



School Improvement Plan Template

*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: Northpark Elementary School	Plan Date: October 2025–September 2026
Principal: Sean Grube	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School Dist. #1	Current Identification (list all that apply: <i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i>): <i>Not Meeting Expectations</i>
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
E. Instruction	E1: Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.	Stage 3 – Moderate Implementation-The school leader and staff have designed a high-quality, standards-aligned instructional program that is mostly implemented with

		fidelity, the program is reviewed once a semester.
F. Learning Support	F3: The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	Stage 3 – Moderate Implementation- A systematic approach for prevention and intervention is used once a semester and documented by the relevant stakeholders, and communicated to at least 50% of all relevant staff.

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: E. Instruction

Priority Practice #1: E1: Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	At Northpark Elementary, we aim to provide each and every student with high-quality, standards-aligned instructional programming. Through the combined efforts of grade level teachers, professional learning communities, interventionists, administration and other school/district stakeholder; Northpark continues to implement co-planning at a level in which rigor and programming will positively impact all students. Vertical and horizontal instructional programming is a focus for our school. The intent of these meetings are to ensure that we are using common programming, language, instructional strategies and methodology that will ensure all students learn and grow.
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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.	One of the most high-yield research strategies to utilize is Collective Teacher Efficacy or CTE. According to John Hattie's research, CTE has an effect size of 1.57. Collective Teacher Efficacy is the shared belief of staff and faculty in their ability to positively affect students' learning outcomes. Using this strategy will help address the needs of our students in a variety of ways. Teachers with high collective efficacy are more likely to set higher achievement goals with their students and they believe that their students can overcome challenges. This belief system, when built and fostered among staff, is then passed on to students and their families, furthering the school culture and climate positively. Along with a strong belief system, teachers will collaborate in PLCs to review data, create goals, and decide on appropriate interventions and extensions to support student learning and behavior goals. Northpark teachers will collaborate within their PLC which allows them to share their expertise, focus on reflective questions within the PLC process, and create and review goals. This professional practice creates trust among school staff and supports a culture where teachers believe in the positive impact they have on students' success. All staff members will participate in vertical articulation meetings to ensure that our school's programming is seamless and students' needs are being met at the appropriate time and level for the instructional abilities.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	On the 2025-2026 Math WyTopp test, 55% of students will achieve proficiency. On the 2025-2026 ELA WyTopp test, 63% of students will achieve proficiency.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Northpark staff will demonstrate a shared belief that through their collective efforts and actions, our students can learn and grow with significantly positive outcomes. Using a synchronized teaching system and timeline will guide the high quality instruction for all students. Our teachers will adopt and utilize a structured data analysis model to ensure that Tier 1 intervention is effective for student learning. Vertical articulation will be implemented to ensure that staff members are implementing instruction seamlessly, that standards build upon each other and are methodological in the order of instruction.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC meetings for purposeful team planning	Weekly	planbook.com Agendas/minutes for PLC Data sheets for math and ELA standards	Throughout the PLC process data will be analyzed to adjust instruction. Conversations based on feedback from all stakeholders to guide instructional strategy selection.
Beyond Textbooks	Weekly	beyondtextbooks.com BT Calendar BT UnWrapped Documents	Instructional content, mapping and assessments. Breaks down standards and aligns them vertically and horizontally
Data Teams	Biweekly	Data template, PLC time to analyze data and plan for instruction	Having materials ready based on student assessment. Review data to further develop planning. Determine flexible groups of students to provide, reteach, intervention and enrichment as needed by individuals.
Vertical Alignment Teams	Quarterly	Curriculum, assessment and Beyond Textbooks calendar	Process will include building and district conversations to align essential standards and progression needed to promote academic success.

High-Impact Domain: F. Learning Support

Priority Practice #2: F3: The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	As a district leadership team, we have set several goals as a part of a 5-year plan strategic plan. One of those goals is to Increase PK-6 scores on WyTopp to 20+ points over the state average. As a school leadership team, our goals, vision, and mission align with the broader district plan. The practice goal of using data to identify individual students in immediate need of academic and/or behavioral intervention directly supports school improvement efforts. By addressing students' needs in a timely and systematic manner, we can close achievement gaps and enhance overall performance on key WAEA indicators such as student growth, achievement, and equity. Targeting interventions effectively will help ensure that Northpark students meet proficiency standards, contributing to the district's long-term goals.
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.	According to Hatti's research in <i>Visible Learning</i>, Microteaching is an area with a positive effect size of .88. This falls in the category of "Zones of Desired Effects". Microteaching is an instructional tool that incorporates "mini-lessons" for a small group of students. The lesson has a specific skill focus followed by specific feedback and review. This has proven to accelerate teacher learning and empowers them to become more reflective and effective educators. Another area of Hatti's research that has proved to be effective when providing prevention and intervention to students is the area of Response to Intervention. This has an effect size of 1.29 which shows that implementing a Tiered, evidence-based systematic approach for identifying and supporting learners that are struggling in specific areas. Collecting and analyzing data is critical to determine areas that are in need of support for individual students. Key components of a Tiered level of support includes Tier 1; high-quality instruction for all students, Tier 2; additional support for small-group interventions and Tier 3; intensive and individualized support for students with persistent difficulties in the learning. Incorporating Microteaching and Response to Intervention at Northpark Elementary will provide students with a variety of small group learning opportunities with the focus of helping each student learn and grow where they are at.

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of the 2025-2026 school year, 80% of Northpark students will demonstrate proficiency or above in Math and Literacy, as measured by iSteep assessment data.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Focusing on academic interventions for students identified through data analysis supports the performance goals of improving proficiency on the WyTopp assessment. MTSS or Multi-tiered Systems of Support is a guiding framework that allows teachers to collaborate within their PLCs and determine the specific needs of students who are below grade level using pre- and post-assessments to guide instruction. Using MTSS and data, teachers can create specific, small groups to give targeted direct instruction for a variety of Math, ELA, and behavior skills to reach the goal of increased proficiency on the state standardized assessment.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC time for purposeful team planning	Weekly	planbook.com Agendas/minutes for PLC Data sheets for math and ELA standards	Co-planning to ensure high yield strategies are in place consistently. Ensure that all instruction meets rigor and appropriate standards.
Data Teams	Biweekly	Data template, PLC time to analyze data and plan for instruction	Having materials ready based on student assessment. Review data to further develop planning. Determine flexible groups of students to provide, reteach, intervention and

			enrichment as needed by individuals.
Schoolwide Interventions	Daily	Data sheet to show student needs and skills, which intervention and how long the intervention was used	Students identified with skill gaps work with the Title 1 interventionists, special education teachers or other support staff. Daily, they are provided with learning opportunities to help close the gaps and grow academically.
Vertical Alignment Teams	Quarterly	Curriculum, assessment and Beyond Textbooks calendar	Processes will include building and district conversations to align essential standards and progression needed to promote academic success.
Building Professional Growth Plan	Quarterly	Wyoming Professional Growth Planning Tool	Building focus on interventions and staff growth for the implementation of new intervention tools.
iSteep Assessments	Weekly	iSteep	Intervention and data collection tool to help provide immediate and direct feedback on students' ELA and Math skills. Intervention and enrichment opportunities included.
Communication	Quarterly	Parent Square, report cards, conferences	Staff members will communicate progress towards academic goals throughout the school year.
Evaluate Effectiveness	May 2026	iSteep Data	Schoolwide intervention team will determine effectiveness of intervention and implementation system.

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	1.4
Achievement (Numeric value)	47	51
Growth (Numeric value)	43	48
Equity (Numeric value)	44	48
EL Progress (Numeric value)	60	62
For High Schools Only		
Extended Graduation Rate (Numeric value)	NA	NA
Post-Secondary Readiness (Numeric value)	NA	NA
Grade Nine Credits (Numeric value)	NA	NA

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)	46.6	47.7
Growth (Numeric value)	42.9	47.1
Equity (Numeric value)	43.7	47.5
EL Progress (Numeric value)	60.4	62.4
For High Schools Only		
Four year on-time graduation rate (Numeric value)	NA	NA
Post-Secondary Readiness (Numeric value)	NA	NA

WAEA Alternative School Performance Goals

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

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	60.9%	63%
Math (Numeric value)	52.2%	55%
Science (Numeric value)	NA	NA

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
E. Instruction	E1: Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.	Stage 3 – Moderate Implementation -The school leader and staff have designed a high-quality, standards-aligned instructional program that is mostly implemented with fidelity, the program is reviewed once a semester.	On the 2025-2026 Math WyTopp test, 57% of students will achieve proficiency. On the 2025-2026 ELA WyTopp test, 63% of students will achieve proficiency.
F. Learning Support	F3: The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	Stage 3 – Moderate Implementation -A systematic approach for prevention and intervention is used once a semester and documented by the relevant stakeholders, and communicated to at least 50% of all relevant staff.	By the end of the 2025-2026 school year, Northpark student will increase academic growth through the consistent and effective implementation of The Response to Intervention (RTI) framework, with a specific focus on closing the achievement gaps in the area of Math and ELA for struggling learners.

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
Sean Grube	Principal/Parent
Sarah Wright	Teacher/Parent
Brigette Maes	Teacher

Tina Taylor	Social Worker
Blake Upton	Secretary/Parent
Maggie Coletti	Special Education Teacher
Melisa Havskjold	Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer