



# 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: Desert View Elementary	Plan Date: 9.26.22
Principal: Sarah Blake	District Approval Date (for TSI, WAEA, CSI):
District: SCSD#1	Current Identification <i>Not Meeting 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
C2	Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	<b>Stage 2- Minimal Implication</b> ‘Data is sometimes analyzed and discussed.’

F2	The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	<b>Stage 3- Moderate Implication</b> 'The school has consistent time during the school day to address academic or behavior issues for all students, however there is not a systematic approach to meet students' needs.'
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### 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: Data-Informed Planning

**Priority Practice #1:** C2 Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

<p><b>Practice Rationale</b></p> <p><i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Desert View staff currently analyzes and discuss data in select settings but we need to review data in all adult collaboration settings routinely and in multiple ways. Our scores were mostly below the state's 2021-2022 performance in reading and math in two subgroups: IEP and white. By working on this domain, we will have greater collaboration among staff with data analysis and responding to underperforming students in all learning environments. The data is shown below.</p> <p>Subgroup White (school/state):</p> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ Below Basic 39.4/25.2%</li> <li>○ Basic 21.2/23.6%</li> <li>○ Proficient 24.2/33.7%</li> <li>○ Advanced 15.2/17.5%</li> </ul> </li> <li>● Math <ul style="list-style-type: none"> <li>○ Below Basic 24.2/21.9%</li> <li>○ Basic 33.3/22.4%</li> <li>○ Proficient 21.2/29.5%</li> <li>○ Advanced 21.2/26.2%</li> </ul> </li> </ul>
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	<p>Subgroup IEP (school/state):</p> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ Below Basic 75/53.7%</li> <li>○ Basic 12.5/23.7%</li> <li>○ Proficient 0/17.2%</li> <li>○ Advanced 12.5/5.3%</li> </ul> </li> <li>● Math <ul style="list-style-type: none"> <li>○ Below Basic 75/51.5%</li> <li>○ Basic 12.5/22.7%</li> <li>○ Proficient 0/16.7%</li> <li>○ Advanced 12.5/9%</li> </ul> </li> </ul>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li> <li>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li> </ul>	<p>Progress Monitor for general education students in well below and below benchmark on Acadience data and for IEP goals in behavior and/or academics.</p> <p>AMP data collection through targeted interventions for each referred student in academics and behaviors</p> <p>School-wide Interventionist working with students individually or in small groups who are in need of Tier 2 or Tier 3 academic interventions beyond WINN times.</p> <p>Implementing/implying John Hattie 150 effects of Visual Learning for Teachers. Teacher-Student Relationships (.52 effect size)- building positive relationships with students to increase the willingness to learn and try new math, reading, and writing concepts. This also decreases inappropriate behaviors across all learning environments who take the time to build a relationship with each student.</p>
<p><b>1-Year Adult Practice Goal</b></p> <p><i>Provide a <b>measurable goal</b> aligned to the Practice.</i></p>	<p>During the 2022.2023 school year, Desert View will build routines and structures for analyzing and discussing data more comprehensively.</p>
<p><b>Impact on Performance Goals</b></p> <p><i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i></p>	<p>Keeping properly analyzed individual student data in the forefront of adult discussions about students will better guide collaboration for responding to student needs through intervention and enrichment.</p>

### Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Collaboration PD with BHSSC	2x/during school year	BHSSC staff	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
Staff communication with parents/guardians regarding student progress (academics and/or behaviors) and home supports	all year	General Education, Special Education, School Principal, School Counselor, and School Nurse	student performance data; Strengthen teacher/IEP Team/parent relationships that will allow us to work together as a team to address individual student's behavior and/or academic needs that will result in a successful school year in those targeted areas.
Data crosswalk - Math and ELA	October 3	Curriculum Maps, WYTOPP data and blueprints	student performance data
Vertical collaboration	at least 3x/during school year	curriculum maps	student performance data

## High-Impact Domain: Learning Support

**Priority Practice #2: F1.** The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

<b>Practice Rationale</b> <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i>	Our current system allows for scheduled time in the day for prevention and intervention, but it currently focuses on mostly academics and there is not a solid systematic approach in place for meeting all student needs.
<b>Improvement Strategy</b> <ul style="list-style-type: none"><li>● Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li><li>● Explain how the strategies, in relation to the research, address the needs of your school's students.</li><li>● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li></ul>	<p>Professional development for certified staff in the area of collaboration is the strategy we plan to use in supporting this area. We need to improve our collaboration systems so that our grade level PLCs, full team collaboration groups, and AMP teams balance each other and more fluidly support student needs. We will focus on collaboration in our certified staff professional development with BHSSC this year which will have an impact on all collaboration settings (grade-level, full team, AMP) The intervention team will make &amp; create the Agenda &amp; 'Norms' for each of the full team meetings with the guiding focus on the students that are achieving academically and the students that are not meeting benchmarks set by each grade level team. There will also be a focus on behavior to support student needs there.</p> <p>The AMP team will apply the information gathered from PLCs, full team meetings, and previous AMP meetings to then approach the guiding questions of students that are NOT meeting the benchmarks set by each grade level team. The AMP team &amp; classroom teachers will then set goals (performance and academic) as to how this student will receive the intervention (behavioral or academic) to help each student begin to approach 'achieving', academically.</p>
<b>1-Year Adult Practice Goal</b> <i>Provide a <b>measurable goal</b> aligned to the Practice.</i>	During the 2022.2023 school year, Desert View will focus on responding to ALL student needs using PLC questions 3 and 4 (what to do when they don't get it and what to do when they do get it) monthly during full team collaboration meetings with discussions on both academics and/or behavior when appropriate. Further support that is not met in this setting can be provided through the AMP process.
<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	Using this systematic approach will give teachers a guide to make sure that all teachers are aware of student needs and how to set plans in place to help raise students' performances for the Equity section.

## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<a href="#"><u>Creating a Google Jamboard for Full Team PLC's</u></a>	ASAP	Jamboard	<i>Data usage and practice for reflection of systematic practices in use. Revisions where needed.</i>
Create Norms for full team collaboration meetings with time limits	Before first meeting	Google Docs/Title 1 team/EL team/Admin	Reflect on current agendas and what needs to be revised to make usage of our time.
Progress Monitoring form	ASAP	Google Suite	student performance data
Data tracking in WINN	ASAP	Google Suite	student performance data
Collaboration PD with BHSSC	2x/during school year	BHSSC staff	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
Behavior Advantage assisted Behavior Plans	as needed for students	partnership with Behavior Advantage must continue	classroom level student performance data
Data drill downs for SWIS	as needed for AMP referred students	SWIS	student performance data

## 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)	1.5
Achievement (Numeric value)	51
Growth (Numeric value)	48
Equity (Numeric value)	48
EL Progress (Numeric value)	60
<b>For High Schools Only</b>	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

## ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.5
Achievement (Numeric value)	48
Growth (Numeric value)	48
Equity (Numeric value)	48
EL Progress (Numeric value)	50
<b>For High Schools Only</b>	
Four year on-time graduation rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	



## 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
<b>C2 Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.</b>	<b>Data-Informed Planning</b>	<b>Stage 2- Minimal Implication</b> 'Data is sometimes analyzed and discussed.'	During the 2022.2023 school year, Desert View will build in routines and structures for analyzing and discussing data more comprehensively.
<b>F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.</b>	<b>Learning Support</b>	<b>Stage 3- Moderate Implication</b> 'The school has consistent time during the school day to address academic or behavior issues for all students, however there is not a systematic approach to meet students' needs.'	During the 2022.2023 school year, Desert View will focus on responding to ALL student needs using PLC questions 3 and 4 (what to do when they don't get it and what to do when they do get it) monthly during full team collaboration meetings with discussions on both academics and/or behavior when appropriate. Further support that is not met in this setting can be provided through the AMP process.

### 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
Sarah Blake	School Principal
Kena Wolf	Kindergarten Teacher/Leadership Team Chair
Travis Toomer	Title I Teacher/AMP Co-Chair
Deborah Burback	Resource Teacher
Mariah Castro	KinderBoost Teacher
Kelly Leon	1st grade - Leadership Team Rep

Rachele Unguren-Allen	2nd grade - Leadership Team Rep
Erica Lange	3rd grade - Leadership Team Rep
Mat Gardner	PE/Health - Leadership Team Rep
Christi Carson	School Counselor - Leadership Team Rep
Kristin Legerski Doerr	EL - Leadership Team Rep
Cheryl Notman	Title I - Leadership Team Rep
Lisa Jackson	AMP Co-Chair - Leadership Team Rep
Emilee Hinson	School Secretary - Leadership Team Rep
Stephanie Barker	Parent
Ashley Moore	Parent

<b>District School Improvement Representative Name</b>	<b>Position</b>
Jodie Garner	Chief Academic Officer