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: Eastside Elementary School	**Plan Date:** October 1, 2025–September 30,2026
Principal: Dr. Karl Wells	**District Approval Date (for TSI, WAEA, CSI):**
District: Sweetwater 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 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 2- minimal implementation
Domain 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 2-minimal implementation

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: Domain C: Data Informed Planning

Priority Practice #1: C3: Data is routinely analyzed in multiple ways (by school, grade, class, student, sub-group, etc.) and discussed amongst staff.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Eastside Elementary is choosing this practice to address all subject areas, and includes cross-curricular strategies yielding high effect size that will impact student performance. This also supports a multi-tiered system of support (MTSS)**.** This integrated, comprehensive structure includes core instruction, individual learning, and behavioral, and social 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.*	We will focus on 2 improvement strategies: 1. **Hattie/Response to Intervention**- Teachers want to emphasize supporting all students academically and behaviorally by analyzing data to support core instruction and social achievement (Effect size 1.29). 2. **MTSS Process**- is a collaborative evidence based approach to differentiating and personalizing instruction and intervention, across academics, social emotional learning, and behavior for all students-so that every student can achieve academic and life success. Our staff continues to utilize this process with our PLC's. How we use this process is through PLC collaboration time, data teams, forms, and process, and follow the MTSS process via our school document. Our staff continue to receive ongoing PD and support with their colleagues and consultants in an effort to improve our efforts with the MTSS Process.

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the academic school year, all staff will strengthen the implementation of using data to inform explicit instruction and interventions through consistent use of CFAs, Isteep, MTSS, and Student Data Binders. Evidence will be reviewed by PLC teams through the data teams process, WY-TOPP interim growth data, CFA data, Isteep, and SMART goal growth data. PLC teams will review this data weekly and adjust instruction accordingly.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By focusing on targeted data and SMART goals aligned with essential standards, teachers can implement high-impact strategies that support both academic and behavioral growth. This practice enhances instructional precision, increases student ownership of learning, and strengthens intervention efforts, all of which are proven to raise performance outcomes—especially when aligned with Hattie's evidence-based practices and RTI principles. **Data-Driven Instruction Increases Precision** By analyzing targeted student data, teachers can more accurately identify skill gaps and areas of strength. This precision ensures that instructional strategies are tailored to meet individual and group needs, thereby increasing the likelihood of academic growth. **SMART Goals Create Clear, Measurable Objectives** Using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals ensures that both teachers and students have clear expectations and benchmarks for success. This increases accountability and helps track progress toward performance goals over time. **Improved Academic and Behavioral Support for All Students** Integrating academic and behavioral data ensures that interventions are holistic. This supports both academic achievement and social-emotional development, helping students meet performance goals in multiple domains. **Tiered Support Becomes More Effective and Efficient** RTI relies on early identification and tiered intervention. A focus on SMART goals and essential standards allows teachers to allocate resources more effectively and deliver timely, targeted support—preventing students from falling further behind.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Teachers will set up electronic student binders and share them with their students. The MTSS shared with staff in PLC meetings.	August 2025	Electronic template of student data binder for each student at ESE	Student created SMART goals will drive how they chart their growth through exit tickets, assignments, common and/or formative assessments, WDE authoring assignments- all on the team data tracking form
MTSS training	August 2025	MTSS document in the school google drive	Staff will measure this action item through the use of the MTSS process, PLC data and notes, growth scores on the team data tracking forms, student work
Isteep Diagnostic and Testing	August 2025	Isteep program and student computers	Staff will use the Isteep data to form flex groups and discuss skills that students need to work on individually.
Teachers will follow the MTSS tiered process as outlined in the school google drive	2025-2026 school year	MTSS tiered process document AMP chairperson to guide meeting for MTSS	Monthly meetings, continued staff training and support
Teachers will hold weekly data team meetings to discuss classroom data and MTSS data	2025-2026 school year	Data collected from weekly CFAs, Isteep, and MTSS	Monthly meetings, continued staff training and support
Students Self-Reporting Goals and Data Binders	Fall and Spring Parent Teacher Conferences	• Electronic Student Data Binders • Student Documented SMART goals	Using personal digital data notebooks, students will have ownership of showing their learning and growth during Parent Teacher conferences, in class conversations with their teacher and peers
Ongoing student-teacher conferencing regarding SMART goals and data	2025-2026 school year	• Electronic student data binders • Student documented	Increase scores in common assessments, exit tickets, WY-TOPP scores

binders		SMART goals	
Improved student outcomes in ELA and Math	2025-2026 school year	● Beyond Textbooks CFA's ● Authoring tool/assignments from WDE ● School based progress monitoring tools utilized in each grade level (Isteep)	Evidenced through formative assessments, authoring tool from WDE and progress monitoring
Students will create data driven SMART goals in ELA and math with teacher guidance	2025-2026 School year	● Beyond Textbooks resources to include CFA ● WDE Authoring Tool assignments WY-TOPP scores	Increased scores in common assessments, exit tickets, WY-TOPP scores

High-Impact Domain E: Instruction

Priority Practice #2: 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Our school has chosen to prioritize Explicit Instruction with a student-focused and data-driven approach to improve student learning outcomes across all subject areas and for all subgroups. This practice was selected because it directly addresses the need for clarity, consistency, and equity in instruction and learning.
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.*	Hattie Strategy- **Collective Teacher Efficacy** Teachers at Eastside Elementary will learn and implement the Hattie Strategy- Collective Teacher Efficacy (1.57 Effect Size). Collective efficacy refers to the shared belief among educators in a school's ability to positively influence student outcomes (Goddard et al., 2000). Schools with high collective efficacy are marked by strong collaboration, mutual accountability, and a unified belief in student success. When teachers successfully implement instructional strategies, including lesson delivery and classroom management, they build confidence and develop persistence in the face of challenges. These experiences reinforce a sense of professional competence and promote continued effort (Goddard et al., 2000).

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	A measurable objective will involve educators systematically creating and utilizing their explicit instruction planning template (co-planning document). This process will ensure that teachers are effectively implementing instructional strategies as outlined in their planning documents. By adhering to this structured approach, educators can evaluate their adherence to best practices in explicit instruction, ultimately enhancing the quality of teaching and learning outcomes in the classroom.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	This practice has a 1.57 Effect Size based on Hattie's Meta-Analysis from his book Visible Learning. Focusing on **explicit instruction and teaching strategies** — backed by a 1.57 effect size — is one of the most impactful ways to enhance performance outcomes. When implemented consistently, this approach has the potential to dramatically **raise achievement**, close learning gaps, and ensure that **performance goals are not just met, but surpassed**. **Accelerated Student Progress:** With such a high effect size, focusing on **explicit instruction** and effective **teaching strategies** can significantly accelerate student learning. Students are more likely to meet — and exceed — performance goals in a shorter time frame. **Clarity and Focus:** Explicit instruction involves **clearly defined learning intentions, success criteria**, and **step-by-step guidance**. This reduces confusion, supports struggling learners, and keeps students focused on meeting specific academic targets. **Improved Student Engagement and Confidence:** When students understand what success looks like and how to achieve it, they become more engaged. Repeated success through guided practice builds **confidence and motivation**, which are key drivers in reaching performance benchmarks. **Consistent and Measurable Outcomes:** Because explicit instruction emphasizes structured teaching, performance can be tracked more reliably. This makes it easier to **set measurable goals**, monitor progress, and intervene early if students fall behind. **Teacher Efficacy and Instructional Precision:** Teachers using intentional strategies and feedback loops can **tailor**

	instruction to meet diverse student needs. This precision supports differentiated performance goals for various learners, including high achievers and those needing remediation.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC teams will promote and discuss standards and the Hattie Strategy- Collective Teacher Efficacy in driving explicit instruction	2025- 2026 school year	● PLC meeting minutes ● BT unwrapped documents	Teachers will collaborate during PLCs on explicit instruction and reflection of the co-planning document.
Teachers will meet as Data teams to discuss student data to drive decisions based around flex groups and direct instruction	2025-2026 school year	● Collected Student Data ● Isteep Data ● CFAs ● PLC meeting minutes	Teachers will use their CFAs, iSteep data, and other collected data that is placed into collaborative spreadsheets for analysis during PLC time.
Monthly walk throughs with Admin, SAT, and Instructional Consultants	2025- 2026 school year	● BT Calendar ● Walk through forms ● Walk through data	The team of educators will debrief and discuss the walk throughs to provide thorough feedback for the teachers.
Teachers are provided PD on PLCs and Sheltered in Place Instruction to increase engaged learning and student success	Monthly throughout 2025-2026	● PD Fridays ● Walk through forms ● Walk through data	Administrators will provide feedback on Sheltered in Place Instruction that occurs in the classroom during instruction using walk through forms.
Administration will complete fidelity checks of grade level instructional planning templates	2025-2026 school year	● PLC explicit instruction planning template ● Planbook	Administrators will provide feedback on explicit instruction that occurs in PLC planning meetings and in Planbook

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)	34.0	56.0
Growth (Numeric value)	44.0	50.0
Equity (Numeric value)	43.0	50.0
EL Progress (Numeric value)	69.0	70.0
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	54.2
Growth (Numeric value)	43.6	50.1
Equity (Numeric value)	43.3	50.0
EL Progress (Numeric value)	68.8	70.0
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
Learning Support	C3: Data is routinely analyzed in multiple ways (by school, grade, class, student, sub-group, etc.) and discussed amongst staff.	Stage 2- minimal implementation	Eastside Elementary is choosing this practice to address all subject areas, and include instruction strategies yielding high effect size that will impact student performance. This also supports a multi-tiered system of support (MTSS). This integrated, comprehensive structure includes core instruction, individual learning, and behavioral and social achievement.
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 2-minimal implementation	All staff at Eastside Elementary will learn and implement the Hattie Strategy- Collective Teacher Efficacy. Teachers will focus on using their co-planning document to guide their lesson planning in providing and improving explicit instruction for their students.

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
Karl Wells	Principal
Tabitha Tomeo	Assistant Principal
Tonja Vessels	6th grade teacher
Keeri Walter	4th grade teacher
Tracey Burton	5th grade teacher
Scott Pies	ELL teacher
Crystal Wells	Special Education teacher
Brittany Boschetto	Parent
Jennifer Tedder	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer