



School Improvement Plan Template

Section 1: Building Data

School: Stagecoach	Plan Date: October 2023–October 2024
Principal: Jennifer Palacios	District Approval Date (for TSI, WAEA, CSI): October 2023
District: Sweetwater County School District #1	Current Identification: Not Meeting Expectations
District Representative: Jodie Garner	

Section 2: Identify Priority Practices

Domain	Practice	School Reflection Rating
5- Instruction	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.	Score 3- Providing The school leader and staff have designed a high-quality, standards-aligned program that is mostly implemented with fidelity, the program is reviewed once a semester.
5- Instruction	E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).	Score 3 - Providing Most teachers (51-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.
6- Learning Supports	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) for prevention and intervention, to promptly address academic and behavioral issues for all students.	Score 3 - Providing The school has consistent time during the school day to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.

Section 3: Year-Long Plan

Part 1: Practice Goals and Related Actions

High-Impact Domain:

Priority Practice #1: Domain 5- Instruction - 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 <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Stagecoach believes that when 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, we will build collective teacher efficacy which has an effect size of 1.57. When we meet and understand our student data, we can then build lesson plans that support our students and their needs. We will have focus questions: stated below, all high-effect size questions, to guide our planning. This way staff/ PLCs are on the same page, but plans are differentiated to meet student needs. Stagecoach has also implemented individual coaching times for certified staff to reflect on 6-week data cycles to create plans and goals for moving forward.
Improvement Strategy <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>During PLCs teachers and leaders will plan extensive reading lessons that focus on: WY-TOPP Blueprints and Reading and Math data walls.</p> <p>Staff is now meeting every 6 weeks with an administrative coach to reflect on student data and set goals moving forward. These goals will be recorded and reflected upon in staff data reflection binders.</p> <p>K-3 classroom teachers will meet with a literacy coach throughout the year for effective reading and writing practices.</p> <p>Accommodations/Tools as needed: Each of these areas supports a Hattie High Yield Strategy. Teachers need to know what they are going to teach and the outcomes they desire, so students know what they should be learning and how to get there. These strategies also let teachers know if students have reached the desired outcome or if more/different teaching needs to occur.</p> <p>When the staff uses our data to guide instruction then students are engaged in work that meets their learning needs. The staff will continue to work on growth while ensuring each student can achieve the grade level ELA standards.</p>

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	PLC will measure the effectiveness of instruction during designated Data Teams based on student proficiency and growth from pre-assessment to post-assessment and reading data wall.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Students will set goals based on current performance. Students will know goals and reflect on growth. Student self-reporting and knowing goals have an increased effect size academically as well as socially/emotionally.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC time	Every two weeks	Current data for Reading and Math walls	Evaluating patterns in the Reading and Math data walls.
Data teams	Weekly	Current data for Reading and Math walls	Data from exit tickets, formal/informal assessment data will determine if implementation of lesson plans were effective.
Data Teams	Quarterly	Current data for Reading and Math walls	PLCs will upload quarterly data forms with movement numbers.
Flex Grouping	Every week	Data and specific goals	PLCs will meet and review data every 2 weeks to review data from exit tickets, informal assessments, and common assessments and group students accordingly.
Interventionist Data Team Meetings	Every six weeks	Data team form	Data will be collected and will be available for all in a shared PLC drive.
Administrative Coaching	Monthly	Reflection Binders	Staff and administration will meet once monthly to review and update goals in reflection binders.
Literacy Coaching	Throughout the year	Minutes and Follow-up Suggestions	Reading data wall and Acadience data.

High-Impact Domain:

Priority Practice #2: Domain 5-Instruction - E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).

<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>At Stagecoach we believe in the whole child, the child's basic needs, and when social-emotional needs are not met then learning cannot occur. Individual understanding of emotions and a strong classroom/PLC culture is a must and can excel student achievement. Thus, classroom practices should be used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Hattie's research states that positive peer influence has an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92.</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>Stagecoach will implement Whole Brain Teaching and classroom counseling. Whole Brain Teaching focuses on character building and self-reflection while also implementing the high-yield strategies of cooperative learning and direct learning. Whole Brain Teaching focuses on brain-friendly instruction using a variety of modalities. Students will work with their peers to enhance learning, build leadership skills, and develop skills in self-regulation. Hattie's research states that positive peer influence has an effect size of .53, strong classroom cohesion has an effect size of .44 and self-efficacy has an effect size of .92. School counselors will build upon the components of Whole Brain Teaching in bi-weekly classroom counseling sessions, focusing on students being aware of their emotions and how to deal with them effectively. Grade-level counseling will focus on self-regulation strategies and social skills. Hattie effect sizes: motivation/character programs effect size. 34 and Decreasing Disruptive Student Behavior .34.</p> <p>Stagecoach is a Title 1 school with a diverse student population. Building student relationships within the student population and building a school culture is imperative to our students' levels of comfort and acceptance.</p> <p>Stagecoach staff will have built-in time to receive training in Whole Brain Teaching and practice its implementation with peers during Friday PD days. This will lead to fidelity in its application and higher staff confidence when using the program.</p>

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Stagecoach staff will implement Whole Brain Teaching strategies for the duration of the school year. We will also implement weekly classroom counseling lessons. The Achievement Monitoring Process and School Accountability Committees will monitor SWIS data and trends.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	When students feel safe in school, have a good self-image, and recognize their emotions they will be in a better state to learn because their hierarchy of needs are being met.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Whole Brain Teaching materials and training	Starting in August	Whole Brain Teaching materials and training	Strategies being implemented and SWIS data During AMP meetings, teachers will analyze SWIS data monthly to improve decision making and outcomes for students. These questions will consistently be used to discuss monthly SWIS data results; 1. Is our data accurate? 2. What is the current problem? 3. What is contributing to our precise problem? 4. What is the smallest amount of change for the biggest impact on student outcomes? 5. Did we implement our plan and is it working?
Set Counseling times	Bi-Weekly	Counselor and Quaver	Curriculum being implemented and SWIS data Counselor will upload SWIS data and MTSS notes with student names redacted

High-Impact Domain:

Priority Practice #3: Domain 6: Learning Supports - F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Stagecoach school reports from 2020-2021 (including Westridge), 2021-2022, 2022-2023 showed a deficit in achievement in WY-TOPP as well as in Acadience, particularly in the demographics of free/reduced and special education. By focusing on all students, in each sub-group, and monitoring standard mastery, we can ensure all students are learning.
Improvement Strategy <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>Teachers will maintain records of standard mastery for students in Special Education. The Stagecoach AMP team will monitor records of standard mastery for students receiving free/reduced lunch. Hattie Effect Size: Learning goals vs. no learning goals .68 to increase student achievement while maintaining and/or exceeding growth scores from 2022-2022.</p> <p>General Education teachers will collaborate with interventionist teachers to ensure Individual Education Plans and Individual Language Plans are effective (interventions are appropriate). Hattie Effect Size: interventions for students with learning needs .77, response to intervention 1.29, and planning and prediction .76. By implementing these meetings all teachers are aware of student progress and working together to ensure all students are growing and meeting proficiency on grade level standards.</p> <p>Students will set goals and reflect with teachers on their performance and growth. Hattie Effect Size: Effort (towards growth and mastering standard) .77 and deliberate practice .79. This will be student efficiency and grit in the learning process.</p> <p>By implementing consistent and structured conversations the Stagecoach staff will build teacher efficacy and capacity as a staff. Thus, continued implementation and living of school mission and vision: To achieve greatness. Every day, every way, learn, live, lead.</p>
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	General Education Teachers and Interventionists will meet every 6 weeks to review student progress/mastery of grade-level standards to ensure Individual Education Plans and Individual Language Plans are appropriate. General Educators will also meet with students every data rotation to review scores, set goals, and reflect on progress.

Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By ensuring IEPs and ILPs are written to meet the needs of students, we will be able to better bridge the learning gap and increase student proficiency. When students are understanding their growth towards grade level standards and their own proficiency they are building their self-efficacy and growing as a student.
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Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Data teams	Weekly	Data team form	Data team agendas
Meeting with SPED and EL teacher	6 weeks	Student tracker	Teachers will discuss Student data to ensure IEP and ELPs are written to meet student needs and to close the achievement gap. Special education teachers and EL teachers will upload meeting dates with general education teachers into the Stagecoach PLC folders via Google Drive. each quarter.
AMP team	Monthly	Data from free/reduced students	AMP team will monitor standard mastery from students on free/reduced and will communicate with general education teachers on goals/progress.
Student trackers on reading and math skills	As standards are taught discussed at Data teams and monthly at AMP	Common Formative Assessments, student trackers, and PSI/PASI running records.	Student mastery form PLCs will upload trackers quarterly into the Stagecoach PLC folders via Google Drive.

Part 2: Student-Focused Performance Goals

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)		
Achievement (Numeric value)	42	47
Growth (Numeric value)	42	47
Equity (Numeric value)	40	45
EL Progress (Numeric value)	44	49
For High Schools Only		
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)		
Achievement (Numeric value)	41.8	44.8
Growth (Numeric value)	41.6	46.6
Equity (Numeric value)	39.6	44.6
EL Progress (Numeric value)	43.9	48.9
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	38%	43%
Math (Numeric value)	40%	45%
Science (Numeric value)	N/A	N/A

Section 4: Plan Submission

Part 1: Plan Summary

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
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	Domain 5: Instruction	Score 3- Providing The school leader and staff have designed a high-quality, standards- aligned program that is mostly implemented with fidelity, the program is reviewed once a semester.	During designated PLC planning time, teams will collaborate over data cycles to adjust flexible grouping guided by student data for the duration of the 2023-2024 school year. PLC will measure the effectiveness of the instruction during designated Data Teams based on student proficiency and growth from pre-assessment to post-assessment.
E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning	Domain 5: Instruction	Score 3 - Providing Most teachers (51-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Stagecoach staff will implement the Whole Brain Teaching rules and instructional strategies daily throughout the school year. The school counselor will implement bi-weekly grade-level counseling lessons. The Achievement Monitoring Process team and the School Accountability Committee(s) will monitor SWIS data and trends.
F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	Domain 6: Learning Supports	Score 3 - Providing The school has consistent time during the school day to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.	General Education Teachers and Interventionists will meet every 6 weeks to review student progress/mastery of grade-level standards to ensure Individual Education Plans and Individual Language Plans are appropriate. General Education teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress.

Part 2: Plan Contributors

Leadership Team Member Name	Role
Jennifer Martin-Palacios	Principal
Adam Shankle	Assistant Principal
Jordan Calderone	1st Grade Teacher
Cassie Corona	1st Grade Teacher
Michelle Moore	Guidance Counselor
Wendy Bournazian	2nd Grade Teacher
Jamie Shelley	3rd Grade Teacher
Weston Lamb-Costantino	Music Teacher
Caroline Pierpoint	Parent Volunteer
Cody Pierpoint	Parent Volunteer

District School Improvement Representative Name	Position
Jodie Garner	Curriculum Director