



Elementary School Improvement Report 2024

School Name: Woodland Park Elementary

Principal: Alison Vold

Free/Reduced Lunch: 35.41%

Presentation Graphic- [LINK](#)

Section 1: Building Data

Plan Date: Sept/Oct 2024	District Approval Date (for TSI, WAEA, CSI): November 4, 2024
District: Sheridan County School District # 2	Current Identification: <i>Meeting Expectations</i>
District Representative: Kristie Garriffa, Assistant Superintendent- Curriculum and Assessment	

Part 1: WY-TOPP Data, Spring 2024 (% Students Proficient & Advanced)

3rd Grade	School	State	Difference
ELA	62.5%	52.4%	+10.1%
Math	62.5%	56.1%	+6.4%
4th Grade	School	State	Difference
ELA	64.1%	49.6%	+14.5%
Math	68.9%	54.5%	+14.4%
Science	60.4%	52%	+8.4%
5th Grade	School	State	Difference
ELA	81%	54.6%	+26.4%
Math	78.6%	52.3%	+26.3%

Part 2: Celebrations:

- Woodland Park's culture is thriving with high student engagement, staff satisfaction and joy, and family involvement.
- We have a strong mission focused on all students and staff being learners and we have a shared belief that we do this best by having deep levels of collaboration.
- This year we created a building wide vision as well as coordinated grade level visions for how we work together.
- We have aligned curriculum across grade levels to ensure all students receive consistent, essential instruction.
- Our entire school is focused on the 3 main pillars of PLC: A focus on learning, collaboration, and student results.
- Our PLC teams learn together through professional development, respond to student needs as a team, and align our language and practice to provide clarity for kids. Our school focuses on innovative and engaging learning opportunities for all.

Section 2: Identify Priority Practices

Complete the [High-Impact Domains and Practice](#) reflection with your improvement team and collaboratively determine your school's biggest areas of need. Record up to three priorities below. These are typically practices your team rated as "No" or "Minimal" Implementation".

Domain	Priority Practice	School Reflection Rating
C: Data informed	C3: The results of the data are used to identify students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	3
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.	3

Section 3: Year-Long Plan: Based on your school's identified needs, what plan of action will you take in the coming school year?

Part 1: Practice Goals and Related Actions

High-Impact Domain: C: Data Informed

Priority Practice #1:C3 The results of the data are used to identify students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

Practice Rationale <i>Explain why focusing on this Practice will impact student performance (WAEA indicators).</i>	This year our building leadership team has set the goal to effectively use and analyze data to identify students in need of immediate academic or behavioral intervention. Currently we rate ourselves at a level 3 for this practice, but we still have areas of growth within this category in both ELA, Math, and behavior support. We believe focusing on data-informed practices will impact student performance by enabling more precise identification of students needing targeted interventions. According to the Wyoming Accountability in Education Act (WAEA) indicators, effective use of data can improve growth and overall student achievement. By analyzing data, we can implement timely and specific interventions that address the needs of individual students, leading to improved academic outcomes and informed school improvement strategies. Our goal is to align our practice with our SCSD2 District Clarity plan which guides each team to be utilizing common formative assessments at least every 3 weeks to ensure student learning, understanding, rigor and allow teacher teams to effectively build enrichment and intervention opportunities.
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Improvement Strategy ● <i>Explain research-based strategy (or strategies) the school will implement.</i> ● <i>Explain how the strategies, in relation to the research, address student need(s).</i> ● <i>Explain how the strategies, in relation to the research, addresses the needs of your school's adult community members.</i>	For the 2024-2025 School year we will continue to build off our research by John Hattie, Richard Dufour, and Solution Tree that supports best practice in regard to data analysis and Professional Learning Communities. Research by John Hattie emphasizes the importance of feedback and formative assessment in driving instructional improvements. Data-driven instruction involves using assessment data to inform and adjust teaching practices to meet students' needs. Richard Dufour's work on Professional Learning Communities (PLCs) highlights the need for early and specific interventions based on data analysis to address learning gaps promptly. By implementing data-driven instruction, teachers can tailor their lessons to address identified gaps and misconceptions, which directly supports student learning and improves achievement. Timely interventions based on real-time data ensure that students receive the support they need as soon as issues are identified, which can prevent prolonged learning gaps. We will be applying these practices to both academic as well as behavioral needs. For staff, professional development on data analysis and interpretation will enhance their ability to use data effectively in their teaching practices. This aligns with Hattie's research on teacher efficacy, which indicates that teacher beliefs and skills significantly impact student achievement. Collaborative data analysis within PLCs will foster a culture of shared responsibility and collective efficacy, leading to more effective instructional practices and higher job satisfaction among educators.
1-Year Adult Practice Goal <i>Provide an aligned measurable goal.</i>	By the end of the 2024-2025 school year, all staff will use data weekly to identify students in need of academic and/or behavioral intervention, with a measurable goal to increase the WAEA indicator from 61% to 70%.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Focusing on data-informed practices will enhance our ability to implement effective, targeted interventions, thereby improving student performance in both academic and behavioral areas. This will be reflected in increased student learning results on Wy-Topp, District assessments, building formative assessments as well as overall achievement scores as assessed by WAEA indicators.

Action Plan for Priority Practice 1:

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Woodland Park staff will have professional development at both the district and building level in regard to the creation of formative assessments including ways to track and analyze data following.	August-September	District slides for 4-5th Math Training District slides for K-2 literacy training	Following this, during our first PLC meetings each team will be asked to have and share data from their formative assessments with the team
Each PLC team will have a meeting with our Literacy Coach to set up	September-October	Formative assessments and links to Wy-Topp	Created data sheets and evidence of data plan implementation in both ELA and Math

changes for their data tracking sheet to modify it to meet their current needs		Blueprints, Benchmark numbers etc to create formatting.	
We will provide training for data analysis by doing a school wide book study	October	Training materials include reading The Big Book of Tools for Collaborative Teams in a PLC at Work.	We will provide training to PLC members on effective data analysis techniques and interpretation of assessment data utilizing tools and protocols found in the book study.
We will hold weekly PLC meetings with set time for data review and intervention discussions.	Weekly	PLC Agendas Data Sheet	We will schedule weekly data review meetings within the entire PLC team to analyze formative assessment data and identify students in need of immediate intervention. Following each data review meeting, we will develop personalized intervention plans for students identified as needing support
We will implement multi tiered systems of support for enrichment/interventions, monitor, evaluate, and adjust practice including all team members, interventionists, and Title staff.	Monthly academic and behavior support meetings to follow-up, track progress, and share instructional strategies.	PLC agendas Data sheet	We will implement the interventions in a timely manner, utilizing available resources and involving support staff where needed. We will monitor and track the progress of students receiving interventions to ensure effectiveness and adjust strategies as needed. At the end of each intervention we will evaluate our effectiveness based on assessment data and will adjust the intervention plans and strategies for the next intervention cycle as needed.
Building Leadership Team Meetings focused on improvement, teacher-led professional development, and data analysis.	Monthly	Team Scheduled time Data	We will measure our success by increasing student proficiency through enhanced instruction. We will review the number of students we are serving at a Tier 2 and 3 level and reflect on how we can enhance our tier 1 practice to keep these numbers as focused as possible.

High-Impact Domain:

Priority Practice #2: D1: 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>Explain why focusing on this Practice will impact student performance (WAEA indicators).</i>	At Woodland Park, we believe that with research-based instruction and support, all of our students are able to learn and grow to become not only academically proficient, but life long learners. We use the Professional Learning Communities model to achieve this goal. This school year each of our K-5 teams have only worked together for 1-2 years, so we would like to continue to refine our PLC model to enhance collective teacher efficacy and improve student achievement. Strengthening PLCs will enhance teacher
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	collaboration and collective efficacy, which are critical for improving student outcomes. When educators collaborate effectively within PLCs, they can share strategies, address common challenges, and implement best practices that lead to improved student performance. This focus will directly impact the WAEA indicator of growth, as well as our overall number of students who score proficient or advanced.
Improvement Strategy ● <i>Explain research-based strategy (or strategies) the school will implement.</i> ● <i>Explain how the strategies, in relation to the research, address student need(s).</i> ● <i>Explain how the strategies, in relation to the research, addresses the needs of your school's adult community members.</i>	For this component we will be following the Professional Learning Communities model. This model has been found to be one of the most highly effective models to follow to impact student learning. For this goal we will commit to using data to drive instruction and interventions. fThis is already a fundamental practice at Woodland Park aimed at improving student learning outcomes. This year, we will focus on the idea of being more immediate and responsive once data is collected and analyzed. Research supports that ongoing professional development within a collaborative framework leads to more effective teaching practices and improved student outcomes. By using this improvement strategy we will meet the needs of our students. The PLC method involves collecting, analyzing, and interpreting various forms of data to inform instructional decisions and tailor interventions to meet the unique needs of each student. We will use formative assessment practices, such as quizzes, observations, and discussions, to provide real-time data on student understanding and progress. Timely feedback based on formative assessment results helps teachers adjust instruction to address student misconceptions and enhance learning. Following this, we will be analyzing student data, this will allow us to identify specific areas where students are struggling. Research by Richard Dufour supports the idea that tailoring instruction to address these areas can improve student comprehension and mastery of the subject matter. During the PLC process, our teams will use data analysis to decide how to differentiate instruction based on students' individual needs and abilities. Research by John Hattie highlights that using this type of instruction leads to increased engagement and achievement. Using data to identify struggling students early allows for timely interventions. John Hattie's research also indicates that early interventions and targeted instruction enhance student performance. Ongoing data collection and analysis help track students' progress and growth over time. Dufours' research supports using the PLC model to ensure that instructional interventions are effective and to make adjustments as needed. By using this improvement strategy we will also meet the needs of our adult community members. Collaborative analysis of student data within professional learning communities is not only encouraged but required by our entire staff. Research shows that when educators collaborate and collectively analyze data, they gain diverse perspectives that can lead to more effective instructional strategies and interventions. As a staff we will use district wide data analytics sheets/tools to enhance the efficiency and effectiveness of our data-driven instruction. We also believe that by focusing on professional development within PLCs we will build teacher skills and confidence, leading to improved instructional practices. Hattie's research suggests that professional development is most effective when it involves collaborative learning and direct application to teaching. Collaborative PLC work fosters a supportive professional environment, enhancing teacher morale and reducing isolation, which can improve job satisfaction and retention and school culture and climate.

1-Year Adult Practice Goal <i>Provide an aligned measurable goal.</i>	By the end of the 2024-2025 school year, all PLC teams will have a team vision of best practice and will conduct weekly meetings focused on data analysis and instructional planning, with a goal of improving collective teacher efficacy as measured by staff surveys and increased student achievement. Success will be measured by our WAEA indicator increasing from 61 to 70. We will use our common formative assessments to monitor progress.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Our focus on this practice and strengthening our PLCs will impact student performance goals. It will improve both classroom instruction, as well as intervention instruction due to teacher collaboration, reflection, and professional development. Learning from each other through a data-driven approach will increase our capacity to reach our learners, and ultimately impact student learning.

Action Plan for Priority Practice 2:

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Woodland Park staff will have professional development before the school year starts and will be visiting the core principles of PLC as well as completing team work sessions to create team agendas, norms, vision statements, and links to team documents including scope and sequence.	August	PLC training slides	Each team will create a team agenda, vision statement, norms document, as well as update their links to their scope and sequence.
We will review our District Clarity plan in regard to the expected non-negotiable items each team needs to implement to align with best practice.	August	District Clarity Plan	Team will measure impact/implementation during PLC meetings. Each team will be given feedback on their practice to help explore elements of PLC processes and ensure alignment.
We will provide training for PLC work by doing a school wide book study.	October-December	Training materials include reading The Big Book of Tools for Collaborative Teams in a PLC at Work.	We will provide training to PLC members on effective tools and protocols for PLC work found in the book.

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for categories connected to your priority practices. Note: If you are not meeting or partially meeting, these should align to areas outlined by your school's designation. **Use your DATA COLLECTION TEMPLATE** to determine ambitious, achievable goals.

	WAEA		ESSA	
	Current Reality	1 Year Performance Goal (insert a numeric goal)	Current Reality	1 Year Performance Goal (insert a numeric goal)
Average Indicator Score (0.0-3.0)	2.4: Meets Expectations		2.4: Not Identified	
Achievement (Numeric value)	69: Exceeds Target		70.6: Above Average	
Growth (Numeric value)	49: Meets Target		48.7: Average	
Equity (Numeric value)	57: Meets Target		56.2: Above Average	
EL Progress (Numeric value)	N/A		N/A	

Content Area Performance Goals

	Current Reality (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	69.2%	80%
Math (Numeric value)	67.2%	80%
Science (Numeric value)	60.4%	75%

Section 4: Plan Submission

Part 1: Plan Summary

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
C3: the results of the data are used to identify students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	C3: Data informed	Stage 3: Moderate Implementation	During the 2024-2025 school year, we will follow the PLC process and have set the goal to use data weekly to identify students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning with all members of each PLC team including interventionists as well as Title Staff for an effective multi-tiered system.
D1: The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.	D1: Professional Development	Stage 3: Moderate Implementation	By the end of the 2024-2025 school year, all PLC teams will conduct weekly meetings focused on data analysis and instructional planning, with a goal of improving collective teacher efficacy as measured by staff surveys and increased student achievement.

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
Alison Vold	Principal
Megan Russell	Literacy Coordinator
Courtney Pushcar	Math Recovery and Math Teacher Leader
Jacob Muth	Math Recovery Teacher
Jessica Johnson	Reading Recovery Teacher

District School Improvement Representative Name	Position
Kristie Garriffa	Assistant Superintendent- Curriculum and Assessment