



# 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: 9/28/2023
Principal: Janine Suppes	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification ( <i>list all that apply: Not Meeting Expectations</i> )
District Representative: Jodie Garner	

## 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 “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
E: Instruction	3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g., Social Emotional Learning)	We rated ourselves a “3”, Providing, in this area, and we feel there is still much room for improvement
F: Learning Support	3. The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	We rated ourselves a “2”, Developing, in this area, and we feel there is room for improvement.

### 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: E: Instruction

**Priority Practice #1: E.3: Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g., Social Emotional Learning)**

<p><b>Practice Rationale</b></p> <p><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>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, classroom learning time must be maximized and strong relationships must be built in the classroom while behaviors that distract from learning must be kept to a minimum.</p>
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<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>● Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>	<p>Teaching with Love and Logic Book Study - Through this book study teachers will learn classroom management techniques that will maximize classroom learning time. This book will help teachers enhance relationships with students while maintaining a disciplined environment. Teachers will be able to teach, and students will be able to learn.</p> <p>Research has shown that punishment-based approaches actually increase disruptive behaviors (Lewis, Sugai, &amp; Colvin, 1998; Mayer &amp; Sulzer-Azaroff, 1991). Further, approaches that fail to provide clear behavioral limits and consequences have also yielded poor results (Mayer, 1995). Out of dissatisfaction with many traditional approaches, concerns over the increasing numbers of at-risk students, and requests from parents and educators throughout the United States, the Love and Logic theory and set of discipline techniques was developed (see Cline &amp; Fay, 1990; Cline &amp; Fay, 1992; Fay &amp; Funk, 1995; Fay &amp; Cline, 1997). At the theoretical core of this approach is the idea that success for children of all ages rests on a balance of unconditional compassion, firm behavioral limits, and logical consequences.</p>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>Currently, we have no adults using Love and Logic on a regular and targeted basis for managing classroom behaviors and the learning environment. By June 1, 2024 Walnut Elementary will have all certified staff implementing strategies from Love and Logic, in combination with Whole Brain Teaching which is currently used, to support positive classroom management and create a supported learning environment, throughout the building.</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>This practice will have a positive impact on performance goals by increasing student learning time, increasing engagement and empathy in the classroom, and building strong relationships throughout classrooms and the school. Additionally, while our students who are English language learners are growing at a pace that is expected, our white population and our students on IEPs are not. By providing additional supports for this largest population segment, we will target those most in need for the purpose of academic growth.</p>

## Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Book Study	Oct. 2023-Feb. 2024	Love and Logic book for all certified staff	Principal will guide the staff through a book study based in Google Classroom, with assignments completed by staff.
PLC implementation discussions for guidance	Oct. 2023-May 2024	Time to discuss and work together on implementing the strategies	PLC meeting attendance and PLC minutes by all grade levels
Quarterly data comparisons of discipline referrals	Oct. 2023-May 2024	District data collection system	During whole-staff PLC, comparing data for discipline referrals from last year to this year for cohort of students who attended both years.

## High-Impact Domain: F: Learning Support

**Priority Practice #2: F.3: The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.**

<p><b>Practice Rationale</b></p> <p><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>According to WyTOPP, Acadience, and curriculum assessments, students at Walnut Elementary are performing well below expected rates in reading, overall. In order to address this need, strategic steps need to be taken, and best and targeted practices made more consistent and purposeful, throughout the building to benefit all learners. By doing this, all learners will improve their skills to a greater depth.</p>
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<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>● Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>	<ul style="list-style-type: none"> <li>*Universal screener for literacy skills</li> <li>*Pre and post assessments on grade level curriculum</li> <li>*Data is analyzed in grade level PLC meetings</li> <li>*Students receive additional support on targeted skills</li> <li>*Students set goals on specific targeted skill areas</li> <li>*Classroom differentiation (small group, reteach, enrichment)</li> <li>*Master schedule provides specific time for intervention</li> </ul>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>Currently, we are not consistently, throughout all classrooms and all grade levels, pre assessing students and setting goals for all learners to guide instruction and determine needs. By June 1, 2024 all classroom teachers, K-3, will pre assess priority reading standards, as identified by the district curriculum map, and will set goals with students for skill growth, to be measured by a post assessment.</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>By focusing on this particular work, instruction will be streamlined and targeted toward student needs at a level not currently being reached. This will allow for greater growth by learners, and better demonstration of skill mastery. Additionally, while our students who are English language learners are growing at a pace that is expected, our white population and our students on IEPs are not. By providing additional supports and progress monitoring for this largest population segment, we will target those most in need for the purpose of academic growth.</p>

## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Creation of common pre-assessments and post assessments	Sept. 2023-May 2024	WyTOPP authoring tool, universal screeners, PAST and PASI screener, LETRS Word Reading screener	Data reported by grade level teams in a Google Sheet, shared by all appropriate professionals, and comparing pre and post assessments, along with progress monitoring
Progress monitoring	Monthly, Sept. 2023-May 2024	Acadience progress monitoring tools, interventionists	Intervention teams will progress monitor students identified as “in need” on a monthly basis, utilizing the tools provided by Acadience and reporting this in the shared Google Sheet with those professionals needing to know.
Weekly discussion of data during PLC	Sept. 2023-May 2024	Data, time for team meetings	Weekly PLC minutes with goals referenced and data examined through the shared Google Sheet

## 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

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.1	1.9
Achievement (Numeric value)	35 below target	52
Growth (Numeric value)	44 below target	50
Equity (Numeric value)	43 below target	50
EL Progress (Numeric value)	48 meets target	60
<b>For High Schools Only</b>		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

## ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.3	1.9
Achievement (Numeric value)	35.1	48
Growth (Numeric value)	44.3	48
Equity (Numeric value)	43.2	48
EL Progress (Numeric value)	47.8	51
<b>For High Schools Only</b>		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (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
Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g., Social Emotional Learning)	Instruction	We rated ourselves a "3", Providing, in this area, and we feel there is still much room for improvement	Currently, we have no adults using Love and Logic on a regular and targeted basis for managing classroom behaviors and the learning environment. By June 1, 2024 Walnut Elementary will have all certified staff implementing strategies from Love and Logic, in combination with Whole Brain Teaching which is currently used, to support positive classroom management and create a supported learning environment, throughout the building.
3. The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	Learning Support	We rated ourselves a "2", Developing, in this area, and we feel there is room for improvement.	Currently, we are not consistently, throughout all classrooms and all grade levels, pre assessing students and setting goals for all learners to guide instruction and determine needs. By June 1, 2024 all classroom teachers, K-3, will pre assess priority reading standards, as identified by the district curriculum map, and will set goals with students for skill growth, to be measured by a post assessment

## 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
Elaine Lorimer	3rd Grade Teacher
Gina Fisher	Parent
Cathy Perkins	Title I Teacher
Janine Suppes	Principal
Anneliese Hughes	1st Grade Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer