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: Pilot Butte Elementary	**Plan Date:** 9/22/21
Principal: Ron Urbin, Nancy Torstenbo	**District Approval Date: October 2021**
District: Sweetwater School District #1	**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
Learning Support	F3	Minimal
Professional Development	D3	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: Learning Support

Priority Practice #1: F3: 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	This practice will increase student learning in all subject areas and subgroups. This practice will support an accurate sense of where students are and utilizes that knowledge to adapt their teaching.

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.*	Teacher Estimates of Achievement-Hattie's Effect Size of 1.62 The Teacher Estimates of Achievement is closely related to many other high-ranking influences on Hattie's list. This strategy is appropriate for our student population because it focuses on the whole child, including what they bring to school from home as well as what they are currently able to achieve. This strategy stresses the importance of relationships with students in order to understand the whole child and teach to their entire self including the skills of listening, empathy, caring, and academic ability. A growing body of research suggests that expectations a teacher sets for an individual student can significantly affect the students performance. In order for teachers to effectively implement a growth focused model in their classrooms they need a thorough understanding of formative and summative assessment and how this drives instruction in the classroom. In our building we have a wide variety of experience on our staff. Our less experienced teachers need to develop their knowledge and for our more experienced teachers there is a need for researched driven practices that will help them refine their processes in the classroom.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Through PLCs and data teams teachers will apply best practices in the area of assessment driving instruction. Measures of this practice will include all teachers in the PLC implementing at least one strategy during every data cycle. The focus will be on the growth of students from pre to post test and tracked in the data teams cycle. The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments. Evidence of this will be provided in PLC agenda notes as well as teacher lesson plans.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	We believe that implementing ongoing, sustained professional development, will increase our proficiency rates for both math and reading by 5% as assessed by the

	Wyoming state assessment (WY-TOPP). Math will increase from 47.4% to 52.4%. Reading will increase from 54.7% to 59.7%.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Tier I (Academic)-Guaranteed Curriculum: Implementing priority standards within the ELA and Math curriculum utilizing the 'Backwards Design' model	September-May	Eureka Math (4-6), ReadyGen (4-5), Springboard (6), Curriculum maps	Utilizing PD Day for priority standards conversations and work, Professional Development with Backwards Design, Decompose standards
Tier I (Academic)-Update common assessments for ELA and Math	August-May	Subject Area Committee (SAC) meetings at the district level/building and committee meetings	Curriculum Maps, Common Assessments, Pacing Guides
Tier I (Academic)-Professional development for high impact strategies (Framing the lesson, Student to Student Purposeful Talk, Writing, Power Zone, Recognize and Reinforce)	August-May (Possible summer options)	Fundamental Five-Sean Cain information study with the Building Leadership PLC	Building Leadership Team PLC Agendas
Tier I (Academic)-Targeted Co-Taught Instruction in ELA and Math	August-May	Planbook.com, PLC meeting minutes, IEP's, student work	PLC minutes, data teams meeting minutes, IEP's student work

Tier I (Academic)-PLC Focus/Data teams on the four guiding questions. Teams continue to receive additional coaching and support focusing on the essential standards	August-May	Planbook.com, PLC minutes, IEP's, student work	PLC meeting minutes, data, Google docs, data teams, exit tickets, WY-TOPP modular data, WY-TOPP Interim data, needs assessment
Tier II (Academic)-Weekly grade level and monthly building level PLC/AMP meetings to discuss intervention, progress, and enrichments	August-May Weekly	Protected PLC grade level time to talk about curriculum and student intervention	Student Success Team Agendas, Student tracking form, data tracking of interventions
Tier I (Behavioral)-PBIS Social Skills implemented in Tier I	August-May	Social Skills Card, Plan for Social Implementation Schedule, Morning Announcements, Modeling by students in the classroom-Student Council	Positive Behavioral Interventions and Supports (PBIS) PLC Minutes, SWIS Data
Tier II (Behavioral)-Purposeful Flex groups supporting students that are on an IEP and ILP	August-May	Planbook.com, PLC meeting minutes, IEP's student work	PLC meeting minutes, data team meeting minutes, Individual Education Plans, student work
Tier II (Behavioral)-PBIS PLC will analyze behavioral data to support and intervene with at-risk students	August-May	Data Collection, PBIS World, Quaver Social Emotional Learning Elementary Curriculum, Second Step Curriculum	PBIS Handbook to define procedures, PBIS Agendas

Tier II/III (Behavioral)-Tier 2 and Tier 3 students defined by behavioral data. Individual and Group interventions will be utilized	August-May	Data Collection, PBIS World, Quaver Social Emotional Learning Elementary Curriculum, Second Step Curriculum	PBIS Handbook to define procedures, PBIS Agendas
Tier III (Behavioral)- Implement Intensive Academic Interventions Systematically	October-May	Data Collection, Tier III Behavioral strategies, small group intensive instruction	Sped/AMP Professional Development, Data Collection
Implement RTI Professional Development with Solution Tree to improve RTI processes	August-May	Designated district PD days allotting time to train all classified and certified staff	Survey results on Professional Development efficacy, Sign in sheets

High-Impact Domain: Professional Development
Priority Practice #2: D3: Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	This practice will increase teacher knowledge on content-specific professional development. Teacher professional development will impact student performance by providing instructional strategies and tools to enhance individualized instruction for all learners.

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.*	Teacher Credibility - Hattie Effect Size 0.9 Teacher Credibility allows for high student engagement as outlined in Hattie's list. This strategy is appropriate for our student population. As Hattie states, higher teacher credibility (or the appearance of being credible) leads to more engaged and focused students. This in turn leads to higher achievement of students. This strategy focuses on four key factors: trust, competence, dynamism, and immediacy. By focusing on these factors, students are able to identify which teachers are able to make a difference and tend to find those teachers to look to them as a person to adequately educate them and assist them in striving to their full potential. The Teacher Credibility strategy is an essential approach to education. It requires teachers to have meaningful Professional Development that is geared toward their needs and understanding. The PD would assist teachers in being able to properly instruct students and drive their instruction day to day. In our building we have a wide variety of experience on our staff. Our less experienced teachers need to develop their knowledge and for our more experienced teachers there is a need for researched driven practices that will help them refine their processes in the classroom.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Through PLCs and professional developments, teachers will apply best practices in the area of assessment driven instruction. Measures of this practice will include all teachers in the PLC implementing at least one strategy during every data cycle. The focus will be on the growth of teachers' understanding of the content from data collected in professional development settings and applied to the classroom environment. The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments. Evidence of this will be provided in classroom observations and evaluations, as well as PLC collaboration agenda items.

Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	We believe that implementing ongoing, sustained professional development, will increase our proficiency rates for both math and reading by 5% as assessed by the Wyoming state assessment (WY-TOPP). Math will increase from 47.4% to 52.4%. Reading will increase from 54.7% to 59.7%.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Daily intervention small group instruction focusing on targeted skills and deficits	September-May	Curriculum Resources, Intervention Specialist, SPED, Universal Screener	PLC meeting minutes, data teams meeting minutes, IEP's, student work
Staff survey of improved teaching strategy needs	September and November	Google Survey	Survey to staff, Survey of strategies implemented, Walkthroughs

Focus Professional Development PLC time on horizontal and vertical curriculum and prioritizing instruction	September -May	Time Alloted in schedule, Guiding Documents, Training Building Leadership Team members	Curriculum Maps, Common Assessments
Professional Development is differentiated to the needs of the staff.	September-May	Survey, Schedule Differentiated, Trainers within district	Professional Development Plan
Professional Development Focused on Feedback and Reflection	September-May	Clear focus with targets for Professional Development, Professional Development Survey Results	Clear focus on the groups attending and what their needs are. There must be a platform for feedback and reflection. Gathering student feedback from students is instrumental in teachers changing their instructional strategies.

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)	3
Achievement (Numeric value)	51
Growth (Numeric value)	50
Equity (Numeric value)	49
EL Progress (Numeric value)	46

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	3
Achievement (Numeric value)	51
Growth (Numeric value)	49.7
Equity (Numeric value)	49.1

EL Progress (Numeric value)	N/A

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	54.7%
Math (Numeric value)	47.4%
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
Learning Support	**F3**	Minimal	The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments.
Professional Development	**D3**	Moderate	The goal will be for 90% of our teachers to be implementing high impact strategies for both assessment of learning and implementing interventions and enrichments based on those assessments.

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
Ronald Urbin	Principal
Nancy Torstenbo	Principal
Nicole Jones	4th Grade PLC
Brittany Andrews	4th Grade PLC
Shea Even	5th Grade PLC
Serena Straka	5th Grade PLC
Michael Moore	6th Grade PLC
Casey Walker	6th Grade PLC
Kimberly Fouts	PE/Health
Shawna Black	Resource Teacher
Emily Pugmire	ADLS/ACP/Programs Teacher
Jessica Castillo	Counselor
Darien Mathis	Community Member

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer