



School Improvement Plan Template

Before filling out any information on this form, please go under File, and Make a Copy to save to your hard drive. Then fill out that copy of the document. This file is to be copied by everyone for use in their district.

This template meets the requirements of federal and state statutes.

For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: LaGrange Elementary School	Plan Date: 2023-2024
Principal: Matt C Daily	District Approval Date (for TSI, WAEA, CSI):
District: Goshen County School District #1	Current Identification (<i>list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i>): Meeting Expectations
District Representative: Kevin Derby	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
--------	----------	--------------------------

B: Culture and Climate	B2: School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.	2.3-- Developing

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:

Priority Practice #1:

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>We will utilize our Student Success Team to analyze data to enrich student achievement, differentiate lessons to provide high quality instruction, and continue to develop a collaborative culture and community for all stakeholders in order to meet expectations in all areas for all sub-groups including, IEP Students. All students will meet expected growth rates in Math and ELA.</p>
---	--

<p>Improvement Strategy</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Improvement Strategies: Through a Multi-Tiered Support System: Create and enhance effective interventions using data-driven decision-making with flexible groupings. • Implications for PD: Staff members are proactive in their own learning through their PLC, Collegial teams and instructional coaching. PD is ongoing with opportunities to reflect focusing in the areas of The Science of Reading with Orton Gillingham training and coaching and Eureka² Math coaching. Each opportunity must support the improvement and engagement of all students. There is also ongoing PD on the "Growth Mindset" and how educators affect the progress of our IEP students (The Growth Mindset Coach, The Growth Mindset Playbook). District Facilitator, Jamie Kistler, will be supporting each staff member in a coaching cycle around most effective practices in multi-grade instruction in Language Arts and Jana Jones will be coaching all teachers in effective strategies for Eureka². • Implications for family involvement: Since the IEP sub-group is not making adequate growth, there must be open communication; goal setting; and opportunities for members to be involved in school activities. We are offering trainings for parents in the areas of Math and ELA at least quarterly.
<p>1-Year Adult Practice Goal</p> <p>Provide a measurable goal aligned to the Practice.</p>	<ul style="list-style-type: none"> • Our goal is to meet bimonthly with our SST Team to determine the needs of every student scoring partially proficient on STAR, Aims-Webb or WyTopp and how to provide the highest quality and most effective intervention practices so that students can meet their academic and behavioral goals. • Teachers have monthly coaching sessions with Principal Daily to determine if students are meeting their Aims-Webb goals in Math and Language Arts.
<p>Impact on Performance Goals</p> <p>Describe how the focus on this Practice will impact performance goals.</p>	<ul style="list-style-type: none"> • Students academic success is evaluated quarterly on the STAR; three times on the AIMSWEB assessment; at the end of each instructional unit on a district Common Assessment. Leadership teams evaluate school discipline, attendance and other school-wide behavior initiatives and celebrations. Parents, staff and students are surveyed to determine school culture. Hard data is analyzed weekly, quarterly, and the end of six-week intervention cycles. Teachers collect soft data daily. • This improvement plan was shared with parents and staff.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Fully operational data teams analyze data come to consensus on high leverage strategies or enrichment opportunities to support student achievement	Meet bi-monthly as a school-wide data team in the areas of ELA and Math.	Responsible: Grade level Collegial Teams/Curriculum Director and Facilitator Support/Principal/Superintendent Resources: District data training; A focus on daily learning targets; Assessment for learning training	Common Assessment Data: all student score at 80% or above for each of the assessed standards Aims-Webb/STAR: students will show sufficient grade level growth in ELA and Math
Differentiate lessons to provide high quality basic instruction that ensures school improvement efforts are aligned with school and district goals.	August 2023- May 2024	-Classroom Teachers -Sp. Ed. Teacher -Principal -Support Staff GCSD Standards Based Curriculum and assessments -Orton-Gillingham/Lexia/Read Live, Aims-Webb, STAR	Students score proficient on formative assessments. Students increase progress- monitoring scores by 10% each quarter (STAR/AIMSWEB).
Continue to Develop a Collaborative Culture and Community by a) building collaborative school-based teams (academic and behavior) b) Collaborate with other elementary and K-12 cluster schools c) Celebrating success	August 2023- May 2024 Meet 1x per month w/district collegial teams Report out to parents bimonthly via	-Classroom teacher -Sp. Ed -School to School connection and transitional conversations -Continue discussion and PD on "Growth Mindset" by Annie Brock and Heather	-Data of Common/Formative Assessments meet and represent the results of STAR and AIMSWEB by the end of the school year. At the end of each quarter the gap closes by 10%. -Parent and staff surveys

d) Customer Focus and parent communication e) meet with parents at least one per semester to provide training in ELA and Math and bimonthly progress monitoring reports sent home via printed copy or digitally on BAND	BAND or printed copy for Progress Monitoring	Hundley authors of “The Grown Mindset Coach.”	

High-Impact Domain:

Priority Practice #2:

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	
<p>Improvement Strategy</p> <ul style="list-style-type: none">• <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>	
<p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the Practice.</i></p>	
<p>Impact on Performance Goals</p>	

Describe **how** the focus on this Practice will impact performance goals.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation

High-Impact Domain:

Priority Practice #3:

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	
<p>Improvement Strategy</p> <ul style="list-style-type: none">• <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>	
<p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the Practice.</i></p>	
<p>Impact on Performance Goals</p> <p><i>Describe how the focus on this Practice will impact performance goals.</i></p>	

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation

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). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.5	
Achievement (Numeric value)	Meets Target (61)	
Growth (Numeric value)	Exceeds Target (76)	
Equity (Numeric value)	N/A	
EL Progress (Numeric value)	N/A	
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	N/A	
Achievement (Numeric value)	Above Average (60)	
Growth (Numeric value)	Above Average (76.2)	
Equity (Numeric value)	N/A	
EL Progress (Numeric value)	N/A	
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)		
Growth (Numeric value)		
School Climate (Numeric value)		
Engagement (Numeric value)		
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)		
Math (Numeric value)		

Science (Numeric value)		
-------------------------	--	--

In-house Relevant Data

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) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal

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
Matt Daily	K-1 Teacher and Principal

Adeline Walker-Kohl	2-3 and Special Education Teacher
Katrina Gifford	4-6 Teacher

District School Improvement Representative Name	Position