



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: Sage Elementary School	Plan Date: September 2025 – October 2026
Principal: Darcie Punches-Mickelson and Lindsay Lameta	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District # 1	Current Identification: <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
B. Culture and Climate	B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	Stage 2- Developing Implementation School leaders have established and maintain a culture of positive relationships and trust between

		some school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).
C. Data-Informed Planning	C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Stage 3 – Moderate Implementation -The results of data analysis are used in two of the following ways: ● To identify student academic needs. ● To identify student behavioral needs. ● As part of the school improvement planning process.
C. Data-Informed Planning	C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	Stage 3 – Moderate Implementation -The results of data analysis are used in two of the following ways: ● To identify student academic needs. ● To identify student behavioral needs. ● As part of the school improvement planning process.

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 B: Culture and Climate

Priority Practice #1: B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	School culture plays a vital role in supporting student achievement and in helping staff grow in their collective efficacy. A positive, trusting culture allows teachers and staff to collaborate more effectively, support one another, and stay focused on what matters most—student learning.
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	At Sage, we've used results from the UpBeat surveys over the past year to help guide this work. The data showed that some staff expressed concerns about trust with both principals and peers. We also gathered feedback from anonymous school surveys related to culture and climate to further inform our efforts. Moving forward, we plan to address these concerns by continuing to give staff a voice through anonymous surveys, celebrating staff accomplishments on a regular basis, incorporating fun activities at the start of PLC meetings so colleagues can connect on a personal level, and creating opportunities for parent input. We will measure our progress through results on the next staff UpBeat survey, school-level surveys, and parent surveys given throughout the year. We will also survey community volunteers after they have helped in the building to include all stakeholders. We hope these efforts will help staff, students, parents, and community members feel valued and connected, fostering a shared sense of ownership and pride in our school culture.
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.	The use of surveys is a research-based strategy designed to gather feedback from community members and then share the results to guide improvement efforts. For instance, Lubelfeld et al. (2016) recommend using both formal and informal surveys to collect feedback from stakeholders—including parents, students, and community members—on topics such as school culture, climate, and overall satisfaction. The authors suggest that school leaders should communicate the results and explain how the information will be used to implement change. As stated in the article, “we publicly share the results—both the good and bad—and report out how we will use the data to drive improvements in our system” (Lubelfeld et al., 2016). Our plan is to collect data through both formal and informal methods, share the results, and clearly communicate the next steps for addressing the findings. Specific strategies include surveys, the creation of a student school board, and gathering feedback during Parent-Teacher conferences and Family Nights. We will review this data quarterly and solicit input from all stakeholders. We believe that providing every stakeholder—including students—with a voice will foster a sense of ownership in our improvement efforts. Furthermore, making intentional changes based on this data will demonstrate a commitment to cultivating a positive and inclusive school culture.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	The school leadership team and teachers will analyze the data on a quarterly basis and provide recommendations for addressing the findings. Practices will be adjusted each quarter for staff, students, and families based on survey results. This school year, we will

	focus on analyzing the UpBeat survey data with a specific goal of increasing teacher trust (question 23) from 55% to 65%. Additionally, school leadership will recognize and celebrate individual achievements of students and staff each month, both privately and publicly. PLC teams will make it a priority to get to know and celebrate team members as individuals at every PLC meeting. As a staff, we will hold monthly potlucks, fun competitions, and other relationship-building activities to foster positive relationships and trust among colleagues.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Focusing on collective input and relationship building will help all stakeholders take ownership of Sage's culture. Positive, trusting staff will strengthen teacher collective efficacy, which in turn creates learning environments where students can grow and flourish.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Staff feedback on school culture and climate	Quarterly	Google Forms Leadership Team Collaboration Time to meet and reflect as a staff (Friday building PD time, PLC Teams, Vertical Teams)	We will share the data collected from these surveys, and staff will have the opportunity to provide input and suggestions for adjusting school systems and practices based on their feedback. This process may take place during whole-staff meetings or within PLC teams.
Parent/Guardian Feedback on School climate and culture	Twice Yearly (Parent Teacher Conferences)	Google Forms Printed Copies Leadership Team Collaboration Time to meet and reflect as a staff (Friday building PD time, PLC Teams, Vertical Teams)	We will share the data collected from these surveys with all stakeholders. The leadership team will review and analyze the results before bringing them to the whole staff. Together, we will adjust

			practices and systems as needed based on the survey findings.
Collective Commitments	Yearly	Collective Commitment Feedback Analysis of results Time to meet and reflect as a staff Creation of collective commitments Staff signing of commitments	Staff will anonymously share their ideas about what leaders and colleagues should do to uphold a positive school culture and climate. Once the data has been analyzed and documented, staff will review the results and sign the agreed-upon norms.
Relationship Building in PLC Meetings	Weekly	Each building-level PLC will begin with a fun agenda item (e.g., something that makes people laugh or allows someone to share a lighthearted personal story). PLC time to meet and suggestions for agenda items.	By incorporating fun and personal connections into every PLC meeting, we hope teams will build relationships that extend beyond academic conversations. Trust grows not only through responsibility but also by recognizing and valuing one another as people. As trust deepens, so does vulnerability and the willingness to share instructional practices. The more collaborative a team becomes, the greater the positive impact on student academic growth.
Staff Recognition and Celebrations	Weekly	Mechanism for knowing staff success Systems for recognizing staff both publicly and privately	Celebrating and sharing the positive contributions of staff helps build morale and foster a supportive climate. It demonstrates appreciation for all staff and sets a model of recognition and gratitude that can also be reflected to students.
Student School Board	Quarterly	Nominated students	Each quarter, grade-level teams (and other interested teachers) will select

		Questions/Feedback for student discussion Time to meet with students	students to serve on a “Student School Board.” These students will meet with building administrators during lunch on a quarterly basis to share their perspectives on school systems such as PBIS. They will also have the opportunity to raise concerns or suggest changes they feel are important. This process provides students with a voice in school systems and practices, helping them feel connected to and invested in the school’s goals and functions.
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High-Impact Domain: Data-Informed Planning

Priority Practice #2:

C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Sage Elementary’s leadership team believes that our committee structure and shared leadership model are both effective and efficient. While there is always room for improvement, we feel all domains are progressing in a positive direction. The area that would provide the greatest impact for our school is data-informed planning. It's important to highlight that our PLCs are functioning well, with protocols in place for data review and planning. Moving forward, our focus will be on selecting the most relevant data, analyzing it effectively, and using those insights to plan intentionally and implement flexible grouping for reteach and enrichment. The data sources will include Wy-TOPP, Acadience, BT Common Assessments, PASI, PSI, and iSteep.
Improvement Strategy ● <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>	Professional Learning Communities (PLCs) will continue to refine their practices and use data to guide instructional decisions and student grouping. Data will be used to form student groups and adjust teaching strategies accordingly. We will rely on PASI, PSI, iSteep, Acadience, WY-TOPP Interims, and BT common assessment data to create a “watch list” of students who may require additional instructional interventions through flex grouping for After-school opportunities. As a school, we are committed to finding ways to build strong connections with students and support their overall development. With this in mind, we will develop intervention and enrichment programs that address the needs of all students. Additionally, we will leverage our Title I schoolwide program to further support students and assist families in working with their children at home. Research highlights the importance of a collaborative community in fostering student proficiency. A program designed to differentiate instruction based on individual student needs, while also engaging families in the process, is a powerful tool. Our Title I program serves as one such resource, and we plan to expand it with additional after-school and Friday programs. By making data-driven decisions, focusing on the whole child, and involving families, we believe we will foster significant student growth.

	Finally, parent feedback has highlighted the need for more resources to support families in the areas of instruction, technology, and social-emotional learning. To address this, we plan to host two Parent Information and Resource Nights focused on these topics, providing families with practical tools and strategies to support student growth at home.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Teachers will use multiple data points and assessments to evaluate the effectiveness of their instruction. This will be demonstrated through data collection and analysis during PLCs, student conferences, and progress observed in flexible grouping. Assessments will include Wy-TOPP, PASI, PSI, Acadience, iSteep, BT Common Assessments, and ongoing progress monitoring.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Enhancing the use of data to guide instruction and identify student skill gaps in the classroom will help teachers gain a deeper understanding of their students and their needs. Setting goals and analyzing multiple data points (such as Acadience, PASI, PSI, iSteep, WY-TOPP, Common Assessments, and classroom work) will provide teachers with valuable insights for lesson planning and addressing individual student needs. This data will also inform student grouping for both in-school flex groups and enrichment programs, and After-school programs. Further, encouraging co-planning during PLCs will enhance collective teacher efficacy and encourage consistent instructional practices. Student tracking of their data will also be encouraged as an agreed-upon instructional practice. As student achievement improves, students will be able to take greater ownership of their learning.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
All kindergarten and first-grade students will be tested using the PASI, PSI, Acadience, and iSteep. Second and third-grade students will be tested using PSI, Acadience, and iSteep.	Done by the end of 1st quarter (October 9th, 2025).	School-level professional development related to effective use of the tool. Time and staff available for testing.	After testing, these grade levels will develop a "watch list" of students. These students will be grouped into flex groups based on their skill needs and will be frequently progress monitored. Additionally, they will be invited to attend after-school sessions for continued instruction and practice in the areas where skills have been identified for improvement.
Sheltered Instruction	Quarterly Professional Development. Monthly coaching cycles.	Sheltered Instruction liaison/coach provided by the EL office	This training and ongoing coaching will support teachers in strengthening their instructional practices to better meet the learning needs of all students. Effectiveness will be measured through Acadience, iSteep, WY-TOPP, and ACCESS scores.
Student Achievement Teacher Coaching	Quarterly	Co-planning and iSteep professional development Time to meet with PLCs	With support from our SAT coaches, Sage will more effectively use iSteep, Acadience, and WY-TOPP data to form flexible intervention groups. The coach will also provide training focused on co-planning to enhance teacher consistency and collective

			efficacy. Success will be measured through Acadience, iSteep, WY-TOPP, and ACCESS scores.
Co-teaching implementation and coaching	Throughout the year	Collaborative planning and meeting times for co-teaching participants and coaching from Black Hills Consulting.	First-, second, and third-grade teachers will collaborate to implement co-teaching models in their classrooms. Students have been strategically placed to allow special education teachers to provide push-in services within these classrooms. Co-teaching teams will receive coaching from Black Hills Consulting. Success will be measured by monitoring co-taught students' progress on PASI, PSI, iSteep, BT Common Assessments, IEP goals, and Acadience growth.
Professional Learning Community	Weekly	Time, District or outside trainer, WY-TOPP Interims, BT Common Assessment Analysis and Planning, Time to develop a set of norms, and discuss grading expectations.	The PLC teams will create meeting agendas and minutes to reflect their work. PLC's will use weekly meetings to discuss data and use that to plan flex time grouping for students.
Afterschool enrichment/intervention	Monthly	Teachers for the program, time to plan	Teachers will conduct small group instruction focusing on

		and analyze data, and program materials provided through grant-funded opportunities or district means.	students' specific skill needs. We will also provide a combination of physical activity, STEAM activity, Social Emotional Learning, and other activities to provide enrichment and intervention for students who attend.
Parent/Family Engagement	Monthly	Time for Leadership to plan, time to conduct the programs and family nights, and funds to provide needed materials for each event.	Working with parents and engaging them in student learning will be key to ensuring success. We will conduct monthly family engagement or parent information nights to build capacity. Sign-in sheets and surveys will be given to ensure we are meeting our goals and achieving what we set out to do.

High-Impact Domain: Data-Informed Planning

Priority Practice #3:

C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention and to inform school improvement planning.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Our teachers are identifying learning targets and success criteria, as well as ways to assess the effectiveness of their instruction through the BT curriculum. They will also evaluate basic skill understanding using PASI, PSI, iSteep, Acadience, and common assessments. Students will be grouped by skill level during flex times. As teams meet in both grade-level and vertical groups, the instructional plan will start to take shape,
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	and a sustainable system will be developed for future years. We may utilize professional development days to facilitate vertical team meetings within the school and begin co-planning process to further streamline reteach and enrich flex grouping instruction. This will enable grade-level teachers to have discussions about the strengths and gaps of incoming students, including transitional meetings at the end of the year to address students moving into fourth grade. We also have transitional meetings for incoming Kindergarten students with the local Child Development Center.
Improvement Strategy ● <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>	Within our school, staff needs assessments indicate a strong interest in professional learning focused on Beyond Textbooks for planning and instruction, as well as on differentiation strategies in reading and math—particularly to better support Title, EL, and IEP students. We will also expand our co-teaching model, introducing it at the third-grade level while continuing its implementation in first and second grade, to strengthen our collective focus on these student groups. Through this work, we will adopt new instructional practices or refine existing ones. One key strategy will be the analysis of Acadience and iStepp data for students scoring below proficient. This data will allow us to identify specific skill needs across grade levels and adjust instruction through flexible grouping. Additionally, PLCs will incorporate co-planning to guide instruction during flex time. Staff will collaborate to review data outcomes, and students will engage in goal-setting conferences with teachers to identify next steps for their learning. This will build collective efficacy throughout the staff.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Teachers will assess and analyze data for each identified essential standard and skill through grade-level PLC discussions, diagnostic data analysis on iSteep, BT common assessment analysis, and vertical team conversations. Instruction will be adjusted throughout each quarter as these standards and skills are taught. Student growth and achievement will be measured using scores from PASI, PSI, iSteep, Acadience, WY-TOPP, BT common assessments, and progress monitoring tools. Teachers will use mid-year Acadience and iSteep scores to determine the effectiveness of collective data team conversations by reflecting upon progress toward the following end-of-year goals:

Kindergarten Beginning Year First Sound Fluency:



Kindergarten End of Year First Sound Fluency: 80%

First Grade Beginning Year Nonsense Word Fluency Correct Letter Sound:



First Grade End of Year Nonsense Word Fluency Correct Letter Sound: 70%

Second Grade Beginning of Year Words Correct for Oral Reading Fluency:



Second Grade End of Year Words Correct for Oral Reading Fluency: 70%

3rd Grade Beginning of the Year Acadience Composite:



3rd Grade End of the Year Acadience Composite: 65%

Additionally, teachers will reflect upon these goals in vertical teams following Acadience testing. All general education students scoring red or yellow on their Acadience composite will be progress monitored according to their IRP.

Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Focusing on data-driven planning, co-planning, and the co-teaching model will provide students with the targeted support they need to grow academically. Implementing these practices will give staff a deeper understanding of individual student needs, ultimately promoting student growth and achievement.
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Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Identify Essential Standard and Skill Needs	Throughout the year	BT Calendars and Planning, PLC time for teams, Vertical Data Team Conversations	We will utilize the following measures to ensure students are benefiting from this work: PASI, PSI, iSteep, Acadience, Wy-TOPP Interim/Summative data, BT Common Assessments, and classroom formatives. We have set school-wide Acadience goals.
Grade-level PLC Meetings and Data Analysis	Weekly	Friday building PD time, Weekly PLC meetings, increased communication within and across PLC's	This work will be documented in the agendas and minutes from our PD/PLC sessions. PLCs will also share data across classes and use data for grouping students. School-wide flex groups are driven by Acadience and BT Common Assessment data.
Vertical PLC Meetings	Quarterly	Time to meet as a staff, Beyond Textbook Common Assessment	Vertical team efforts will be documented through meeting minutes, data collection methods, and agendas. Student placement for the following year will be based on

		Data, WY-TOPP Data, Acadience, PSI, PASI, and iSteep scores.	this information, and teachers will adjust instruction according to insights from vertical PLC discussions. We will track progress toward school-wide Acadience goals and review mid-year Acadience data for additional insights.
Co-Teaching Implementation and Coaching	Throughout the year	Ongoing coaching, planning time to meet with co-teachers, district PD's, and using data to appropriately place students in a co-teaching environment	The impact of this practice will be measured through the analysis of student Acadience and iSteep data. Co-teaching teams will meet regularly to discuss instructional plans and practices. Data will be used to inform student flex grouping. Planning will become more fluid as the practices are used.
Co-planning as PLCs	Throughout the year	Professional Development, Co-planning template	Teachers will explore co-planning structures with the end goal of increasing collective efficacy. Research indicates that as success and support strengthen teachers' confidence in their teams, student achievement increases as well.
Implementation of Positive Behavior Systems using Ron Clark House System	Throughout the year	Professional Development, Access to all associated digital tools, Focused behavior goals	Staff will implement the house system to recognize specific positive behaviors based on data-driven goals. Research indicates that the use of this system increases school

			climate, culture, rigor, and student engagement.
Implementation of Social Emotional learning through the Quaver Program for all students	Monthly	Access to Quaver online	Designated staff will deliver a Quaver lesson in the general education setting each month. These targeted lessons provide strategies to support students before behaviors occur. This proactive approach fosters self-advocacy, regulation, and empathy. Success will be measured through PowerSchool data.

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)	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)		
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- Stayed the same	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)	43.6%	45%
Math (Numeric value)	55.80%	58%
Science (Numeric value)	N/A	N/A

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
B. Culture and Climate	B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	Stage 2- Developing Implementation School leaders have established and maintain a culture of positive relationships and trust between some school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	The school leadership team and teachers will analyze survey data on a quarterly basis and provide recommendations for addressing the findings. Practices will be adjusted each quarter for staff, students, and families based on survey results. This school year, we will focus on analyzing the UpBeat survey data with a specific goal of increasing teacher trust (question 23) from 55% to 65%. Additionally, school leadership will recognize and celebrate individual

			achievements of students and staff each month, both privately and publicly. PLC teams will make it a priority to get to know and celebrate team members as individuals at every PLC meeting. As a staff, we will hold monthly potlucks, fun competitions, and other relationship-building activities to foster positive relationships and trust among colleagues.
C. DATA-INFORMED PLANNING	C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention and to inform school improvement planning.	Stage 3 – Moderate Implementation-The results of data analysis are used in two of the following ways: ● To identify student academic needs. ● To identify student behavioral needs. ● As part of the school improvement planning process.	Teachers will assess and analyze data for each identified essential standard and skill through grade-level PLC discussions, diagnostic data analysis on iSteep, BT common assessment analysis, and vertical team conversations. Instruction will be adjusted throughout each quarter as these standards and skills are taught. Student growth and achievement will be measured using scores from PASI, PSI, iSteep, Acadience, WY-TOPP, BT common assessments, and progress monitoring tools. Teachers will use mid-year Acadience and iSteep scores to determine the effectiveness of collective data team conversations by reflecting upon progress toward the following end-of-year goals:

			Kindergarten Beginning Year First Sound Fluency:  Kindergarten End of Year First Sound Fluency: 80% First Grade Beginning Year Nonsense Word Fluency Correct Letter Sound:  First Grade End of Year Nonsense Word Fluency Correct Letter Sound: 70% Second Grade Beginning of Year Words Correct for Oral Reading Fluency:  Second Grade End of Year Words Correct for Oral Reading Fluency: 70%
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			3rd Grade Beginning of the Year Acadience Composite:  Beginning of Year 45 53% At or Above Benchmark <i>(likely to need core support)</i> 3rd Grade End of the Year Acadience Composite: 65% Additionally, teachers will reflect upon these goals in vertical teams following Acadience testing. All general education students scoring red or yellow on their Acadience composite will be progress monitored according to their IRP.
C. DATA-INFORMED PLANNING	C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Stage 3 – Moderate Implementation-The results of data analysis are used in two of the following ways: ● To identify student academic needs. ● To identify student behavioral needs. ● As part of the school improvement planning process.	Teachers will use multiple data points and assessments to evaluate the effectiveness of their instruction. This will be demonstrated through data collection and analysis during PLCs, student conferences, and progress observed in flexible grouping. Assessments will include Wy-TOPP, PSI, PASI, iSteep, Acadience, BT Common Assessments, and ongoing progress monitoring.

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
Tana Klein	Co-Chair of Leadership Team and 2nd Grade Teacher
Cheryl Notman	Co-Chair of Leadership Team and Title One Teacher
Lindsay Lameta	Assistant Principal
Makell Kaiser	3rd Grade Teacher
Alex Lundvall	1st Grade Teacher
Cindy James-Allred	Librarian
Emily Wimer	Kindergarten Teacher
Sam Winters	Kindergarten Teacher
Darcie Punches-Mickelson	Principal
Torrie Cole	Head Secretary

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer