



School Improvement Plan Template



Section 1: Building Data

School: Libbey Elementary	Plan Date: 2024-2025
Principal: Shane Schaffner	District Approval Date (for TSI, WAEA, CSI):
District: Platte County School District #1	Current Identification (<i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations</i>): Partially Meeting Expectations
District Representative: John Weigel, Superintendent	

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
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.	Minimal
Professional Development	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.	Minimal

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: Professional Development

Priority Practice #1: D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	PCSD #1 is focused on using the PLC model to increase the education of all students throughout the district. This is a K-12 focus to improve in all educational areas.
---	--

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.	● Teachers will use data from FastBridge, Common Formative Assessments and unit tests to determine the needs of students. ● Continued school scheduling -- All grade levels have MTSS (small group) time focusing 25-30 minutes on ELA, and 25-30 minutes on Math. ● Students will be sorted into small groups for reteaching, reinforcement and enrichment. ● Title I, SpEd, Classroom teachers will organize small group instruction
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	● Students will be sorted into small groups for reteaching, reinforcement and enrichment ● Data driven/ academic conversations in PLC's ● Measured through administrative walkthrough/observation. ● Students needs will be measured through FAST growth data and classroom assessments
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	● Students will be grouped within their specific skill area after each assessment, focused on reteaching, reinforcement or enrichment, depending on their need for that skill area, which will reflect an increase in the WAEA growth score to a 48 or higher.

Action Plan for Priority Practice #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Provide planning time for grade levels to meet weekly to discuss data	24-25 SY	School resources	Present in PLC notes
Use Friday, student early release times for SpEd, Title I, and classroom teachers to discuss student data, curriculum, instruction, & assessment.	24-25 SY	School resources	Present in PLC notes

Review data to determine student needs, and regroup according to most present data	24-25 SY	School resources	Present in PLC notes and Review Fast/ Common Assessments data to build groups based on student achievement and need.
--	----------	------------------	--

High-Impact Domain: Professional Development

Priority Practice #2: 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.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Student performance will be impacted through continued staff growth through professional development. Staff will use content practices that are lined up with priority standards to maintain and/or increase student growth and 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.	- Research based literacy professional development will be offered to all staff encompassing literacy components to address the deficits throughout our reading and writing programs. - District professional development will address the five foundations of reading, specifically targeting gaps in phonemic awareness and phonics. The professional development will provide an opportunity to vertically align writing instruction. - Professional development is available to all staff members to continue growth in all literacy components.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Professional development training will be put into practice throughout literacy instruction and will be discussed through academic conversations in PLC's and measured through administrative walkthrough/observation. (Foundations, LETRS Pd)
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Students will demonstrate an increase in both ELA and math score moving toward our Growth goal of above 48

Action Plan for Priority Practices #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
LETRS Training Early Childhood LETRS	22-23, 23-24, 24-25 SY	Provided to grades K-2 - multiple trainings throughout the 22/23, 23/24, 24/25 SY school year -- the goal is all classroom, title, and SpEd teachers will receive LETRS training. Early Childhood & Classic Kindergarten teachers complete E.C. LETRS	Observation/grade level/individual meetings to ensure professional development is implemented, with the goal of continued advancement of our achievement score (>51), along with raising our growth and equity scores to, > 48.
PD Wilson	23-24 & 24-25 SY	Provided to Third Grade, Title, and SpEd - multiple trainings throughout the 22/23, 23/24, 24/25 SY school year	Observation/grade level/individual meetings to ensure professional development is implemented, with the goal of continued advancement of our achievement score (>51), along with raising our growth and equity scores to, > 48.
EnVision Math PD	24-25 SY	Multiple sessions throughout the SY Provided to grades 3-5	Observation/grade level/individual meetings to ensure professional development is implemented, with the goal of continued advancement of our achievement score (>51), along with raising our growth and equity scores to, > 48.
Step-Up to Writing PD	24-25 SY	Multiple sessions throughout the SY Provided to grades 3-5	Observation/grade level/individual meetings to ensure professional development is implemented, with the goal of continued advancement of our achievement score (>51), along with raising our growth and equity scores to, > 48.

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)	1.4	1.8
Achievement (Numeric value)	58	>60
Growth (Numeric value)	44	>48
Equity (Numeric value)	43	>48
EL Progress (Numeric value)	50	>= 50
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)	1.8	2
Achievement (Numeric value)	57.7	>58.7
Growth (Numeric value)	43.9	>47.2
Equity (Numeric value)	43.1	>47.6
EL Progress (Numeric value)	50	>= 50
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
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

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	60.1	65
Math (Numeric value)	55.2	60
Science (Numeric value)	58.8	60

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
D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.	Professional Development	Minimal	Grade Level PLC will be expected to meet at least 1 hour (M-TH) along with data meetings on Friday's
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.	Professional Development	Minimal	Professional development training will be put into practice throughout literacy instruction and will be discussed through academic conversations in PLC's and measured through administrative walkthrough/observation. (EnVision, Foundations, LETRS Pd)

			Students will demonstrate an increase in understanding in both ELA and Math, which will reflect increases in both Growth (>48) and Achievement (>52)
--	--	--	--

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
Shane Schaffner	Principal
Mandy Vaughn	Kindergarten representative
Kellie Preuit	1st grade representative
Jessica Shepard	2nd grade representative
Alexis Riehl	Title I representative
Hannah Burkett	Special Education representative

District School Improvement Representative Name	Position
John Weigel	Superintendent