

## Sweetwater#1 School Improvement Plans (SIP) Summary 2023

SIP Domains: Leadership, Culture & Climate, Data-Informed Planning, Professional Development, Instruction, Learning Support

School	Domain	Standard	Notes:
Black Butte High School	Culture & Climate	B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	
	Instruction	E2: Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.E2:	
Desert Elementary	Data-Informed Planning	C3: Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff	
Desert View Elementary	Data-Informed Planning	C4: 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.	
	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.	
Eastside Elementary	Data-Informed Planning	C3: Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff	
	Instruction	E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible, decision-making. (e.g., Social Emotional Learning).	
Farson Eden School	Data-Informed Planning	C3: Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	
Northpark Elementary	Data-Informed Planning	C4: 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.	
	Professional Development	D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	
Overland Early Childhood Education	Professional Development	D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.	
	Instruction	E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible, decision-making. (e.g., Social Emotional Learning).	
	Culture & Climate	B5: Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	

School	Domain	Standard	Notes:
Pilot Butte Elementary	Learning Support	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.	
	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.	
Rock Springs Junior High	Data-Informed Planning	C3: Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	
	Instruction	E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible, decision-making. (e.g., Social Emotional Learning).	
Rock Springs High School	Culture & Climate	B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	
	Professional Development	D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	
	Learning Support	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.	
Sage Elementary	Data-Informed Planning	C3: Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	
	Data-Informed Planning	C4: 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.	
Stagecoach Elementary	Instruction	E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high-levels of achievement for all students.	
	Instruction	E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).	
	Learning Support	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) for prevention and intervention, to promptly address academic and behavioral issues for all students.	
Walnut Elementary	Instruction	E3. Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible, decision-making. (e.g., Social Emotional Learning).	
	Learning Support	F3. The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	