Wyoming Department of Education
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WYOMING INDIAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

2025-2026

This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Wyoming Indian Elementary School	**Plan Date:** Fall 2025
Principal: Laura Frederick	**District Approval Date (for TSI, WAEA, CSI):** November 2025
District: Fremont County School District #14	**Current Identification** ***(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI and ATSI):*** Not Meeting Expectations, CSI (Performance), ATSI (F/R Lunch, IEP, Native American)
District Representative: Elizabeth Smiley	`

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the "Completing the School Reflection" section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school's biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as "Limited" or "Developing."

Domain	Practice	School Reflection Rating
Domain 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).	1.5 - No to Minimal
Domain D: Professional Development	D3. Ongoing 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.	2 - Minimal
Domain F: Learning Support	F1. The school has scheduled time during the day, and uses a systematic approach (e.g. MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	2 - 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: B: Culture and Climate
Priority Practice #1: B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g. leaders, teachers, students, staff, families, community).

Directions	Responses
Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	With a stable leadership team in our district for the past four years, we are witnessing remarkable growth within our school. Our dedicated efforts in cultivating a positive culture and climate are now yielding significant results. Building upon the strong Foundation already in place, our school has diligently worked to rebuild and restructure key elements over the last few years. Moving forward, we will continue to strengthen our guiding Coalition team and bolster teacher efficacy, recognizing that a thriving culture is essential for sustained success.
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.*	To foster a more positive school climate, we will increase opportunities for staff interaction and relationship building. These interactions will focus on shared experiences around relationships, trust building activities, common goal work, and staff recognition for successes. We will also focus on building collective efficacy through collaborative decision making and instructional rounds, providing a platform for shared learning and growth. Recognizing that Student Success is rooted in a positive and inviting environment, we will start at the staff level by offering more opportunities and professional development centered on shared decision making. By building trust among team members through acknowledgment, celebrations, aligning practices, and engaging in instructional rounds, we aim to positively impact the learning climate for both our students and teachers.

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Wyoming Indian Elementary school will improve school climate and culture as evidenced by increasing the scores on staff connectedness from 2.62 to 3.5 (20%) by the end of the first quarter of the 26-27 school year.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Schools with strong relational trust are 50% more likely to achieve significant improvements in reading and math, compared to just 14% in schools with weaker climate, culture, and relational trust. Therefore we anticipate that progress toward our performance goals will directly correlate with improved staff connectedness and relational trust.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Administer parent climate survey.	10/2025 3/2026	Climate survey (virtual), computers, parent night, staff to support	Survey will be readministered in the winter and spring to assess progress.
Administer teacher and student climate surveys.	10/2025 5/2026	Climate survey (virtual), computers	Survey will be readministered in the winter and spring to assess progress.
Give specific guidance to the staff celebration committee so their work can be focused around our goal of building trust and relationships among staff.	Meets every other week of the school 2024-2025 school year.	Invested general and special education teachers, support staff, and administration	The staff morale committee will work to establish a goal, norms, and an agreed upon timeline. We will see the impact of this committee on the winter and spring survey results.
Instructional rounds will be conducted by teacher teams quarterly, this will enhance teacher collaboration and instructional practices.	Quarterly throughout the 2025-2026 school year.	Michelle Spiess (Instructional Facilitator) Grade Level Teacher Teams	We will use the climate survey results from Winter and Spring to assess our progress.
Collaborative decision making during data team meetings.	Monthly 9/2025-5/2026	MTSS team, grade level teachers, support staff	Weekly progress monitoring to assess student progress based off of shared decisions

Learning team time set aside weekly for teams to meet and collaborate	Weekly 9/2025-5/2026	Grade level teachers	PLC agenda and notes.

High-Impact Domain: D. Professional Development
Priority Practice #2: D3. Ongoing 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.

Directions	Responses
Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Wyoming Indian Elementary School experienced significant gains in reading last year, as indicated by our fast Bridge screener, though recent data shows a slight dip. We had 38% of students at low risk or higher. Recognizing this area has been historically challenging for our students, we are encouraged by their growth and aim to regain momentum. Reading and the teaching of reading will remain a central focus in all our endeavors, with professional development centered around enhancing our practices. To support this, we will implement quarterly instructional rounds to foster collaborative learning and refine our teaching methods. During problem solving meetings, we will continue to utilize Fastbridge data to inform our instruction and guide our progress.
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.*	To enhance our staff's expertise with the new CKLA curriculum, we will incorporate CKLA share out sessions, facilitating knowledge acquisition and collaborative understanding. In alignment with evidence-based reading practices, we will Implement professional development initiatives through both staff led sessions and external expert led workshops, tailored to our specific needs.By leveraging the expertise of our instructional coach, speech language pathologist, and teacher leaders to deliver ongoing professional development in evidence-based reading instruction, we aim to build our Collective capacity as a staff. This will enable us to make well informed decisions that directly and positively impact our students' reading outcomes. Along with school led PD, we will be providing professional development in an evidence based, systematic and explicit phonics approach across all grade levels. We will also have two cohorts of teachers participating in LETRS training. As of the Fall of 2023 two of our staff members have become LETRS facilitators. This will allow us to continue to offer PD and support our teachers in their reading instruction. This PD will further support our

	goal to build teacher knowledge and provide our teachers with the ability to identify and instruct to the specific needs of each student. Through our MTSS problem-solving meetings, our team has recognized the importance of adding targeted math training to our professional development plan for the 2025–26 school year. In the spring of 2026, 7 instructional paraprofessionals, our instructional coach and 1 Special Ed Teacher will attend ADD+Vantage Math Recovery training. This professional development focuses on early numeracy and foundational math concepts through the use of diagnostic assessments. As a result, our instructional paraprofessionals will be better equipped to support Tier 3 students in intervention, helping them build the skills needed to be more successful with grade-level content.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will receive professional development training in evidence based reading instruction. Instructional paraprofessionals will receive professional development training in evidence based reading instruction.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By increasing teacher knowledge and implementing evidence based practices in reading, we will directly impact student achievement in reading, which will translate to all subject areas. By increasing paraprofessional knowledge and implementing evidence based practices in math, we will directly impact student achievement in math.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
A team of Staff members will attend the WDE Embracing Literacy conference in Laramie, Wyoming.	8/2025 8/2026	Cohort of staff members who can attend the conference and report back to the board and staff.	A share out to staff about things learned at the conference.

Implementation of a new reading curriculum grounded in the science of reading with PD to support the change.	8/2025- 5/2026	Amplify Trainers and Support Staff	Sign in sheets from monthly PDs, regular walkthroughs during literacy blocks
First cohort of In-person LETRS with 10 staff members.	11/2024-5/2026	Michelle Spiess and Jessica Waldron	Sign in sheets and progress of the cohort
Two Staff members are Certified to train the staff in LETRS.	10/2023 -5/2026	Michelle Spiess and Jessican Ealdron	Documentation of progress at the end of the school year
Currently, we have two cohorts of Staff engaged in letters training eight members and Volume 1, 6 in Volume 2, and one in early childhood	9/2024-5/2027	Volume 1 Staff (8) Volume 2 (6) Early Childhood (1)	Documentation of progress over two years
Monthly data team meetings to assess success of science based reading instruction in all tiers and every grade level.	9/2025-5/2026	MTSS team, grade level teachers	Regular progress monitoring to measure impact of monthly meetings and decisions.
A cohort of 7 instructional professionals, our instructional coach and 1 Special Ed Teacher will attend Add+Vantage Math Recovery Training.	1/26 - 5/26	9 Staff Members, AVMR materials, AVMR trainer from Riverton	AVMR assessments and progress monitoring in AVMR intervention groups.

High-Impact Domain: F: Learning Supports
Priority Practice #3: F1. The school has scheduled time during the day, and uses a systematic approach (e.g. MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

Directions	Responses
Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Currently, Wyoming Indian Elementary has intervention times scheduled throughout the day, and has a systematic approach in place that all staff are familiar with, such as screening with FastBridge, progress monitoring and academic interventions. In the fall of 2023, we implemented progress monitoring and set aside times in the schedule to do it. This has led to growth in all academic areas and we will continue to refine our interventions and MTSS system to continue to grow students.
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.*	Under the guidance of our district MTSS Coordinator, we are refining and aligning our practices to the WDE MTSS Fidelity of Implementation Rubric. In order to better implement a systematic approach to prevention and intervention, Wyoming Indian Elementary is prioritizing the following practices: ● Monthly data team meetings are conducted to make data-based decisions regarding the learning of all students, to improve student outcomes for Native American Students (99% of our school demographic), the F/R Lunch subgroup, and IEP students. Data-based decision making informs teacher instruction, with significant positive effects on student achievement (Visscer, 2021). ● Restructured our approach to interventions to be more flexible based on student data. ● Allotted specific time to make progress monitoring a priority so that we can adjust to students' needs based off of their current growth, on a regular basis. This practice. When done systematically it has between .94 and 1.18 effect size on student achievement (Fuchs & Fuchs, 2003). ● Created a building level MTSS team to oversee these systems. ● Provide regular school level professional development to build collective understanding of the MTSS process and structures for all staff. ● Improving Tier 1 instruction for all students through implementing co-teaching practices by partnering with Black Hill Special Services Coalition. (BHSSC)

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Wyoming Indian Elementary will increase MTSS implementation scores by 8% (from an overall score of 108 to an overall score of 120 by May 2026 as measured by the WDE MTSS Fidelity of Implementation Rubric.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Having a systematic approach will help guide teachers in making more confident decisions regarding classroom instruction and intervention. Students will receive individualized instructional support based on their specific needs. Monitoring these decisions will ensure that the decisions are having a positive effect on student growth.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Maintain MTSS meetings by continued support and common knowledge.	8/2025-6/2026	Invested general and special education teachers, support staff, and administration	MTSS meetings will be scheduled and shared on the school calendar for the year.
Monthly data team meetings	8/2025-5/2026	Grade level teachers and MTSS team members	Regular progress monitoring to measure impact of monthly meetings and decisions.
Monthly school based professional development on MTSS practices	8/2025-5/2026	District MTSS coordinator, Friday afternoons set aside monthly for MTSS specific PD	Using the WDE MTSS Fidelity of Implementation Rubric, we will measure implementation progress specifically focused on building shared understanding amongst staff members.
Weekly grade level progress monitoring	8/2025-5/2026	Grade level general and special education teachers, FastBridge progress monitoring measures	Percentage of students progress monitored weekly, discussed at monthly data team meetings
Re-evaluate MTSS system	5/2026	WDE MTSS Fidelity of Implementation Rubric, MTSS Team	Using the WDE MTSS Fidelity of Implementation Rubric, we will measure overall implementation

			improvement and areas for continued growth.

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)	1.0	1.4
Achievement (Numeric value)	9	29
Growth (Numeric value)	33	48
Equity (Numeric value)	33	48
EL Progress (Numeric value)	N/A	N/A
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	1.4
Achievement (Numeric value)	8.8	27
Growth (Numeric value)	32.8	47.1
Equity (Numeric value)	32.8	47.5
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	9.9%	Goal = Increase to 30%
Math (Numeric value)	7.6%	Goal = Increase to 20%
Science (Numeric value)	9.6%	Goal = Increase to 30%

In-house Relevant Data

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
B1	Domain B: Culture and Climate	1.5	Wyoming Indian Elementary school will improve school climate and culture as evidenced by increasing on the school climate survey staff connectedness subsection from 2.62 to 3.0 by the end of the first quarter of the 26-27 school year.
D3	Domain D: Professional Development	2	Teachers will receive professional development training in evidence based reading instruction.
F1	Domain F: Learning Support	2	Wyoming Indian Elementary will increase MTSS implementation scores by 8% (from an overall score of 108 to an overall score of 120) by May 2026 as measured by the WDE MTSS Fidelity of Implementation Rubric.

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
Laura Frederick	Principal
Patrick Hall	MTSS Coordinator
Michelle Spiess	Instructional Facilitator
Michelle Trahnstrom	Kindergarten
Kammie Wirick	1st Grade Teacher
Angela Lara	2nd Grade Teacher
Krstina Rich	3rd Grade Teacher
Scott Wirick	4th Grade Teacher
Matt Wilson	5th Grade Teacher
Lindsey Van Dusen	Sped teacher
Cindy Cox	Counselor
Cheryl Coleman	PBIS Facilitator
Anthony Farley	Specials
William Goggles	Culture

District School Improvement Representative Name	Position
Elizabeth Smiley	Assist. Supt. of Curriculum, Instruction, Assessment

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