



School Improvement Planning Process Guide

Educators should embrace the idea that the school improvement process is rooted in continuous improvement, not an indictment of prior results. All schools, regardless of current performance levels, benefit from a formalized and structured school improvement process.

Research shows schools that make significant gains in student performance focus their improvement efforts on these four strategies:

- Leadership, Shared Responsibility, and Professional Collaboration
- Intentional Practices for Improving Instruction
- Student-Specific Supports and Instruction to All Students
- School Climate and Culture

These strategies were expanded to the six *High-Impact Domains* included in the Wyoming School Improvement Plan.

This guide provides an overview of Wyoming’s School Improvement Planning Process. The School Improvement Planning Process is a multi-stage, year-long process aimed at identifying key practices and actions that will spur the continuous improvement of educators and increase student performance outcomes.

Schools identified as partially meeting expectations or not meeting expectations under the Wyoming Accountability in Education Act (WAEA), ESSA Comprehensive Support and Improvement (CSI), or ESSA Targeted Support and Improvement (TSI) must complete an annual School Improvement Plan. School Leadership Teams, in partnership with their District Representative, should consult this guide as they complete the four steps of Wyoming’s School Improvement Planning Process:

Step 1: Identify the School Leadership Team

Step 2: Create a School Improvement Plan

Step 3: Use an Evidence-Based Implementation Process

Step 4: Monitor Stages of Implementation

The following pages detail what is required in each step of the process. This guide is meant to serve as a reference when engaging in the school improvement planning process.

Step 1: Identify the School Leadership Team

Purpose

School leaders are most strategic when creating partners to work with them in leading the work of school improvement. When the right people are on the School Leadership Team, it can authentically impact the work of school improvement. As noted in *Breakthrough Principals*, “In one of the most extensive studies of school leadership to date, a group of researchers examining 180 schools over five years found that collective leadership

had a stronger influence on student learning than any individual source of leadership.” Related, in chapter six of *Leverage Leadership*, Bambrick-Santoyo discusses five strategies for building a professional culture of trust, openness, and collaboration. One of the strategies is “Get the right people on the bus.” He emphasizes that effective leaders invest an extensive amount of time in determining who will “be on the bus.”

Leaders need to be strategic, thoughtful, and purposeful about who will comprise their School Leadership Team. To best meet students’ needs, student-centered leaders must ensure they have the right people on their “bus.” Utilizing teacher leadership strategically can lead to improved learning outcomes. This is especially true when considering who comprises the School Leadership Team.

Application

A student-centered School Leadership Team sets clear goals for student learning, uses resources strategically to meet those goals, and works closely with teachers to plan, coordinate, and monitor how those goals are achieved.

The School Leadership Team should include a representative from every teacher team, (e.g., grade-level teams, content-focused teams, Professional Learning Communities, etc.). To design “with” and not only “for” those that will implement and be impacted by the School Improvement Planning Process, a widely regarded best practice is including students, parents, and community members as part of the School Leadership Team.

When selecting the members of your School Leadership Team, consider the following characteristics of effective team members:

- Bring a unique personality or style to the team.
- Focus on subgroups to raise awareness of needs specific to the subgroup.
- Earn the respect of their colleagues.
- Communicate well.
- Demonstrate effective team skills.
- Have the ability to analyze data and use the data to drive school improvement.

The school leader should collaborate and work with the school’s District Representative when coalescing the School Leadership Team; team members’ names and roles should be listed in **Section 4: Plan Submission** of the School Improvement Plan.

Step 2: Create a School Improvement Plan

Purpose

A School Improvement Plan (SIP) is a place where educators both reflect on the current state and create an action plan to reach the goals they identify. A highly effective School Improvement Plan affords the School Leadership Team the opportunity to not only collect school and student performance data, but also reflect on the educator actions that contributed to those performance outcomes. By analyzing both performance data and educator actions, the School Leadership Team can identify the areas of focus and outline the necessary action steps to spur continuous improvement and better serve students, families, and educators.

Planning and continuous improvement are two often-discussed topics in the education field. However, as stated in *Breakthrough Principals*, “only effective plans with clear initiatives and responsibilities, that are

consistently reviewed and updated throughout the year, lead to improved results for students.” As such, the School Improvement Plan will allow the School Leadership Team to diagnose the area(s) of concern, narrowly prioritize the needed commitments and action steps, and ultimately set goals to ensure improved student results and incremental and continuous improvement.

Application

To create the School Improvement Plan, the School Leadership Team will follow the following process:

- Collect and Record Performance Data
- Identify Practice Goals
- Plan for Practice Goals
- Establish Performance Goals
- Finalize the School Improvement Plan

Each step in the process is unpacked below to provide additional guidance for School Leadership Teams as they complete the process with the support of their District Representative.

Note: Some of the steps in the process correspond with a section of the School Improvement Plan template which schools will post for public consumption once they receive the required approval.

A. Collect and Record Performance Data

The first step in creating a specific, tailored, and actionable School Improvement Plan is to collect and record the school’s most recent performance data. The School Leadership Team should use data from the most recent school performance report from the Wyoming Department of Education to complete this section of the plan. A [Data Collection Template](#) has been provided (page 7) to help teams know which data to collect and record.

When completing this step in the process, schools should consider all available data. While the Data Collection Template provides places for School Leadership Teams to enter required data, teams can also consider other data to help paint a comprehensive picture of the current state of the school. Additional data tables can be added as needed. For schools that represent multiple buildings (e.g. Middle School and High School), additional columns may be added to the “Most Recent Data” section to show building data separately.

B: Identify Priority Practices

SIP TEMPLATE INPUT: Section 2: Identify Priority Practices

One of the biggest challenges that schools face is creating coherence. School Improvement efforts can seem fragmented when there is not a common focus, which leads to little, if any, sustainable improvement. It is simply not possible to effectively address more than three key practices at once.

Because the School Leadership Team is selecting a limited number of *Priority Practices*, it must make sure the select practices are right for the school and feasible to implement with the resources it has available.

In addition to the performance data recorded in **Step A (Collect and Record Performance Data)**, teams must consider implementation of practices in six High-Impact Domains: School Leadership, Culture and Climate, Data-Informed Planning, Professional Development, Instruction, and Learning Support. By carefully considering how far along the school is in implementing practices in each domain, the team will be prepared to narrow their focus to up to three *Priority Practices* for the School Improvement Plan.

To complete **Section 2** of the School Improvement Plan (**IDENTIFY PRIORITY PRACTICES**), the School Leadership Team should collaborate to **complete a school reflection** based on the High-Impact Domains and Practices and **narrow the focus** to up to three Priority Practices for the School Improvement Plan.

Complete a School Reflection

To assign an implementation rating for the Practices, the School Leadership Team must first develop a shared understanding of what each stage of implementation looks like for each individual Practice. A [High-Impact Domains & Practices Rubric](#) has been provided (page 9) to help teams come to consensus around the current state of implementation for each practice.

In the rubric, practices are described in four stages, progressing from limited to sustaining. A general description for each stage is included below.

Score 1 - Limited

Necessary organizational practices, structures, and/or processes are nonexistent, evidence is limited, or practices are so infrequent that their impact is negligible. (For example, common planning time is not scheduled, or instructional leaders are unaware of research and promising practices.)

Score 2 - Developing

Organizational practices, structures, and/or processes exist on paper or are being tried but are not yet fully developed or implemented consistently. (For example, the practice may be implemented by only some teachers or with a target group of students or may intermittently be used but is not part of a consistent approach. Processes are inconsistent or operate in silos. For example, data might be collected, but only a few people are looking at or effectively using the information.)

Score 3 – Providing

Systems are functional, and their structures and processes have been implemented consistently throughout the school; however, either communication between systems may be lacking or systems do not contribute to systemic decision making. (For example, an assessment system is in place and data are tracked, but the results are not used in collaboration with other systems, such as teacher effectiveness or instructional guidance.)

Score 4 – Sustaining

The organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges. Feedback systems include progress checks to inform timely course corrections. The practice is embedded into the school culture.

Once your team has reviewed the stages for each Practice in the [High-Impact Domains & Practices Rubric](#), indicate which stage of implementation your school is currently in on the School Reflection (page 14).

Narrow the Focus

Upon completion of the School Reflection, discuss which of the practices are currently the biggest impediment to your school's success. When engaging in this discussion, consider the practices rated as "limited" and "developing" first.

Keep in mind that the Practices selected by a school for their SIP should be in direct response to the school's performance data (assessment data) and reflection on the current reality of the school and address needs identified in the review of WAEA indicators in **Step A** (Collect and Record Performance Data).

Once your team has come to consensus, list up to three Priority Practices where immediate improvement is needed in the chart located in **Section 2: Identify Priority Practices** of the School Improvement Plan Template.

C: Plan for Practice Goals

SIP TEMPLATE INPUT: Section 3: Year-Long Plan, Part 1

Once Priority Practices have been selected, the School Leadership Team must articulate the following for each Practice in **Section 3 (Year-Long Plan)** of the School Improvement Plan Template:

1. A clear rationale. This should tell stakeholders WHY the *Practice* was selected.
2. An explanation of the specific improvement strategies that will be implemented school wide to help achieve the Practice Goal. Strategies should be research-based and proven to have an impact on similar *Practices* in a similar setting.
3. A one-year adult practice goal aligned to the *Priority Practice*. This goal should be measurable and attainable in one year.
4. Impact on Performance Goals. This should describe how the focus on this Practice will impact student-focused performance goals.
5. A clear Action Plan for each *Priority Practice*. The table included for each *Priority Practice* prompts teams to identify the details surrounding how they will implement their plan and monitor the plan's impact. The information included in this table will become the guide that teams use to execute their plan and monitor implementation efforts and impact. Schools may decide to use a different format for this portion of the plan; while this is acceptable, access to action plans must be given when the school improvement plan is shared with stakeholders.

D: Establish Student-Focused Performance Goals

SIP TEMPLATE INPUT: Section 3: Year-Long Plan, Part 2

The School Leadership Team will determine student-focused performance goals that will be impacted by each *Priority Practice*. The School Leadership Team should start by considering both quantitative data (current year performance data) and qualitative data (School Reflection results) to identify school wide strengths and opportunities for growth. It is important to note that attainment of a Practice Goal (and the improvement of its linked Practice) will increase current student performance and outcomes. As such, an incremental yet ambitious numerical performance goal should be established for each indicator.

E: Finalize the School Improvement Plan

SIP TEMPLATE INPUT: Section 4: Plan Submission

Before posting the final School Improvement Plan, the School Leadership Team will complete Section 4 of the plan and ensure all components of the School Improvement Plan are complete. This section provides an overview of the *Priority Practices*, current School Reflection rating, and a related one-year goal tied to each Practice. All the information needed to complete this section can be pulled from **Section 3: Year-Long Action Plan, Part 1 (Practice Goals and Related Actions)**.

The School Leadership Team and District Representative may find this summary table useful as they seek to ground their conversations, reflection, and collaboration in the School Improvement Process. This table should be used as a “quick reference guide” to ensure the commitments and actions committed to by the school can be quickly located, are occurring with fidelity, and are referenced in all School Improvement Planning and progress monitoring conversations between the School Leadership Team and District Representative.

In addition, Leadership Team member names and roles as well as the District Representative's name and position must be provided in this section of the plan.

Once the plan is finalized, it must be published/distributed to all interested stakeholders. Upon completion, the School Leadership Team will post the School Improvement Plan online for public viewing. Public posting of the School Improvement Plan will act as the assurance that the school's plan has received the appropriate district approvals.

Step 3: Use an Evidence-Based Implementation Process

Purpose

Once a school's School Improvement Plan has been submitted, the real work begins. The School Leadership Team must follow a process that pushes them to implement the **Year-Long Action Plan**, monitor its impact, and adjust as needed. Highly successful organizations recognize that continuous improvement is built upon a foundation of innovation, rapid iteration, de-siloed work, and collective efficacy leading to improved outcomes. Schools that commit to continuous improvement cycles are more likely to reach the goals set for both the adults in the building and the students.

Application

To fully and successfully operationalize and implement the **Year-Long Action Plan's Action Items**, the School Leadership Team must commit to engaging around these items with regularity. During this iterative process, the School Leadership Team will monitor progress and completion of the *Action Items* to their goals, as well as identify unforeseen challenges, analyze data, and test solutions.

Step 4: Monitor Stages of Implementation

Purpose

To effectively monitor stages of implementation, schools must collect and analyze implementation data on a regular basis. Implementation data describes any data or artifacts that illuminate how widespread implementation of practices on the School Improvement Plan are, and to what degree those practices are being implemented in the way they were intended. Throughout the course of any school improvement initiative, it is essential to regularly monitor two things:

1. The degree to which prioritized school improvement *Action Items* have been implemented with fidelity.
2. The impact of those *Action Items* on student performance.

Interestingly, while measuring the impact of specific Action Items on student performance has become routine, it is still uncommon for school systems to measure the implementation of the Action Items they've selected. Without doing both, it is impossible to know whether a plan for school improvement is having the desired effect on student learning. If we do not measure implementation, we'll never know whether selected Action Items aren't working or just aren't being implemented with the depth and fidelity necessary to impact learning. Monitoring implementation allows schools to better understand why students are or aren't performing as expected and make adjustments to their plans accordingly.

Application

The School Leadership Team should collect and analyze implementation data (i.e. meeting agendas, classroom observation data, staff interview responses) at minimum monthly, but ideally weekly, so that it can make decisions about professional learning, coaching, allocating resources, and deploying other possible supports for teachers.

Data Collection Template

Schools may add additional data tables as needed. This “current state” information will help inform the goals your team sets as you complete the School Improvement Plan Template.

	Most Recent Data
WAEA Weighted Average Indicator Score (0.0-3.0)	
Growth (Numeric value)	
Equity (Numeric value)	
Achievement (Numeric value)	
EL Progress (Numeric value)	
For High Schools Only	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

ESSA School Performance Goals

	Most Recent Data
ESSA Average Indicator Score (0.0-3.0)	
Achievement (Numeric value)	
Growth (Numeric value)	
Equity (Numeric value)	
EL Progress (Numeric value)	
For High Schools Only	
Four year on-time graduation rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	

WAEA Alternative School Performance Goals

	Most Recent Data
Achievement (Numeric value)	
Growth (Numeric value)	
School Climate (Numeric value)	
Engagement (Numeric value)	
For High Schools Only	
High School Credential Rate (Numeric value)	
Credit Earning (Numeric value)	
College and Career Readiness (Numeric value)	

Content Area Performance Goals

	Most Recent Data (% Proficient or Above)
ELA (Numeric value)	
Math (Numeric value)	
Science (Numeric value)	

Additional Data (Optional)

School Leadership Teams should include any additional data that were used to inform the planning process.

	Most Recent Data

High-Impact Domains & Practices Rubric

This rubric can be used as a tool to help School Leadership Teams come to consensus on the current state of implementation of each Practice in the six High-Impact Domains. Teams should remember that this rubric is intended to spur discussions. By design, it is not comprehensive and leaves room for interpretation. Teams should also note that the rubric narrative used for many of the Practices utilizes and differentiates between "or"/"and", "some"/"all", etc. As such, the School Leadership Team should read each rating description closely, to ensure they are aligned and assign the appropriate rating.

Domain A: Leadership

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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have a purpose statement to guide school-level decisions.	The school has a purpose statement that is revised/ updated once a year, has been posted/shared with stakeholders, and is seldomly used to guide school-level decisions.	The school has an updated and relevant purpose statement which is reviewed once a semester, has been posted/shared with stakeholders who know what it is, and it is sometimes used to guide school-level decision making.	The school has an updated and relevant purpose statement which is reviewed quarterly, has been posted/ shared with stakeholders who know what it is, and the purpose statement is regularly used to guide school-level decision making.

A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not have a theory of action for resource allocation and process improvement that links adult actions to student results.	School leaders have a theory of action for resource allocation and process improvement, but it does not link adult actions to student results and/or is referenced once a year.	School leaders have a theory of action for resource allocation and process improvement, that somewhat links adult actions to student results and/or is referenced once a semester.	School leaders have a theory of action for resource allocation and process improvement that links adult actions to student results and is referenced quarterly.

A3. The principal distributes instructional leadership roles among teachers.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not distribute instructional leadership roles among teachers.	School leaders have established systems to distribute instructional leadership roles among teachers, however teachers do not have decision making responsibilities.	School leaders distribute instructional leadership roles and teachers are involved in decision making when appropriate, but there is a lack of documentation to reflect the process.	School leaders distribute instructional leadership roles among teachers, and teachers are involved in decision-making when appropriate. Documentation reflects the process.

A4. The principal is actively engaged in learning with teachers.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school leader does not engage in learning with school staff.	The school leader assigns learning with school staff AND engages in learning yearly with documentation to reflect the process OR the school leader does not participate in the learning.	The school leader engages in learning with school staff on a semester basis and has documentation to reflect the process.	The school leader is engaged in learning with school staff quarterly and has documentation to reflect the process.

Domain 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).

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no positive relationships nor trust between any school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	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).	School leaders have established and maintain a culture of positive relationships and trust between all school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	All stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) take ownership in maintaining the school's culture of positive relationships and trust between all school stakeholders.

B2. School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) nor solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) but do not solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) and solicit input on major decisions from relevant stakeholders.	A culture of openness and two-way communication exists between all stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) with various stakeholders initiating and being a part of the decision-making process.

B3. The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders have not created nor do they maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for some stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders (e.g., school leaders, teachers, staff, students, and families).	Multiple stakeholders (e.g., school leaders, teachers, staff, students, and families) have created or refined and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders.

B4. Staff proactively build positive, authentic relationships with students.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Staff do not build relationships with students.	Staff check in with students each day to see how students are doing and make 1 positive interaction with some students each day.	Staff check in with students each day to see how students are doing and make 1 positive interaction with each student each day.	Staff check in with students each day to see how students are doing and make more than 1 positive interaction with each student each day.

B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no structures for support in place.	There is built in time for a student to meet with an adult each day outside of instructional time.	There is built in time for a student to meet with an adult each day outside of instructional time that involves mentoring opportunities OR future planning OR counseling to meet student needs.	There is sequential (meaning it builds on previous sessions) built in time for a student to meet with an adult each day outside of instructional time that is dedicated to mentoring OR future planning OR counseling to meet student needs AND is based on student data.

B6. Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Expectations for conduct are not understood by stakeholders and no system is in place to understand student behavior issues, the school does not have updated student or staff handbooks.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used less than 50% of the time for student behavior issues.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used 51- 75% of the time for student behavior issues.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used 76-100% of the time for student behavior issues.

Domain C: Data-Informed Planning

C1. Systems are in place to collect and report student assessment results and other learning data.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no systems in place to collect nor are there systems to report assessment results or learning data.	There are systems in place to collect some data, however the data are not shared with stakeholders.	There are systems in place to collect assessment results and learning data, however the data are not shared with stakeholders in a timely manner.	There are systems in place to collect assessment results and learning data, and the data are consistently shared with the relevant stakeholders in a timely manner.

C2. Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no systems in place to collect nor are there systems to report non-academic data.	There are systems in place to collect some data which is reviewed more than once per year and inform the refinement of school conduct expectations, climate, and/or culture.	There are systems in place to collect non-academic school data that are reviewed more than once per semester and inform the refinement of school conduct expectations, climate, or culture.	There are systems in place to collect non-academic school data that are reviewed more than once per quarter and inform the refinement of school conduct expectations, climate, or culture.

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

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Data are never analyzed or discussed.	Data are sometimes analyzed and discussed.	Data are routinely analyzed in multiple ways and are sometimes discussed amongst staff to influence instruction.	Data are routinely analyzed in multiple ways, and discussed amongst staff to influence instruction.

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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The results of data analysis are not used to identify student needs or as part of the school improvement planning process.	The results of data analysis are used in one of the following ways: <ul style="list-style-type: none"> analyzing data for strengths and challenges, identifying actions to address student learning needs action steps are reviewed and communicated to all staff 	The results of data analysis are used in two of the following ways: <ul style="list-style-type: none"> analyzing data for strengths and challenges, identifying actions to address student learning needs action steps are reviewed and communicated to all staff 	The results of data analysis are used in all three of the following ways: <ul style="list-style-type: none"> analyzing data for strengths and challenges, identifying actions to address student learning needs action steps are reviewed and communicated to all staff

Domain D: Professional Development

D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There is no collaborative model in place.	The preliminary, logistical work related to collaborative teams (e.g., scheduling, group norms, etc.) has been done, but teams do not meet regularly or with fidelity.	Teams meet regularly and with fidelity; meeting best practices related to teacher efficacy are utilized OR meeting outcomes and commitments are tied to student achievement.	Teams meet regularly and with fidelity, meeting best practices related to teacher efficacy are utilized, and meeting outcomes and commitments are always tied to student achievement.

D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Leaders and teachers have not identified, committed, or focused on high-leverage instructional practices.	Leaders and teachers focus on high-leverage instructional practices, however ongoing professional development and support is not provided to instructional staff.	Leaders and teachers focus on high-leverage instructional practices and professional development, and support is provided, however it is not provided consistently and via multiple modalities throughout the year.	Leaders and teachers focus on high-leverage instructional practices and professional development and support is provided consistently via multiple modalities throughout the year.

D3. Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Ongoing and sustained content-specific professional development is not provided for staff.	Professional development is provided; however, it is either not ongoing, content-specific, or based on the needs of/feedback from teachers, nor student outcomes.	Ongoing, content-specific professional development is provided, however it is not based on the needs of/feedback from teachers and student outcomes.	Ongoing, content-specific professional development is provided, AND it is based on the needs of/feedback from teachers as well as student outcomes.

D4. 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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Ongoing professional development structures and practices are not present.	Reoccurring professional development structures and practices are in place but may be poorly defined, inconsistent, inefficient, or ineffective.	Reoccurring professional development structures and practices are in place to support continuous learning and are clearly defined, but are not always used consistently throughout the school, OR they happen with some frequency but without planning or coordination.	Reoccurring professional development structures and practices are formally planned and consistently used to support data-driven instruction.

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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have a high-quality, standards-aligned instructional program.	The school leader has designed a high-quality, standards-aligned instructional program, however it is not implemented with fidelity, the program is reviewed once a year.	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.	The school leader and staff have designed a high-quality, standards-aligned instructional program, and it is implemented with fidelity, the program is reviewed at least once a quarter.

E2. Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Teachers do not promote deeper learning nor elicit student engagement through projects, products, or presentations/ performances.	Less than 50% of teachers promote deeper learning and elicit student engagement through projects, products, or presentation/ performances.	Most teachers (51-85%) promote deeper learning and elicit student engagement through projects, products, or presentations/ performances.	All teachers (86-100%) promote deeper learning and elicit student engagement through projects, products, or presentations/ performances.

E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
No teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Less than 50% of teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Most teachers (51-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	All teachers (86-100%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.

Domain F. Learning Support

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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have time during the school day to address academic and behavior issues for all students.	The school has some time (though not consistently) to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.	The school has consistent time during the school day to address academic or behavior issues for all students, however there is not a systemic approach to meet student needs.	The school has time during the school day to address academic and behavior issues for all students, and there is a systemic approach to meet student needs.

F2. A framework for learning supports, including after-school and summer programs (expanded learning opportunities), are coordinated between the school, family, and community and governmental organizations.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
A framework for learning supports does not exist and learning supports are not coordinated between the school, family, community, and governmental organizations.	A framework for learning supports exists, however the learning supports do not align to the framework.	A framework for learning supports exists and the learning supports align to the framework.	A framework for learning supports exists, the learning supports align to the framework, and various partners work together in a systematic, cohesive manner to maximize collective impact for students.

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.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
A systematic approach for prevention and intervention does not exist.	A systematic approach for prevention and intervention is used and documented by the relevant stakeholders, but the rules and procedures vary depending on who is administering the intervention.	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.	A systematic approach for prevention and intervention is used at least every quarter using data and documented by the relevant stakeholders, and a schoolwide system exists for communicating intervention action plans to all relevant staff.

F4. Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
No options for enrichment or extended learning exist.	Proficient students are provided enrichment or extended learning outside of school hours.	Proficient students are provided enrichment or extended learning during the regular school day.	Proficient students are provided enrichment and extended learning during the regular school day and it is tailored and engaging.

School Reflection: High-Impact Domains and Practices

Domain A: School Leadership

Practices	Limited	Developing	Providing	Sustaining
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3. The principal distributes instructional leadership roles among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4. The principal is actively engaged in learning with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain B: Culture and Climate

Practices	Limited	Developing	Providing	Sustaining
B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2. School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3. The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4. Staff proactively build positive, authentic relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practices	Limited	Developing	Providing	Sustaining
B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6. Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain C: Data-Informed Planning

Practices	Limited	Developing	Providing	Sustaining
C1. Systems are in place to collect and report student assessment results and other learning data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2. Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain D: Professional Development

Practices	Limited	Developing	Providing	Sustaining
D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3. Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practices	Limited	Developing	Providing	Sustaining
D4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

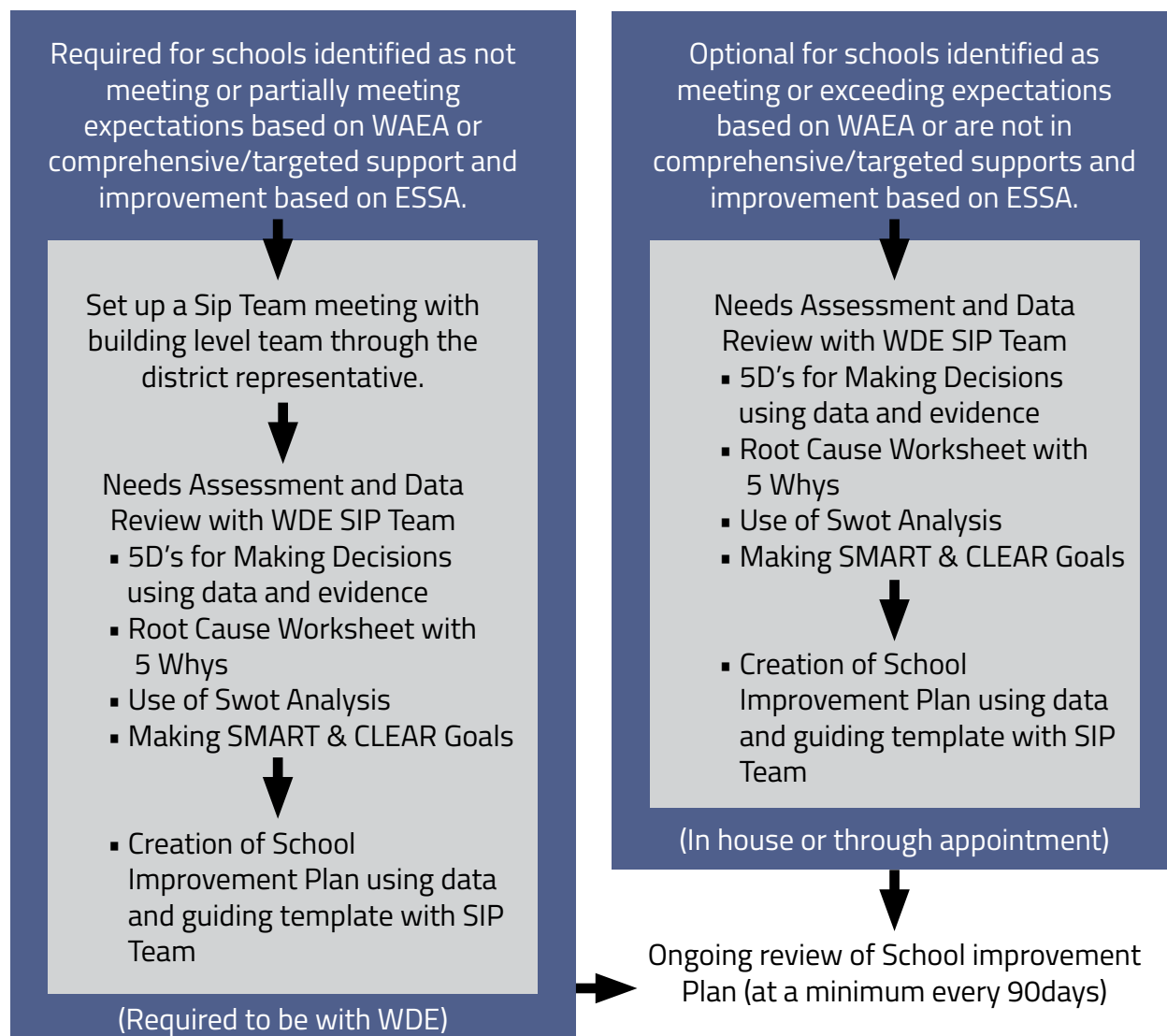
Domain E: Instruction

Practices	Limited	Developing	Providing	Sustaining
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2. Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., social, emotional, learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain F: Learning Support

Practices	Limited	Developing	Providing	Sustaining
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2. A framework for learning supports, including after-school and summer programs (expanded learning opportunities), are coordinated between the school, family, and community and governmental organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F4. Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Improvement Plan



- Effective school improvement planning models emphasize comprehensive needs assessments (root cause worksheet, SWOT analysis), strategic prioritization of needs (goal creation), and data driven decision making¹ (reviewing SIP Template).
- Time requirements for SIP review teams vary depending on the size of the school and the members present.
- Title I schools and any high schools identified as Comprehensive Support and Improvement (CSI), or Targeted Support and Improvement (TSI) for the current year are eligible to apply for the SIG1003(a) grant and must submit an improvement plan for either identification. Schools should use the same plan to address areas of need identified by ESSA and WAEA

Glossary

The majority of these definitions were adapted from the information found in the *Wyoming School Accountability: School Performance Rating Models Implementation Handbook*. Additional detail and information on the definitions marked with a superscript 5 can be found in the 2019-20 handbook and definitions marked with a 6 can be found in the 2018-19 handbook.

- **WAEA (Wyoming Accountability in Education Act) Weighted Average Indicator Score:** This score is used in determining the WAEA School Performance Rating. Using indicators including achievement, growth, equity, EL progress, and readiness, schools are given a rating of exceeding expectations, meeting expectations, partially meeting expectations, and not meeting expectations. Additional details including the weights for each category and examples of calculations can be found in the [Wyoming School Accountability: School Performance Rating Models Implementation Handbook](#).
- **ESSA (Every Student Succeeds Act) Average Indicator Score:** ESSA requires meaningful differentiation of schools based on all accountability indicators and overall school performance. Schools are given one of three normative category scores for each ESSA indicator (1 = below average, 2 = average, 3 = above average). ESSA indicators include academic performance, readiness, and overall equity for traditional schools, along with other established indicators for alternative schools. Schools receive indicator scores and an overall category score for all students at the school and for each subgroup. The Average Indicator Score is the school's overall performance in each of the normative performance categories. Schools are given AICS scores for overall school performance and for each subgroup (meeting the minimum n at the school). Additional details including the weights for each category and examples of calculations can be found in the [Wyoming School Accountability: School Performance Rating Models Implementation Handbook](#).
- **Comprehensive Support & Improvement:** A statewide designation aligned with the provisions of the federal Every Student Success Act that identifies schools in need of comprehensive support and improvement. Schools are identified on a three-year basis based on the following criteria:
 - o Low overall performance for Title I schools defined as being among the bottom 5% of all Title I schools.
 - o Any high school, not just Title I high schools, failing to graduate one-third or more of their four-year, on-time graduation cohort.
 - o Any Title 1 school identified as having a chronically low-performing subgroup. These schools were initially identified for additional targeted support and improvement (ATSI) because of having a low-performing subgroup. A low-performing subgroup is one that is performing below the performance of all students in the lowest-performing school Title I schools. If, after four years on an ATSI plan for a low-performing subgroup, the subgroup still has not improved, this subgroup is considered to be a chronically low-performing subgroup and the school enters CSI status. The first-year any school would be eligible to be identified as CSI because of having a chronically low-performing subgroup will be 2022 (i.e., four years after being identified). Schools were initially identified for ATSI in 2018-19 based upon performance during the 2017-18 school year.

Schools may be identified as ATSI at least once every three years thereafter (i.e., this will next occur in 2021–22 based upon performance during 2020–21).

- **Targeted Support & Improvement⁶:** A statewide designation aligned with the provisions of the federal *Every Student Success Act* that identifies schools in need of targeted support and improvement. This designation is based on a school having consistently underperforming subgroups. A consistently underperforming subgroup is defined as any subgroup whose performance places them in the bottom 10% of that subgroup for two consecutive years.

- **School Performance Indicators:**

- o **Achievement⁶:** Achievement scores are based off of student performance on the WY-TOPP assessment. It reports the percent of test scores that are proficient or above in math, English language arts (ELA), and science for all Full Academic Year (FAY) students.

- ▶ **WAEA Achievement Score:** One overall achievement score that represents student performance on the state assessment in all tested grades and content areas. The WAEA achievement indicator score for schools is the percent of proficient or above test scores in math, English and language arts (ELA), and science on the WY-TOPP, rounded to a whole number, for all full academic year (FAY) students. For the achievement indicator, students who were continuously enrolled in the school from the first school day in October through the midpoint of the testing window are FAY students.

- ▶ The school achievement score (i.e., the total percent proficient on all achievement tests) is used for assigning schools to one of the three target levels (i.e., below target, meets target, or exceeds target) for achievement using the cut-scores established by the State Board of Education on the recommendation of the PJP. For the three target levels, two cut-scores are needed.

- WAEA cut-scores for traditional school grade 3 through 8 achievement are:

- Meets Target = 51
 - Exceeds Target = 68

- WAEA cut-scores for traditional high school achievement are:

- Meets Target = 48
 - Exceeds Target = 60

- WAEA cut-scores for alternative school achievement index are:

- Meets Target = 30
 - Exceeds Target = 50

- ▶ **ESSA Achievement Indicator:** The percent proficient test scores in math and ELA on the WY-TOPP at a school for all FAY students, rounded to one decimal place. Science scores are not included in the ESSA achievement indicator.

- ▶ Cut-scores for the indicator categories are based upon statewide performance during a baseline school year. During the baseline year, schools in the bottom third of the distribution are placed into the below average category, schools in the middle third of the distribution are placed in the average category, and schools in the top third of the distribution are placed in the above average category.

- ▶ Overall school cut-scores for grades three through ten achievement are:

- Average Category = 47.7
- Above Average Category = 58.6

- o **Growth**⁶: This metric refers to a change in the achievement of students as they progress from year-to-year in math and reading. Growth is measured in schools serving grades 4 through 11 on students who have at least two consecutive years of state test scores from a Wyoming school district. The model used to measure growth uses student growth percentiles (SGPs), which indicate how a student's growth compared to that of all Wyoming students from that year in the same grade with students who had similar math or reading scores from the previous grade. The SGPs range from 1 to 99 with lower scores indicating lower growth and high scores indicating higher growth.
- o **Equity**⁶: The equity indicator measures a weighted MGP, paying special attention to students with low performance in either math or reading on the previous year's state test. These students are placed in a consolidated subgroup. The weighted MG for the equity indicators is an 80% weighting for students in the consolidated subgroup and a 20% weighting for the MGP for all students not in the consolidated subgroup. For the purposes of ESSA this score is used for grades 4 through 8.
- o **EL Progress**⁵: This indicator measures whether or not English learners are making expected progress towards becoming English proficient within a reasonable timeline. English Learners are assigned a target year for proficiency based on their initial score on the ACCESS assessment. The school score for the ELP is calculated by the percentage of EL students who meet the annual English proficiency progress target. Additional information on this indicator, including specific cut scores and examples of calculations, can be found in the Wyoming School Accountability Handbook.
- o **Extended Graduation Rate**⁵: This graduation rate includes 4-, 5-, 6-, and 7- year graduates from high school. The rate is completed using this formula: The numerator for the extended graduation rate is all 4-, 5-, 6-, and 7-year graduates during the lagged school year and the denominator is all 4-, 5-, 6-, and 7- year graduates during the lagged year plus all non-completers in the lagged four-year, on-time cohort.
- o **Four Year On-Time Graduation Rate**⁵: This rate is computed using the following formula: The numerator is all graduates in the cohort and the denominator is all graduates in the cohort plus all non-completers in the cohort. The cohort for the ESSA graduation rate is the four-year, on-time cohort from the lagged year, which is calculated using the school year prior to the accountability school year which allows for summer graduates to be counted in the graduation rate.
- o **Grade Nine Credits**⁵: The percentage of the prior year's first-time grade nine students who earned one-fourth of the credits required to graduate from the designated high school within four years.
- o **Postsecondary Readiness**⁵: Post-secondary readiness is calculated as a percentage of graduates who were college, career, or military ready as defined by the definitions of College and Career Readiness.
- o **School Climate**⁵: School climate is measured for alternative high schools by a 24-item student climate survey each fall. This measures three primary domains: staff support and respect, student support and respect, and high expectations.
- o **Engagement**⁵: Engagement is measured for each alternative school through a student success plan. Schools are expected to work with students to engage in a range of activities that holistically develop life-skills associated with post-secondary success. These activities include regular meetings with an

adult mentor, strong attendance, membership in clubs or participation in activities, work or volunteer service, completion of job and/or college application, and participation in a job interview.

- o **High School Credential Rate**⁵: Credential rates are used as a measure for alternative high schools. This is calculated by the following formula: Numerator for the credential rate includes all graduates from the extended graduation rate cohort plus all non-completers from the 4-, 5-, 6-, and 7- year cohorts who were reported to have passed a graduate equivalency exam anytime during the lagged year up to February of the accountability year. The denominator includes all students from the numerator plus all remaining non-completers in the four-year, on time cohort who were not reported to have passed a graduation equivalency exam.
- o **Credit Earning**⁵: This indicator is used for alternative schools to look at the credits earned during grades 9, 10, and 11. This is measured by the percent of students who earned one-fourth of the credits required to graduate during that school year.
- o **College & Career Readiness**⁵: The following methods are used to determine college and career readiness. Additional detail on specific measures can be found in the Wyoming School Accountability Rating Implementation Models Handbook:
 - **College Readiness**: Based on the completion of a college preparatory curriculum AND a college ready score on a standardized college entrance exam OR eligibility to earn college credits through passing an Advanced Placement test or an International Baccalaureate test, or evidence of passing a dual/concurrent course.
 - **Career Readiness**: Based on the completion of a career/technical education pathway (i.e. minimum of three-course sequence) and one or more of the following: a passing score on a state-approved CTE exam or an approved industry-recognized certification.
 - **Military Readiness**: Based upon completion of either a college preparatory curriculum or a CTE pathway and a military-readiness score on the ASVAB.