



School Improvement Plan Template

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

Section 1: Building Data

School: Black Butte High School	Plan Date: 9-21-23
Principal: Bryant Blake	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater #1	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Exceeds Expectations
District Representative: Jodie Garner	

Section 2: Identify Priority Practices

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

Domain	Practice	School Reflection Rating
Culture and Climate	Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community)	Developing

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

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: Culture and Climate

Priority Practice #1: Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community)

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Last year we had a “trial” school store that impacted the culture and climate of the school.</p> <p>This year we will keep the same model, however we will tie the rewards to our PBIS Expectations Matrix: Be Responsibility, Be Respectful, Be Safe, and Be Kind. This model was created by students and is student led and involves all students and the entire staff.</p> <ul style="list-style-type: none"> • Our climate surveys indicate a weakness in peer-to-peer relations. By promoting being responsible, respectful, safe, and kind, a positive, structured and engaging environment is created and students feel safe to learn.
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Improvement Strategy <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Creation of a schoolwide money system, called Bear Bucks, that is tied to our PBiS. ● A school store created that is run by students that is tied to our Marketing and Entrepreneurship classes. Students will earn Bear Bucks that they can spend in the school store. ● All staff will identify students that are following PBiS expectations and reward them with Bear Bucks. ● Students will also use Bear Bucks to earn rewards that build relationships with peers and staff (pizza, lunch with teacher etc..). ● Will target acts of kindness by offering the additional incentive of a raffle ticket where students can win prizes and/or shared experiences with other staff and students.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	By the end of the 2023-24 school year, we will have a functioning student-run school store that is focused on increasing positivity and improving peer/staff relationships.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Building a positive climate will have an impact on our peer-to-peer relationships. With more positive relationships will help students engage in the classroom with their peers/teachers and improve academic performance.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Creation of Bears Bucks	Completed	Print shop	Climate Survey/Behavior Data
Ordered inventory for the student store	Early October	PBiS Funds	Arrival of inventory and data kept on supply/demand of individual products
Distributed Bear Bucks to staff	On going	Print Shop	Completed during staff meetings.
Data based on specific color-coded Bear Bucks	On going	Student-led data collection and analysis.	Data will be shared with the leadership team on a regular basis.

High-Impact Domain: Instruction

Priority Practice #2: Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Currently we are working closely with Don't Ever Stop LLC and reading as a staff the book <i>Project Based Learning</i> . Cross-curricular planning is taking place (beginning stages). Projects and student choice will increase student engagement and retention.
Improvement Strategy <ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Giving students more voice and choice to demonstrate proficiency.● Working with the consultants Don't Ever Stop to improve student achievement and providing professional development of high-impact strategies.● More cross curricular PLCs, planning and projects● Book study about Project Based Learning● More projects and choice boards
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of the 2023-24 school year, students will be able to demonstrate proficiency through cross-curricular planning and student driven project choices.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	This will help drive higher student achievement because students will be more engaged in their learning.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Professional Development	All Year	Don't Ever Stop	Staff Feedback
Project Based Book Study	All year	Books	Grades and Engagement
Cross Curricular planning in PLCs	All Year	Time	Coordinating schedules with available staff to cover classes. Lesson plans

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)	2.9	3.0
Achievement (Numeric value)	N/A	N/A
Growth (Numeric value)	N/A	N/A
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Extended Graduation Rate (Numeric value)	N/A	N/A
Post-Secondary Readiness (Numeric value)	N/A	N/A
Grade Nine Credits (Numeric value)	N/A	N/A

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	2.0
Achievement (Numeric value)	34.7	50
Growth (Numeric value)	55.6	60
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)	84.6	90
Post-Secondary Readiness (Numeric value)	22.7	40

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	57	65
Growth (Numeric value)	51	60
School Climate (Numeric value)	3.02	3.5
Engagement (Numeric value)	Yes	Yes
For High Schools Only		
High School Credential Rate (Numeric value)	85	90
Credit Earning (Numeric value)	92	95

College and Career Readiness (Numeric value)	25	28
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Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	35	50
Math (Numeric value)	35	50
Science (Numeric value)	38	50

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
Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community)	Culture and Climate	Developing	By the end of the 2023-24 school year, we will have a functioning student-run school store that is focused on increasing positivity and improving peer/staff relationships.

Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.	Instruction	Developing	By the end of the 2023-24 school year, students will be able to demonstrate proficiency through cross-curricular planning and student driven project choices.
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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
Bryant Blake	Principal
Michelle Kite	ELA Teacher
Mandi Montieth	Resource Teacher
Rick Baker	Secondary Teacher
Billie Kaliszewski	Graduation Coach
Jessica Glover	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer