



School Improvement Plan Template

This template meets the requirements of federal and state statutes.

Section 1: Building Data

School: Walnut Elementary	Plan Date: September 24, 2025
Principal: Collin Stewart	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Not Meeting Expectations
District Representative: Jodie Garner	

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
Domain C1. Data-Informed Planning	Systems are in place to collect, report and act on student assessment results and other learning data.	3

Domain D4. Professional Development	Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	2
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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: Systems are in place to collect, report and act on student assessment results and other learning data.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Walnut Elementary has Professional Learning Communities (PLCs) in place at each grade level and with dedicated time for the PLC to meet. The efficiency of the PLC varies from group to group. Once PLC processes are more efficient and effective, the teams can work collaboratively to plan data driven, effective and timely interventions to improve student achievement.
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.	PLC team members will attend PLC training to learn the process and provide support to their individual PLC teams. PLCs will continue to work from a meeting agenda and keep meeting notes for reference by team members. By planning instruction together and enforcing the use of research validated instructional strategies, teachers will learn from one another to better support their students and develop the best instructional strategies for each other's use. The training will increase teacher knowledge of collaborative processes to facilitate reviewing data and making decisions around the most effective strategies. Hattie's Effect size for: - Deliberate practice = 0.79 - Planning and prediction = 0.76

	- Feedback = -.70
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of May 2026, all PLC teams will have a data team process in place to review data and make instructional plans based on student performance.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Student performance will increase when the classroom instructional plans are data-driven and strategies specific to improving student performance are selected by the PLC.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC Cohort Training	School year 2025-2026	Travel expenses, Cohort training,	PLC agendas Building training from the cohort
Cohort share out time	School year 2025-2026	PD time	Building PD agendas Teacher implementation of training ideas and strategies
Weekly PLC Meetings	School year 2025-2026	PLC time	PLC agendas and notes Student Achievement data and analysis of assessment results
Data Team Protocols	School year 2025-2026	PLC time and data team processes, Common Assessments, norms of collaboration	PLC agendas Adherence to protocols

High-Impact Domain: Professional Development

Priority Practice #2: Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Staff have demonstrated a need for engagement strategies, reading and math scaffolding during instruction and the building AMP process to be aligned with best practices.
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.	Staff will receive training in PLC processes, Kagan collaborative structures and Daily 5 processes. Training is also available for the Multi-Tiered System of Support (MTSS) through the Wyoming Department of Education (WDE). These various resources will increase teacher efficacy in the classroom leading to greater student outcomes. Planning meaningful lessons with a high level of rigor combined with student engagement activities will increase student achievement aligned with curriculum resources. Staff have demonstrated a need for engagement strategies, reading and math scaffolding during instruction and the building AMP process to be aligned with best practices. Hattie's Effect Size for: - Collective teacher efficacy = 1.57 - Teacher credibility = 0.90 - Scaffolding = 0.82 - Concentration/persistence/engagement = 0.56
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of school year 2025-2026, PLC teams will implement various training and practices to increase collective efficacy, engagement, and overall student achievement.

Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	By increasing teacher effectiveness and utilization of learning strategies with effect size over .40, student proficiency will increase.
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Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Curriculum Resource Training	August 2025 - May 2026	Beyond Textbooks	With implementation of engaging strategies and curriculum consistency, student scores on CFAs will show growth
Instructional Strategies Training	November 2025 - May 2026	Daily 5 and Kagan Cooperative Learning, substitutes for instructional rounds, Staff survey for ideas to provide opportunities to help each other improve instruction	School/classroom walk through data (i.e., Google form, notes, etc.) Results of survey and implementation of ideas
MTSS Training	January 2026 - May 2026	Travel expenses to training and access to virtual training (from WDE provided resources)	Implementation and completion of a building MTSS

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)	1.1	1.5
Achievement (Numeric value)	34	51
Growth (Numeric value)	44	48
Equity (Numeric value)	43	48
EL Progress (Numeric value)	69	70
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)	1.5	1.8
Achievement (Numeric value)	33.4	48
Growth (Numeric value)	43.6	48
Equity (Numeric value)	43.3	48
EL Progress (Numeric value)	68.8	70
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

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
Systems are in place to collect, report and act on student assessment results and other learning data.	Domain C. Data Informed Planning	Providing	By the end of May 2026, all PLC teams will have a data team process in place to review data and make instructional plans based on student performance.
Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	Domain D. Professional Development	Developing	By the end of school year 2025-2026, PLC teams will implement various training and practices to increase collective efficacy, engagement, and overall student achievement.

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
Collin Stewart	Principal
Cathy Perkins	Title I Teacher
Toni DeBernardi	Kindergarten Teacher
Elaine Lorimer	Third Grade Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer