitney Hollinger	3rd Grade Teacher
Gina Comstock	PE/Health Teacher

District School Improvement Representative Name	Position