



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: Pilot Butte Elementary	Plan Date: 2025-2026
Principal: Joshua Marcy	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): TSI
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
A1	A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.	Limited

E1	Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high-levels of achievement for all students.	Developing
F1	The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	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: A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	At Pilot Butte Elementary we are committed to cultivating collaboration and clarity with all stakeholders. Aligning our school and district's mission, vision, values, and goals are essential to guide all school decisions and ensure that everyone is working toward the same goals. This shared focus helps align our efforts, promote collaboration, and drive improvement to ensure that the school's actions are consistent with the district's purpose and the community's values to contribute to higher student achievement.
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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.	According to Hattie's effect sizes, teacher clarity is both a method and a mindset that has an effect size of 0.84. Aligning school and district purpose statements is essential for ensuring that both levels of the education system are working toward common goals. School and district leaders will work together to ensure consistent communication and shared understanding of goals and direction. A shared vision statement can motivate everyone in the school community to work together towards a common goal which can help students learn and teachers teach more effectively.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	By the end of the school year, all staff and students will actively demonstrate and reflect the school's mission and vision through consistent integration into schoolwide practices 90% of the time.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	We will align our school's mission, vision, values, and goals with the district's to foster clarity with a sense of direction, ensure that all efforts are student-centered, and provide the support and resources staff need to help students succeed and demonstrate growth.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Communicate the revised mission, vision, and values	25-26 school year	- Stakeholder Survey - Newsletters, school website, email signature lines - Staff meetings	- At least 90% of stakeholders will report clarity of direction and goals on the annual stakeholder survey. - 100% of school-wide communications (newsletters, staff meetings, and student-led announcements) will reference and align with the mission, vision, and goals.
Embed the Mission and Vision in Daily Routines	daily	- Post vision/mission - Daily announcements - Classroom code of collaboration - Classroom checklists	- Classroom checklist use will show at least 85% of classrooms consistently embedding mission and vision practices in instruction or routines, based on walkthroughs or self-monitoring. - Daily student-led announcements will embed the mission and vision, with a minimum of 4 references per week verified through announcement logs.
Increase student engagement living the mission and vision	monthly	-Student of the Month themes	- Student recognition programs will celebrate living the mission and vision (e.g., "Mission in Action" awards, shout-outs during announcements), with a target of monthly recognitions schoolwide
Increase community involvement and reflect on our progress	December and May	-Include in newsletters -Conduct middle and end of year survey	- Quarterly family events (parent nights, student showcases, service projects) will highlight the mission/vision in action.

Support to help succeed and demonstrate their growth	ongoing	-Smart goals -Collected data	- 100% participation rate will be achieved in at least one school-led goal-sharing or vision-alignment event per stakeholder group.
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High-Impact Domain:

Priority Practice #2: Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high-levels of achievement for all students.

Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).	Our school is dedicated to providing collaboration between school leaders and staff to design and implement high-quality, standard-based instruction that leads to elevated achievement levels for all students. It ensures that all students are exposed to a rigorous curriculum, receive consistent support from teachers, and have the best chance of reaching their full potential, while also leveraging the expertise of both leadership and classroom educators to create a program that effectively addresses the needs of all learners within the school community. This collaborative approach fosters ownership, improves buy-in, and ultimately leads to better student outcomes.
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.	John Hattie's research on the factors that impact student achievement indicate that Teacher Clarity has an effect size of 0.75 and Teacher Efficacy has an effect size of 1.57. We will implement the high impact strategies learned from the book, Fundamental 5 Revisited Framework to improve teaching effectiveness and learner outcomes. The high impact strategies promote better instruction, classroom management and increase student achievement. It is essential for teachers to clearly understand the learning targets and desired outcomes so that the students are aware of what they are expected to learn and how to achieve it. Empowering teachers with high impact strategies increases teacher efficacy and positively impacts student achievement. Our collaborative PLC's will support the use of common formative assessments and student data to adjust and refine the implementation of these practices, ensuring they meet the needs of diverse learners through high impact instructional strategies to increase student achievement. With the support of our Student Achievement Teacher, the PLC's are enhancing the content coplanning meetings to improve the overall instruction in the classroom.
1-Year Adult Practice Goal Provide a measurable goal aligned to the	By the end of the year, 90% of instructional staff will implement all five Fundamental 5 strategies in at least 75% of their weekly lessons, as measured through lesson

<i>Practice.</i>	plans, classroom observations, and self-reflection logs from their chosen content area.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Fostering a culture of collaboration between leaders and staff is essential to the success of the school. When teachers believe in their power to impact learning and feel supported by their leaders they create a positive, growth-oriented environment to enhance classroom instruction and foster an environment that promotes student learning.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Utilize the BT calendar/district approved pacing guides	Weekly	-BT Website -Walkthrough forms -Planbook -PLC work	- 100% of lesson plans and observed instruction align with pacing guides and are observable in walkthroughs.
Students take common formative assessments and data drives instruction	Weekly	-BT website -Agendas -Data sheets	- 100% of grade-level/content teams will administer all common formative assessments aligned to district pacing guides, and 90% of teachers will use the assessment data to adjust instruction, as evidenced by PLC meeting notes, lesson plan revisions, and student growth on subsequent assessments.
Professional Development: Continuation of Fundamental 5, Kagan, PLC Training, iSteep	Throughout the year	-Staff meeting -Book -BLT created F5 checklist -Lesson plans -Checklists -PD Sessions	- 100% of teachers will report applying strategies learned in PD to their instruction, as documented in lesson plans, classroom walkthroughs, or PLC reflections. - 100% of students will demonstrate growth on common formative assessments in areas targeted by professional development, as measured by pre/post-assessment data.

High-Impact Domain:

Priority Practice #3: The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues 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>	Our school is committed to ensure scheduled time is provided during the school day with clear processes and procedures to address diverse student academic and behavioral needs. Using scheduled time meaningfully our school will foster student growth, equitable learning opportunities, reduce learning gaps, and ensure that all students have the tools and support they need to succeed socially, emotionally and academically.
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.	RTI is an evidence-based approach which has an effect size of 1.29 according to Hattie's research. RTI focuses on early identification and support for students with learning and behavioral needs. It involves delivering high-quality instruction and interventions matched to student needs, frequently monitoring progress, and adjusting interventions as needed. RTI has been shown to significantly improve student performance, especially in reading and math, and reduce the number of students needing special education services. Our staff will implement differentiated instruction within the general classroom, frequent common formative assessments and data collection to track student progress. Staff will follow tiered interventions based on specific learning gaps to ensure support is provided promptly.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By December 2025, 100% of instructional staff will use data to inform instructional decisions by submitting documented intervention strategies and progress monitoring each month, as part of the monthly Student Solutions Team meetings, in order to improve student academic achievement, attendance, and/or behavior.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By the end of the school year, staff and students will have a consistent systematic approach for addressing student academic, attendance and behavioral needs which will lead to improved student outcomes. Increased collaboration and data analysis during PLCs among staff will create a more supportive learning environment and effective use of intervention time to reduce academic and behavioral issues for students and increase attendance.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Universal Screener	Ongoing	-iSteep -Scheduled and expected times for screenings	- 100% of students will be administered the universal screener iSteep three times (beginning, middle, and end of year), and 100% of teachers will use the screener data to identify students' learning needs and adjust instruction, as evidenced by intervention plans, progress monitoring logs, and PLC documentation.
Tier 2 Academics - targeted small groups/equity groups	Weekly	-Data sheets -Equity list -SST watchlist -Title I groups and intervention lessons -Monthly SST meetings -Weekly data team meetings	- 100% of students identified for Tier 2 academic support will participate in targeted small group instruction at least twice per week, and 100% of these students will show measurable growth on progress monitoring assessments, as documented in intervention logs, lesson plans, and PLC notes. - 100% of teachers will consistently implement Tier 2 academic interventions for identified students through targeted small group instruction at least twice per week, and 100% of teachers will use progress monitoring data to adjust instruction, as documented in lesson plans, intervention logs, and PLC discussions.
Schedule ongoing professional development sessions to deepen staff understanding of academic and behavioral interventions.	Monthly	-SST meetings -Staff engagement -Consultants -Explicit Writing Instruction -Behavior Coaching -PD sessions	- By the end of the school year, 100% of staff will participate in at least four ongoing professional development sessions focused on academic and behavioral interventions, and 100% of participants will demonstrate increased understanding by applying strategies in instruction or classroom management, as evidenced by lesson plans, intervention logs, classroom observations, and PLC reflections.

Develop and implement department and schoolwide behavior expectations	August	-Beginning of the year staff meeting -Grade/department meeting -Team collaboration, then whole staff meeting, -Distribute updated behavior matrix -Compare House points distribution -Compare Powerschool data	- By the end of the school year, 100% of staff will participate in the development and implementation of department- and schoolwide behavior expectations, and 100% of teachers will consistently apply these expectations in their classrooms and school interactions, as evidenced by lesson plans, classroom observations, behavior referral data, and PLC reflections.
SST Meetings - attendance, behavior, academics	Monthly	-Progress monitoring data -Teacher input -Counselor lead -Collaboration amongst general education teachers, counselor, admin, and special educators to review data and interventions	- 100% of relevant staff will attend all scheduled Student Support Team (SST) meetings, and 100% of SST meetings will result in documented, actionable plans addressing student behavior and academic needs, as evidenced by meeting minutes, follow-up progress monitoring, and intervention logs.
Tier 1 SEL - classroom counseling sessions	Monthly	-Powerschool data -Collaboration with grade levels to align classroom sessions to current needs to be relevant. -Student reflections	- 100% of teachers will implement Tier 1 SEL classroom counseling sessions according to the district schedule, and 100% of teachers will use observations and student reflections to inform and adjust SEL instruction, as documented in lesson plans, SEL logs, and PLC discussions.
Tier 2 SEL - small group counseling sessions	Monthly	-Powerschool Data -Grade level data -Collaboration with student's teachers and parents to monitor effectiveness of intervention	- 100% of teachers and counselors will implement Tier 2 SEL small group counseling sessions for identified students at least twice per month, and 100% of participants will demonstrate measurable growth in social-emotional skills, as documented in session logs, progress monitoring tools, and PLC reflections.

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	44
EL Progress (Numeric value)	60	62
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)	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)		
Post-Secondary Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	45	49
Math (Numeric value)	39	43
Science (Numeric value)	47	51

In-house Relevant Data

ELA Percent Proficient or Above per grade:	4th- 43 , 5th- 45 , 6th- 47	State Average: 4th- 51 , 5th-58 , 6th- 59
Math Percent Proficient or Above per grade:	4th- 50 , 5th- 39 , 6th- 28	State Average: 4th- 57, 5th- 55 , 6th- 50

Science Percent Proficient or Above:	4th- 47	State Average: 4th- 56
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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
A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.	A1	Limited	By the end of the school year, 90% of staff and students will actively demonstrate and reflect the school's mission and vision through consistent integration into schoolwide practices.
Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high-levels of achievement for all students.	E1	Developing	By the end of the year, 90% of instructional staff will implement all five Fundamental 5 strategies in at least 75% of their weekly lessons, as measured through lesson plans, classroom observations, and self-reflection logs from their chosen content area.
The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	F1	Developing	By December 2025, 100% of instructional staff will use data to inform instructional decisions by submitting documented intervention strategies and progress monitoring each month, as part of the monthly Student Solutions Team meetings, in order to improve student academic achievement, attendance, and/or behavior.

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
Britney Meduna	Assistant Principal
Serena Straka	5th GradeTeacher
Joanne Zotti	Occupational Therapist
Rhonda Kettering	Counselor
Nicole Vermillion	6th Grade Teacher
Nicole Jones	4th Grade Teacher
Breanna Miller	Special Education Teacher
Deb Stephenson	PE/ Health Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer