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:** 9/21/2023
Principal: Josh Marcy, Stephanie Otter	**District Approval Date:** October 2023
District: Sweetwater School District #1	**Current Identification**: *Not 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	F1	Minimal
Professional Development	D3	Minimal

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: F1: The school uses a systematic approach (e.g., MTSS, RTI) for providing interventions to address academic growth and targeting equity for all students.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Based on the results of our School Performance Report (SPR), we are not meeting expectations. We are below the target level for both growth and equity.
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.*	Response to Intervention-Hattie's Effect Size of 1.29 Response to Intervention 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 student intervention and how we respond when students are not learning through PLC's. A Multi-Tiered System of Support will incorporate Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement.

	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.
	Response to Intervention aims to identify struggling students early on and gives them the support they need. We are showing a need in the area of ELA and Mathematics. 43.6% of students scored proficient in ELA and Math scored 39.9% proficient.
	In order for teachers to effectively implement a growth focused model in their classrooms. The lowest 25% need to be identified to achieve our equity goal. We will systematically identify students who are not being reached by interventions within Tier 1. These students will be discussed in our PLCs, Student Assistance Team (SAT) meetings, and Academic Monitoring Progress (AMP) meetings to determine interventions that will best support their current learning needs and steps moving forward to help them reach proficiency within Tier 1 during Flex time. Students with overall social and behavioral concerns are also evaluated during SAT meetings so that the team can implement plans moving forward. Interventions include procedures such as behavior tracking, counseling referrals, and the use of PBIS rewards.
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 strategies learned in professional development which are appropriate for each students' individual learning needs and assess the effectiveness of the interventions. 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. 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 Response to Intervention, 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 39.9% to 43.1%. Reading will increase from 43.6% to 47.3%.

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, standard based resources, Horizons Elevate,	Utilizing PD Day for priority standards conversations and work, Professional Development with Backwards Design, Decompose standards
Tier I (Academic)-Developing common assessments for ELA and Math after grade level meetings	September-May	PLC/Grade level meetings, WYTOPP Authoring Tool,	Curriculum Maps, Common Assessments, Pacing Guides
Tier I (Academic)-PLC Focus/Data teams-revamp planning and analyze data	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/SAT/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
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
Create equity with AMP process across all grade levels	September-May	Referral form, PLC time, RTI flow chart	Student intervention trackers

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).*	Based on the results of our staff survey we had 60% moderately agree and 28% minimally agree about our schools effectiveness in this given practice. Improving this practice will increase teacher knowledge on content-specific professional development to increase the proficiency of the students. Teacher professional development will impact student performance by providing instructional strategies and tools to enhance individualized instruction for the needs of all learners.

Improvement Strategy	Providing Formative Evaluations of Programs- Hattie .90
● *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 Development Programs- Hattie .41 Collective Efficacy - Hattie Effect Size 1.57 Evaluating programs provides staff with feedback on programs and professional development for the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference. The major issue is for teachers to pay attention to the formative effects of their teaching. Collective Efficacy involves helping all teachers on the staff to understand the way they do their work on a day-to-day basis having a significant impact on student performance. This means that teachers distal factors such as home life, socio-economic status, and motivation as reasons for poor achievement. In other words, great teachers will often try to make a difference despite these inhibitory factors. Through systematic analysis, data will be analyzed to determine areas of ongoing professional development. We are showing a need in the area of ELA and Mathematics. 43.6% of students scored proficient in ELA and 39.9% of students scored proficient in math. Reading is a major focus at our school and we have a specialist providing professional development throughout the year. Reading Horizons is a new tool that many of our teachers received training on to help with interventions. Co-teaching training is continuously evaluated by experts to suggest necessary changes to move towards this model. Math Professional development will be researched to evaluate the largest need for each grade level. This will address the needs of our school and students to seek new interventions and professional development in order to support our students in the best way possible.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the*	Survey results will be used to drive professional development learning opportunities. Through professional development and training opportunities, teachers will learn and

Practice.	implement effective teaching strategies to meet the needs of all students. The goal will be, by the end of the school year 75% of staff will feel that professional development is based on their needs. Evidence will be provided in the survey results.
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 39.9% to 43.1%. Reading will increase from 43.6% to 47.3%.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Staff survey of improved teaching strategy needs	October and May	Google Survey	Survey to staff, Survey of strategies implemented, Walkthroughs, Teacher PD needs Survey
Focus Professional Development PLC time based on the district horizontal team meetings	September -May	District lead grade level meeting in Sep/Oct, Time Alloted in schedule, Guiding Documents, Training	PLC Agendas

		Building Leadership Team members	
Professional Development is differentiated to the needs of the staff and helps to focus on PBIS, PLC's, effective teaching strategies and AMP intervention supports/ideas	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)	Current: 1.1 Goal: 2.0
Achievement (Numeric value)	Current: 42 Goal: 51%
Growth (Numeric value)	Current: 42 Goal: 48%
Equity (Numeric value)	Current: 40 Goal: 48%
EL Progress (Numeric value)	Current: 44 Goal: 47%

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	Current: 1.3 Goal: 2
Achievement (Numeric value)	Current: 41.8 Goal: 48%
Growth (Numeric value)	Current: 41.6 Goal: 48%
Equity (Numeric value)	Current: 39.6 Goal: 48%

	1 Year Performance Goal (% Proficient or Above)
EL Progress (Numeric value)	Current: 43.9 Goal 47%

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	Current: 43.6% Goal: 47.3%
Math (Numeric value)	Current: 39.9% Goal: 43.1%
Science (Numeric value)	Current: 44.6% Goal: 46%

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	**F1**	Minimal	Through PLCs and data teams teachers will apply best practices in the area of priority standards driven instruction. Measures of this practice will include all teachers in the PLC implementing strategies that are effective for each students' individual learning needs during every data cycle. The focus will be on the growth of students from short cycles to post tests and tracked in the data teams cycle. The goal will be for all teachers to be implementing effective teaching 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 and the District Data Team Form.

Professional Development	D3	Minimal	Survey results will be used to drive professional development learning opportunities. Through professional development and training opportunities, teachers will learn and implement effective teaching strategies to meet the needs of all students. The goal will be, by the end of the school year 75% of staff will feel that professional development is based on their needs. Evidence will be provided in the survey results.

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
Josh Marcy	Principal
Stephanie Otter	Principal
Michael Baker	6th Grade PLC
Rhonda Kettering	Counselor
Nicole Jones	4th Grade PLC
Elizabeth Spigarelli	5th Grade PLC
Deb Stephenson	PE/Health
Alexandra Miller	Resource Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer