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: Stagecoach Elementary	**Plan Date:** September 2021 - September 2022
Principal: Jennifer Martin-Palacios and Sean Grube	**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
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.**	**Stage 2 - Minimal Implementation** The school leader has designed a high-quality, standards-based instructional program, however it is not implemented with fidelity.
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).**	**Stage 2 - Minimal Implementation** Less than 50% of teachers incorporate practices that develop student learning

		strategies or their self-awareness, self-control, or intrapersonal skills.
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.**	**Stage 2 - Minimal Implementation** The school has some time (though not consistently) 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

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: E1. Instruction

Priority Practice #1: 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**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.**

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.*	During PLCs teachers and leaders will plan extensive reading lessons that focus on: WY-TOPP/ Common Core/ Common Assessment that to Spiral in Daily Practice/ WY-TOPP/ Common Core/ Common Assessment: to Spiral in Discussion Post/ Explicit Instruction / Discussion Posts-Essential Questions/DOK/ Small group/conferring/ Interventions/ Collaborative Tools/Feedback/ ELPS and Sentence Stems/ and SPED. Accommodations/Tools as needed. Each of these areas support 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. Stagecoach has merged with Westridge Elementary this year. Staff are working on building capacity within PLCs. When staff use our data to guide instruction then students are engaged in work that meets their learning needs. The data from the two schools shows growth in the 2019-2020 school year, but the 2020-2021 school shows a deficit in achievement. The staff will continue to work on growth while ensuring each student can achieve the grade level ELA standards.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Every two weeks, during designated PLC planning time, teams will collaborate and write 2 week long ELA lesson plans based on the template and guided by student data for the duration of the 2021-2022 school year. PLC will measure the effectiveness of the plans during designated Data Teams based on student proficiency and growth from pre-assessment to post assessment.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Students will set goals from pretest to post test. Students will know goals and reflect on growth. Student self-reporting and knowing goals has 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	Planning template	Plans are in planbook and in PLC/Data teams folders- implementation PLCs will upload PLC planner quarterly to SAC folder

Data teams	Every two weeks	Data template	Data from exit tickets and CA will determine if implementation of lesson plans was effective.
Date Teams	Quarterly	Date Template	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.

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

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	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.
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.*	Stagecoach will implement the Positivity Project. The Positivity Project will be implemented daily for 32 weeks and will build common school-wide vocabulary, developed through consistency and naturally used throughout the day. The lessons will build common vocabulary development as well as self-awareness and empathetic students. 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 these lessons in bi-weekly whole group counseling focusing on students being aware of their emotions and how to deal with them effectively. Hattie effect sizes: motivation/character programs effect size. 34 and Decreasing Disruptive Student Behavior .34. Stagecoach is a Title 1 school with a diverse student population. Also, as mentioned above, Stagecoach recently merged with Westridge Elementary, thus building student relationships within the student population and building a school culture is imperative to our students' levels of comfort and acceptance. Stagecoach staff will have built in time in their schedule to teach the Positivity Project. The lesson plans are streamlined and differentiated K-3 so all students are learning the same concept, but at appropriate age level. Grade level counseling is also built into the schedule every two weeks. Students and staff hear the same message and implement social skills throughout the day.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Stagecoach staff will implement the Positivity Project lessons weekly for the duration of the school year. The Achievement Monitoring Process and School Accountability Committee(s) will monitor SWIS data and trends.

Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	When students feel safe in the 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
Time in schedule	Start of the year	Master schedule	Scheduled time being used
Positivity Project materials	Starting in September	Positivity Project materials	Curriculum 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	Every two weeks	Counselor and Quaver	Curriculum being implemented and SWIS data Counselor will upload SWIS data and MTSS notes with student names redacted

High-Impact Domain: Learning Support
Priority Practice #3: 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	The Stagecoach/Westridge data showed trends of **growth** in 2018-2019 school year in growth as as measured by WY-TOPP and Acadience. However, the 2020-2021 school reports showed a deficit in **achievement** in WY-TOPP as well as in Acadience; especially with our English Language Learners. By focusing on all students, in each sub-group, and monitoring standard mastery then we can ensure all students are learning.
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.*	Teachers will maintain records of standard mastery for English Language Learners and students in Special Education. Hattie Effect Size: Learning goals vs. no learning goals .68 to increase student achievement while maintaining and/or exceeding growth scores from 2018-2019. 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. 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 efficacy and grit in the learning process. 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.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the*	General Education Teachers and Interventionists will meet every 5 weeks to review student progress/mastery of grade level standards to ensure Individual Education Plans

Practice.	and Individual Language Plans are appropriate. GE Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	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.

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	Every 5 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 SAC folder each quarter.
Student trackers on standard mastery	As standards are taught-discussed at Data teams and monthly at AMP	CFAs and student tracker	Student mastery form PLCs will upload trackers quarterly into the SAC folder

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)	2.6
Achievement (Numeric value)	61
Growth (Numeric value)	NA
Equity (Numeric value)	55
EL Progress (Numeric value)	75

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	2.5
Achievement (Numeric value)	61
Growth (Numeric value)	NA
Equity (Numeric value)	55
EL Progress (Numeric value)	NA

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
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	2 - **Minimal Implementation** The school leader has designed a high-quality, standards-based instructional program, however it is not implemented with fidelity.	Every two weeks, during designated PLC planning time, teams will collaborate and write 2 week long ELA lesson plans based on the template and guided by student data for the duration of the 2021-2022 school year. PLC will measure the effectiveness of the plans 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	2 -**Minimal Implementation** Less than 50% of teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Stagecoach staff will implement the Positivity Project lessons weekly for the duration of the school year. 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	2 - **Minimal Implementation** The school has some time (though not consistently) 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 5 weeks to review student progress/mastery of grade level standards to ensure Individual Education Plans and Individual Language Plans are appropriate. GE Teachers will also meet with students every data rotation to review scores, set goals, and to reflect on progress.

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
Jennifer Martin-Palacios	Administrator
Sean Grube	Administrator
Lindsey Haines	Special Education- Programs K-3 - SAC Chair
Michelle Davies	Special Education-Resource 2nd - AMP Co-Chair
Meagan Doporto	Counselor - AMP Co-Chair
Jamie Shelley	Third Grade Teacher
Jasey McBurnett	Parent
Kelly Ball	Parent
Rachel Seppie	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer