

### 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

<b>School:</b> Northpark Elementary	<b>Plan Date:</b> 9/29/2023
<b>Principal:</b> Sean Grube	<b>District Approval Date:</b> October 2023
<b>District:</b> Sweetwater School District #1	<b>Current Identification:</b> <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 C: Data-Informed Planning	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
Domain D: Professional Development	D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	Providing

### 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:** 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><b>Practice Rationale</b></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>This practice was selected through survey results. Northpark staff believe it is our next step to really individualize the data to 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. Creating and implementing a systematic plan to integrate interventions, as well as communicate these plans to all stakeholders, is needed to increase Northpark's instructional capacity.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"><li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li><li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li><li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li></ul>	<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 of students through these skill groups.</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 work 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 additional support with social skills or behavior reteaches, through the SWIS data system.</p> <p>The AMP process will be used to identify students who academically and/or behaviorally, need further interventions and strategies to be successful.</p> <p>Vertical teams will meet to discuss Academic and Behavioral standards/supports. A systematic process will be created to identify when teams will meet and what the focus will be. Meetings will also include school wide expectations narrowed down to individual student needs and supports.</p>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Northpark faculty members will use PLC, planning time, and vertical teaming, to focus on the skills students will need to be successful. As a team, we will plan and address academic and behavior skills to support each student throughout the year. Additionally, we will hold meetings to support students and pass on useful/relevant strategies, as students enter the next school year to help them start with success.</p>
<p><b>Impact on Performance Goals</b>  <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. Behavior information will be documented through PLC team meetings, SWIS data, and the AMP process, as needed. 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 Agenda/minutes for PLC meetings	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, provide incentive, and counseling will be set up as needed to support students' ability to learn and interact socially.
Parent Information	Quarterly	Teachers and Counselor Parent Meetings with Title Parent Events with PTO, Title Parent Newsletters Parent information during parent teacher conferences.	Staff will inform parents on how they can help their students.
Vertical Teams	Triannually	Curriculum Maps, SWIS Data, Student Information Cards	Agenda Minutes, SWIS Data, Academic Data Collection Forms

## Domain D

**Priority Practice #2:** D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.

<p><b>Practice Rationale</b> <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>At Northpark we believe that our staff members can build each other's teaching capacity. We would like to incorporate more ways to observe each other's teaching practices through the use of peer observations. In addition to peer observations, teacher led building wide professional development strategies, will also enhance Northpark teacher capacity.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"><li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li><li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li><li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li></ul>	<p>John Hattie's CTE effect size is 1.57. Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. The sharing of strategies that positively impact student achievement can be accomplished with peer observations.</p> <p>Another area assessed by John Hattie is Professional Development. Hattie found that professional development was more effective when the school leadership supported the opportunities to learn. This was found to be true when teachers had access to relevant expertise and when opportunities were provided to meet and process the new information. The effect size of professional development is .06 which falls in the Zone of Desired Effects.</p> <p>Ongoing professional development will help to fill the gap between learning transfer and instructional practice. Teachers will participate in building level professional development opportunities. They will take these skills and begin to implement them within their classrooms. Teachers will then participate in peer observations with the intent of observing these newly developed strategies and getting feedback on implementation strategies. The additional support and practice of these skills will help</p>

	teachers imbed the instructional strategies into their everyday practices to help support student success.
<b>1-Year Adult Practice Goal</b> <i>Provide a <b>measurable goal</b> aligned to the Practice.</i>	Twice per year teachers will participate in the peer observation process. They will also participate in building wide Teacher led professional development trainings.
<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	Through the use of peer observations and building level professional development opportunities, teachers will be able to take their newly developed teaching strategies and directly implement them within their classrooms. The focus of improving upon instructional strategies to strengthen teaching and learning will create opportunities tailored to individual student needs. Teachers will find meaningful strategies that reach out to their wide variety of learners within their room, meeting them at their specific skill level.

## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Peer Observations	Twice a year	Northpark Building Sub, Peer observation template and scheduling document	Certified staff members will participate in the peer observation process. Teachers will schedule a time for the building sub to cover their class so they will be able to purposefully observe their peers. At the end of the observation, teachers will complete a reflection sheet that will help them analyze skills they will be able to implement within their classroom. Teachers will also reflect and debrief/ask questions of the host teacher, as needed.
Northpark building professional development	Throughout the year	Certified teachers and various resources/technology to present expertise building wide.	After peer observations have been implemented, teachers will compile a list of building wide initiatives and trainings. These trainings will be offered on PD Fridays in which staff members will be able to tailor the trainings to their individual classroom needs. Training will include, but are not limited to, classroom management, student conferencing and goal setting, Reading Horizons implementation, Reading instruction, Flex groups, Daily 5 etc.
District Wide PD	Friday PDs	District Wide Resources	Participation in Reading Horizons training, LETRs training and other Friday PDs provided by SCSD #1.

## 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)	Current (2022-2023): 1.1 Goal (2023-2024): 1.8
Achievement (Numeric value)	Current (2022-2023): 42 Goal (2023-2024): 51%
Growth (Numeric value)	Current (2022-2023): 42 Goal (2023-2024): 48%
Equity (Numeric value)	Current (2022-2023): 40 Goal (2023-2024): 48%
EL Progress (Numeric value)	Current (2022-2023): 44 Goal (2023-2024): 50%

### ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	Current (2022-2023): 1.3 Goal (2023-2024): 2.0
Achievement (Numeric value)	Current (2022-2023): 41.8% Goal (2023-2024): 53 %
Growth (Numeric value)	Current (2022-2023): 41.6% Goal (2023-2024): 48 %
Equity (Numeric value)	Current (2022-2023): 39.6% Goal (2023-2024): 48 %
EL Progress (Numeric value)	Current (2022-2023): 43.9% Goal (2023-2024): 50 %



### Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Current (2022-2023) 3rd Grade: 51% Goal (2023-2024): 61%
Math (Numeric value)	Current (2022-2023) 3rd Grade: 55% Goal (2023-2024): 60%
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
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.	Domain 3: Data-Informed Planning	<b>Developing</b>	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.
D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	Domain 5: Instruction	<b>Providing</b>	Northpark staff will participate in building led professional development Fridays. During these sessions, our instructional leaders will share effective teaching strategies and instructional structures focusing on developing the whole child. After these Friday PD sessions, teachers will participate in peer observation cycles. The purpose of the peer observation cycles is to provide support with the new instructional strategies learned within the PD sessions. Teachers will support each other in implementing and supporting each other along the way.

### 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
Sean Grube	Principal
Melisa Havskjold	Third grade teacher (SIP Co-Chair)
Maggie Coletti	Special Education teacher (SIP Co-Chair)
Devon Sloan	Special Education
Sarah Wright	Second grade teacher, Parent
Trista McMartin	Second grade teacher
Elizabeth Upton	Parent

District School Improvement Representative Name	Position
Jodi Garner	Chief Academic Officer