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: **Sage Elementary**	**Plan Date: Sept 28th, 2022**
Principal: Ryan Allen & Sean Grube	**District Approval Date : Sept 29th, 2022**
District: **Sweetwater County School District Number One**	**Current Identification***: Below Targets*

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
Practices	C.2	Moderate
Practices	C.3	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: Data Informed Planning
Priority Practice #1:
C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Sage Elementary's leadership team believes that our school's committee format and shared leadership are effective and run efficiently. We believe as evidenced by our culture and climate survey that our work within this area has also been effective. The two schools that came together last year are functioning as one now on all accounts. While there will always be growth available in all areas we feel all domains are growing in a productive manner. The focus area for the year that would leverage the biggest improvement at this time is Data Informed Planning. It is important to note that our PLCs are functioning well and have protocols in place for data review and planning. The work before our team is specifically around utilizing the right data, analyzing the right data, and then purposefully planning from the analysis.

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.*	Professional Learning Communities will continue to build and we will utilize the Response to Intervention process to analyze data and make informed decisions. As a school, we continue to seek out ways to make connections with students and develop the whole child. With this in mind, we will create intervention/enrichment programs that will address all students' needs. We will also utilize our Title I schoolwide program to connect with students to meet their needs and support families as they work at home with their students. All research points to a collective community that supports the child. A program developed to differentiate instruction for student-specific needs while simultaneously supporting/joining families in this effort will produce Proficient students. Lastly, John Hattie's work has shown that having highly effective data analysis protocols along with including students in the data collection and goal setting increases student proficiency outcomes. With Students working in concert with Teachers to build goals, track data and reflect on progress our school's performance outcomes will increase.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will utilize multiple data points and assessments to determine the effectiveness of their instruction. This will be evidenced by data collection and analysis during PLCs and conferring with students weekly.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	With the District focus being on essential standards and developing a Guaranteed and Viable Curriculum Sage is in a good position to move forward with this action plan and goal. There will be a greater focus on what data we can utilize and what data discussions produce in terms of changing instruction to meet individual student needs. As we focus on goal setting and data analysis students will take more ownership of their learning and teachers will be able to identify more readily the specific deficits that students demonstrate in their learning.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Response to Intervention Training	*Ongoing*	*Time, District or outside trainer, Data from assessments*	*We will use Acadience Reading and Math data along with the WY-TOPP modular assessments to monitor the impact. PLCs will also use their formative and summative assessment data to determine if they are impacting students in a positive way.*
Professional Learning Community	*Ongoing*	*Time, District or outside trainer, Modular WY-TOPP, Time to develop a set of norms, Discuss grading expectations, and practice interrater reliability*	*The PLC teams will create meeting agendas and minutes to reflect their work. The minutes shall reflect the identification of essential standards and instructional practices.*
Friday school or afterschool enrichment/intervention	*Each non school day Friday*	*Teachers for the program, time to plan, program materials provided through grant funded opportunities or district means.*	*Teachers will conduct small group instruction focused on working on a student's specific skill needs. We will also provide a combination of physical activity, STEAM activity and other activities to engage the whole child*
Parent/Family engagement	*Ongoing*	*Time for Leadership to plan, time to conduct the programs and*	*Working with parents and engaging them in student learning will be key to ensuring success. We will conduct*

		family nights, funds to provide needed materials for each event.	*monthly family engagement or parent information nights to build capacity. Sign-in sheets and surveys will be given to ensure we are meeting our goals and achieving what we set out to do. The evidence that this has impacted student education will be a performance on assessments, higher daily attendance, and better communication with all stakeholders.*

High-Impact Domain: Instruction
Priority Practice #2:
C3. 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.

Practice Rationale	As Sage continues to come together and we work through the things we learned about the 4 day week, we will continue to build our educational program. Our teachers are identifying essential targets and how to assess the effectiveness of their instruction. Decisions have to be made about what each grade level will instruct within each content area. As teams meet both grade level and vertical teams the instructional plan will begin to come together and a system will be developed that can be sustained in the coming years.
*Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	

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.*	Within our school it has been proven through the use of staff needs assessments that staff wants training on differentiation. Specifically, meeting EL and IEP student's needs with more proficiency. So we will focus as a team on how to meet the needs of these groups. We will learn new instructional practices or improve upon the practices that already exist. One strategy is the analysis of data and identifying specific skill needs and capitalizing on this knowledge to support individual needs. Staff will engage in conversation regarding data outcomes and students will engage with teachers in conferences to outline goals and steps to meet them. Again, John Hattie's work has proven to be successful when students participate in their own data collection and goal setting. Teachers must be ready to support this data by outlining the importance of certain essential standards and decreasing the focus on no essential standards.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	With a focus on essential standards and data analysis, it will be clear what essential standards are taught effectively and which students need to be provided with further instruction and which students are proficient.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Identify Essential Standards	*Ongoing*	*District Curriculum Maps, CLI process brought back by building representatives*	*We will utilize the following measures to ensure students are benefiting from this work. Acadience data, Wy-Topp modular data, and classroom formative assessments will be utilized.*
Grade level PLC Meetings	*Ongoing*	*Friday building PD time, Common Assessments,*	*The work will be evident in the agenda and minutes taken during our PD/PLC.*
Vertical PLC Meetings	*Ongoing*	*Time, Curriculum Maps*	*We will measure this success simply by acknowledging that we have outlined essential standards and each grade level knows what part they play in ensuring a guaranteed and viable curriculum that is*

			continuous Kindergarten through third grade as students advance through our grade levels.

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)	Currently 1.1 Goal 1.4
Achievement (Numeric value)	Currently 44 Goal 51
Growth (Numeric value)	Currently 43 Goal 48

Equity (Numeric value)	Currently 43 Goal 48
EL Progress (Numeric value)	Currently 45 Goal 50

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	Currently N/A Goal 1.3
Achievement (Numeric value)	Currently 44.3 Goal 44.7
Growth (Numeric value)	Currently 42.7 Goal 47.1
Equity (Numeric value)	Currently 42.6 Goal 47.5
EL Progress (Numeric value)	Currently 45.2 Goal 46.2

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Currently 3rd Grade 36.8% Goal 50%
Math (Numeric value)	Currently 3rd Grade 44.5% Goal 50%
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
Priority Practice #1: C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Practices	Moderate	Teachers will utilize multiple data points and assessments to determine the effectiveness of their instruction. This will be evidenced by data collection and analysis during PLCs and conferring with students weekly.
Priority Practice #2: C3. 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.	Practices	Moderate	Teachers will assess and analyze data for each of the identified essential standards and adjust instruction throughout each quarter as the standards are taught.

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
Ryan Allen	Principal
Sean Grube	Principal
Tana Klein (Co Chair)	Second Grade Teacher
Makell Kaiser	ELL Teacher
Shawn Pyer (Co Chair)	Kindergarten Teacher
Kylee Lewis	Kindergarten Teacher
Cooper Crockett	First Grade Teacher
Haley Seilbach	Second Grade Teacher
Amanda Buel	Third Grade Teacher
Kacia Flansburg	Resource Room Teacher
Tammy Pinter	Title I Teacher
Katie Masie	Music Teacher
	School Counselor
Jason Brown (Western Engineers and Geologists)	School Business Partner
Stacey Loftus	PTO President

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer