

School Improvement Plan Template

This template meets the requirements of federal and state statute.

For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Desert Elementary/Middle School	Plan Date: September 24, 2021
Principal: Larry Roney	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification (<i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations</i>):

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the Self-Assessment” section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on review of the Self-Assessment, 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	Self-Assessment Rating
Domain 3	C3: The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	Stage 3 - Moderate Implementation

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:

By the end of the 2021-2022 school year, Desert Elementary School students will increase achievement from 45% to 51% as measured by their performance on WY-TOPP reading, math and science.

By the end of the 2021-2022 school year, Desert Middle School students will attain in the area of achievement indicator a score of 68% as measured by their performance on WY-TOPP reading, math and science.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Based on academic needs from data in relation to the 2018-2019 WyTOPP results.
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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.	Starting this school year, 2021-2022, our staff will implement RTI for 45-minutes daily. Using this strategy, we will use small groups to focus on individual needs specifically with reading. Our school just purchased a Reading Room to assist in this adventure. The staff will utilize data from the Reading Room collected through the process of Running Records. Along with this process, the staff will utilize a Data Wall to locate further deficits in our students to improve upon.
1-Year Adult Practice Goal Provide a <i>measurable goal</i> aligned to the Practice.	Teachers will assess their groups weekly in order to move our school from Stage 3 to Stage 4 as per the Rubric by the end of the 2021-2022 school year.
Impact on Performance Goals Describe <i>how</i> the focus on this Practice will impact performance goals.	Utilization of our Reading Room and intensive RTI program during school-wide designated time will impact student performance.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Purchase of Reading Room materials	Summer 2021	Scholastic Book Room (Fiction Focus)	Running Records
Schedule RTI time (school-wide)	Fall 2021	An open schedule	Wytopp and Acadience(Fall, Winter, Spring 2021-2022) Running Records

Establish Flexible Tiered Groups	May 2021	Running Records/Spring 2021 WyTopp Data	Running Records, WyTopp Data
Progress Monitor	Every 2 weeks	Running Records	Running Records
Reorganize Tiered Groups	2021-2022 School Year	Running Records	Running Records
Look for impacts on WyTopp Data (Winter 2022-Spring 2022)	Jan. 2022 - May 2022	WyTopp	WyTopp

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).

WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	Start Elem: 1.7 End Goal Elem: 1.8 Start Middle: 2.0 End Goal Middle: 2.6
Achievement (Numeric value)	Start Elem: 45 Below Target End Goal Elem: 51 Meets Target Start Middle: 66 Meets Target End Goal Middle: 68 Exceeds
Growth (Numeric value)	Start Elem: 51 Meets Target End Goal Elem: 59 Meets Target Start Middle: 58 Meets Target End Goal Middle: 60 Exceeds Target

Equity (Numeric value)	Start Elem: 56 Meets Target End Goal Elem: 60 Exceeds Target Start Middle: N/A End Goal Middle: N/A
EL Progress (Numeric value)	N/A

ESSA School Performance Goals

1 Year Performance Goal (insert a numeric goal)	
ESSA Average Indicator Score (0.0-3.0)	Start Elem: 50 Average End Goal Elem: 58 Average Start Middle: 62.5 Above Average End Goal Middle: 63 Above Average
Achievement (Numeric value)	Start Elem: 50 Average End Goal Elem: 58 Average Start Middle: 62.5 Above Average End Goal Middle: 63 Above Average
Growth (Numeric value)	Start Elem: 51.3 Average End Goal Elem: 55 Above Average Start Middle: 57.6 Above Average End Goal Middle: 60 Above Average
Equity (Numeric value)	Start Elem: 57.9 Above Average End Goal Elem: 60 Above Average Start Middle: N/A End Goal Middle: N/A

EL Progress (Numeric value)	N/A
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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)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment Rating	Practice Goal
Domain 3	C3	Stage 3 - Moderate	By the end of the 2021-2022 school year, Desert Elementary School students will increase achievement from 45% to 51% as measured by their performance on WY-TOPP reading, math and science. By the end of the 2021-2022 school year, Desert Middle School students will attain in the area of achievement indicator a score of 68% as measured by their performance on WY-TOPP reading, math and science.

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
Larry Roney	Principal
Donna K Eldridge	Title 1/Teacher
Brenda Wolfe	SPED/ Teacher
John Beitler	Teacher
Brandon Rideout	Teacher
Angelica Wood	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer

School Improvement Plan Template

This template meets the requirements of federal and state statute.

For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Desert View Elementary School	Plan Date: 9.24.21
Principal: Sarah Blake	District Approval Date: October 2021
District: Sweetwater County #1	Current Identification: <i>Not Meeting Expectations</i>

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the "Completing the Self-Assessment" section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school's biggest areas of need. Based on review of the Self-Assessment, 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	Self-Assessment Rating
Leadership	A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.	No
Professional Development	D3. Ongoing and 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.	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: School Leadership

Priority Practice #1: A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Our leadership team needs a concise process that links adult choices in resource allocation to student results. Currently, our leadership team talks about superficial/building logistics and does not review data. Having a leadership team that is focused on student results/data will bring to light the areas that need adult focus that can then have resources allocated to them.
Improvement Strategy ● <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>	Shared responsibility would be a strategy necessary to implement improvement in this area. Recognizing that the leadership team needs to be a guiding coalition for the improved learning of our students, versus a group to discuss calendar events. Being focused on student results and ensuring that all students succeed throughout the school, regardless of grade level or area that a leadership team member represents, will allow for a more comprehensive approach to student success. This strategy allows adults to collaborate with the intent of school achievement.

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Using school-wide data, the leadership team will discuss and make decisions on allocating resources to support student achievement. (i.e. Title funds, Blue Jean money, building budget)
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	This will ensure all purchases/expenditures are evaluated by administration and/or the Leadership team to ensure that they directly support our School Improvement Goals.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Create permanent leadership team	now	Commitment from staff	Our leadership team has rotated members which has made consistency of work difficult in the past.
Leadership Team Meetings	preferably 1x/month	Designated time for Leadership Team Meetings	Meeting agendas and minutes
Grade level teams getting data to leadership team reps	quarterly	Grade level data	Student achievement
Discuss budgets at meetings	quarterly	Budget reports	Meeting agendas and minutes
Focused data discussion on grade level data and actions to improve student achievement	quarterly	Grade level data and actions	Student achievement

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

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Our professional development opportunities have been adult-need specific but not ongoing with follow-through to share with the whole staff. Some have provided student outcomes but could be shared more to benefit the whole school.
Improvement Strategy ● <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>	Designated times setup for reporting back to teams and/or the whole building when PDs are planned for certain staff. This collaboration will provide an opportunity for sharing the research-based items that were learned in the PD. These PDs will be selected based on student needs and will improve teacher practices. Some, but not all, Hattie's Effect Sizes tied to student engagement are: Self-reported grades/student expectations 1.44 Classroom discussion .82 Reciprocal teaching .74 Teacher-Student relationships .72 Cooperative v. competitive learning .54 Student-centered teaching .54 Professional development .51 Goals .50 Concentration/persistence/engagement .48 Motivation .48
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	All certified staff will participate in a student engagement PD led by Black Hills State twice this year on PD Fridays. By teachers implementing engagement practices they

	learn into their classrooms, student intellectual engagement will increase leading to higher student achievement.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	All adult learning should directly support student learning.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Student engagement PD from Black Hills State.	fall and spring Friday PDs	Planning with BHS	Black Hills State Observation Data from visits to analyze growth in intellectual student engagement. Teachers will implement practices taught in the PD in their classroom.
Leadership team look for additional PD ideas based on staff needs assessment	After survey	Leadership team to create survey	Review meeting minutes and agenda. Look at calendar of planned PD.

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).

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)	52
Growth (Numeric value)	49
Equity (Numeric value)	49
EL Progress (Numeric value)	61

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	2
Achievement (Numeric value)	53
Growth (Numeric value)	47.2
Equity (Numeric value)	47.6
EL Progress (Numeric value)	51

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)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment Rating	Practice Goal
A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.	Leadership	No	Using school-wide data, the leadership team will discuss and make decisions on allocating resources to support student achievement. (i.e. Title funds, Blue Jean money, building budget)
D3. Ongoing and 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.	Professional Development	Minimal	All certified staff will participate in a student engagement PD led by Black Hills State twice this year on PD Fridays. By teachers implementing engagement practices they learn into their classrooms, student intellectual engagement will increase leading to higher 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
Sarah Blake	School Principal
Kena Wolf	KinderBoost Teacher, SIP Co-Chair
Mariah Roth	1st Grade Teacher, SIP Co-Chair
Rachele Unguren-Allen	2nd Grade Teacher
Erica Fenske	3rd Grade Teacher
Ashley Moore	Parent
Stephanie Barker	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer