



School Improvement Plan Template

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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: 9/20/22
Principal: Bryant Blake	District Approval Date (for TSI, WAEA, CSI):
District: SCSD#1	Current Identification: <i>Exceeding Expectations</i>
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 “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	School Reflection Rating
Learning Support	F3.Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Minimal
Data Informed Planning	C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst 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: Learning Support

Priority Practice #1: F3 Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Learning Support- Last year, we did a good job of setting up a structure that helped in identifying and assisting students who need support due to gaps, missing assignments, and differentiated instruction during our built in intervention block called DEN Time.</p> <p>We will continue to identify students through our AMP process that are in need of interventions to assist them in becoming proficient. There will be a particular focus on identifying what supports our SPED students need to become proficient.</p> <p>This year, we want to add a focus on enrichment for students who are succeeding, higher level, and/or meeting proficiency so they can strive to reach advanced/mastery.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none">● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	<ul style="list-style-type: none">● Discuss strategies and game plan in Leadership Committee● Provide enrichment activities (during DEN) based on curriculum standards for students who have reached proficiency and want to reach advanced/mastery● Provide enrichment activities (during DEN) based on various interests for student engagement● Allows school's adult community members to extend their outside interests to involve and engage student participation

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of the 2022-23 school year, teachers will provide enrichment opportunities for students who have reached proficiency in curriculum standards while continuing to support our SPED and general education students that are in need of interventions.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Stronger engagement will lead to higher student achievement.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Identify students that would benefit from enrichment opportunities</i>	<i>2x a month</i>	<i>Grade access</i>	<i>Created lists</i>
<i>Create a master plan for enrichment opportunities</i>	<i>November 2022</i>	<i>Calendar created for individual opportunities</i>	<i>Created calendar</i>
<i>Implement the master plan</i>	<i>Ongoing throughout the year</i>	<i>None</i>	<i>Improved student performance</i>

High-Impact Domain: Data Informed Planning

Priority Practice #2: C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Data Informed Planning- Although we do discuss data during content PLCs, we need the opportunity to discuss the overall data specific to the BBHS students. Having this discussion will allow us to work collaboratively as a staff to provide assistance, time for missing work, differentiation, and enrichment activities.</p>
<p>Improvement Strategy</p> <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">● During our AMP meetings, we are going to track the grades of all Special Education students. This tracking will allow us to place them into the proper DEN time class for interventions.● We will look at SWIS behavior data more frequently to help support students in their behavior by coming up with strategies to support students.● We will share our data more frequently with staff through our AMP team to help staff with their decision making within their own classrooms.● We will use our data to target student needs by placing them into the correct
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>By the end of the 2022-23 school year, the BBHS AMP team will become more proficient when looking at data to better support students by placing them into the proper intervention to support their behavioral and academic needs.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>If we utilize our data more effectively to target student needs, we can make decisions that will have a positive impact on student performance.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Run grades checks on all students</i>	<i>Every two weeks</i>	<i>PowerSchool. AMP team</i>	<i>the decrease of students failing classes</i>
<i>Send out grade reports to staff</i>	<i>every two weeks</i>	<i>Powerschool</i>	<i>the decrease of students failing classes</i>
<i>Look at SWIS Data in AMP</i>	<i>once a month</i>	<i>SWIS</i>	<i>decrease in student referrals</i>

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

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	N/A
Achievement (Numeric value)	N/A
Growth (Numeric value)	N/A
Equity (Numeric value)	N/A
EL Progress (Numeric value)	N/A
For High Schools Only	
Extended Graduation Rate (Numeric value)	N/A
Post-Secondary Readiness (Numeric value)	N/A
Grade Nine Credits (Numeric value)	N/A

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (1.5)	2.0
Achievement (33.0)	50
Growth (48.3)	60
Equity (Numeric value)	N/A
EL Progress (Numeric value)	N/A
For High Schools Only	
Four year on-time graduation rate (88.2)	90
Post-Secondary Readiness (12.9)	20

WAEA Alternative School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
Achievement (55)	65
Growth (48)	60
School Climate (3.03)	3.5
Engagement (Yes)	Yes
For High Schools Only	
High School Credential Rate (91)	93
Credit Earning (82)	90
College and Career Readiness (25)	28

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (36)	51
Math (30)	45
Science (34)	49

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
F3.Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Learning Support	Minimal	By the end of the 2022-23 school year, teachers will provide enrichment opportunities for students who have reached proficiency in curriculum standards while continuing to support our SPED and general education students that are in need of interventions.
C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	Data Informed Planning	Minimal	By the end of the 2022-23 school year, the BBHS AMP team will become more proficient when looking at data to better support students by placing them into the proper intervention to support their behavioral and academic needs.

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
Michelle Kite	ELA Teacher
Richard Baker	Secondary Teacher
Jess Glover	Parent
Bryant Blake	Admin

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer