

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: Walnut Elementary	Plan Date: Sept. 30, 2021
Principal: Janine Suppes	District Approval Date : October 2021
District: Sweetwater County School District #1	Current Identification: <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
Professional Development - D2	Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	Minimal Implementation
Instruction - E2	Teachers promote deeper learning and elicit high levels of student engagement through projects, products and presentations with performance assessments.	No Implementation

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: Professional Development

Priority Practice #1: D2 Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Through discussion, it was determined that we could not clearly identify “high leverage practices” that had been focused on through training, nor has there been an established practice of peer observations. However, it was agreed that observation would be a powerful tool to improve instruction, thereby improving student outcomes.
Improvement Strategy ● <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>	More frequent targeted walk-throughs from principal - at least one per quarter, with identified “look fors” so teachers can build their skills safely while receiving targeted coaching for improvement. Teachers will observe a peer once per quarter, for a total of three different teachers, and will reflect on the observation. These two strategies will provide new or additional strategies to grow student skills, based, in part, upon the information learned during staff book studies conducted throughout the year (Beginning with The New Art and Science of Teaching, Marzano). Teachers will observe other professionals in action and reflect on them to improve instruction.

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By May 31, 2022, 100% of our certified staff will complete three observations of their peers and complete reflections to implement practices into their own teaching.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	This practice will have a positive impact on student performance goals by allowing instructional staff the opportunity to see additional instructional strategies in action and to reflect on practices that are part of the continuum of learning for students.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Observations	By May 31, 2022	Observation/Reflection Form	Sharing of completed forms with identified practice to implement. Staff members recognize and celebrate those they have observed at staff meetings, sharing on a more broad platform and increasing interest/impact
Book study (X2)	By May 31, 2022	Completed in staff Google Classroom with questions provided by Solution Tree	Analyzing the answers by staff to the questions to the improved use of new teaching strategies seen in administrative walk throughs.

High-Impact Domain: Instruction
Priority Practice #2: E2 Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	We will increase student engagement and retention of learning through projects and performance assessments.
Improvement Strategy ● <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>	Students will participate in three “book tastings”, with a concentric circle activity to share information, followed up by a book report. This will allow for speaking and listening skills to be developed, while increasing student engagement through movement and promoting deeper learning. Research has shown that when students explain their learning to others they retain the information on a deeper level. The adults will be given an opportunity to have a supported lesson structure with the flexibility of personalizing the project and activity for their students’ needs.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By May 31, 2022, 90% of all students will participate in and complete three “book tastings”, with a concentric circle activity to share information, followed up by a book report on a book of their choosing.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	This practice will have a positive impact on performance goals by increasing student engagement through projects and presentations.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Book Tasting	Three by May 31, 2022 First, the librarian will conduct the book tasting with classes, exposing students to a variety of material. Next, students will select a book (either from the tasting or a book they are more interested in) to read. Finally, students will complete and present their book as a way to inform others why they should read it. Teachers will support throughout with literacy skills, writing support (organization, clear ideas, mechanics, etc...) and encourage positive Social Emotional learning	Books Book Report options Directions on execution for staff	Pre/Post Student Survey on feelings about reading In October, students will complete the survey in a format that works for their grade (computer based or paper) to see how their initial feelings regarding reading rate (I love it, It's OK, I don't like it). In May, the same survey will be given to see if the project-based assessment improved outcomes in students' feelings about reading.

by creating a safe environment for students to present, and paving the way for more projects and performance-based assessments in the future.				
				More initial workshops like

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)	1.0
Achievement (Numeric value)	49
Growth (Numeric value)	43
Equity (Numeric value)	43
EL Progress (Numeric value)	0

ESSA School Performance Goals

		1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)		1.3
Achievement (Numeric value)		50.4
Growth (Numeric value)		43.1
Equity (Numeric value)		43.0
EL Progress (Numeric value)		N/A

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	70%
Math (Numeric value)	75%
Science (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
D2	Professional Development	Minimal Implementation	By May 31, 2022, 100% of our certified staff will complete four observations of their peers and complete reflections to implement practices into their own teaching.
E2	Instruction	No implementation	By May 31, 2022, 90% of all students will participate in and complete three “book tastings”, with a concentric circle activity to share information, followed up by a book report.

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
Janine Suppes	Principal
Anneliese Mariscal	1st Grade Teacher, SIP Co-Chair
Brie Westbrook	2nd Grade Teacher, SIP Co-Chair

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer