



# 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 School	Plan Date: 9/21/2023
Principal: Sarah Blake	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District 1	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Not Meeting 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
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.	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.	2
----	--	---

### 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:** 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.

<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>As a building, we analyze reading data stronger than we do with math data and need to develop more systems of using data to identify individual student needs. By focusing on analyzing our math data we will be able to provide more targeted instruction to smaller groups of students versus whole group instruction. What we have been doing has not had the greatest impact on our lowest performing subgroup of students on the state performance report.</p> <p>Subgroup White (school/district/state):</p> <ul style="list-style-type: none"> <li>● Math <ul style="list-style-type: none"> <li>○ Below Basic 34.6%/31.97%/20.77%</li> <li>○ Basic 38.5%/25.08%/21.87%</li> <li>○ Proficient 17.3%/25.39%/29.01%</li> <li>○ Advanced 9.6%/17.55%/28.35%</li> </ul> </li> </ul>
---	---

<p><b>Improvement Strategy</b></p> <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>This year, we are working with Black Hills Special Services Cooperative to build teacher efficacy surrounding math foundational skills, pre-assessment and how to use the data from it for effective differentiation and small group instruction.</p> <p>This professional development and the adult work that will change as a result of it should help to build a systematic approach to analyze data to best support all students—especially our lowest subgroup.</p> <p>Hattie's Effect Size for:</p> <ul style="list-style-type: none"> <li>● Small Group Learning = 0.47</li> <li>● Learning goals vs. no goals = 0.68</li> <li>● Direct instruction = 0.6</li> <li>● Cooperative vs. individualistic learning = 0.55</li> <li>● Collective teacher efficacy = 1.57</li> </ul>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>By the end of the 23.24 school year, we will increase our center instruction during core math time to 50% of the time with centers based on data analysis of student skill needs.</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>Targeting this area should help all students—especially our lowest subgroup—increase their math skill base to better perform on the state assessment.</p>

### Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Foundational Math Professional Development with BHSSC	3-4x this year; starting November	BHSSC	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
Pre-assessment, progress monitoring, and differentiation guidance from BHSSC	this year; starting October	BHSSC	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments

Establish procedures and routines for increasing stamina for centers	this year; starting October	Track data for increased endurance	Evidence in successful math centers
--	-----------------------------	------------------------------------	-------------------------------------

### 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.**

<p><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></p>	<p>We have been doing professional development at Desert View that has been based on the results of our data retreats in the spring run by Black Hills Special Services Cooperative, but there has not been a focus on feedback from teachers on what they need to focus on within those professional developments in order to improve student outcomes. By focusing on teacher needs and student outcomes we should be able to improve professional development by tying adult actions to student performance. What we have been doing has not had the greatest impact on our lowest performing subgroup of students on the state performance report.</p> <p>Subgroup White (school/district/state):</p> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ Below Basic 51%/42.27%/25.1%</li> <li>○ Basic 25.5%/20.5%/23.16%</li> <li>○ Proficient 19.6%/26.81%/34.42%</li> <li>○ Advanced 3.9%/10.41%/17.32%</li> </ul> </li> <li>● Math <ul style="list-style-type: none"> <li>○ Below Basic 34.6%/31.97%/20.77%</li> <li>○ Basic 38.5%/25.08%/21.87%</li> <li>○ Proficient 17.3%/25.39%/29.01%</li> <li>○ Advanced 9.6%/17.55%/28.35%</li> </ul> </li> </ul>
---	---

<p><b>Improvement Strategy</b></p> <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>This year, teachers have more input in professional development in reading and math. Black Hills Special Services Cooperative is providing our math professional development and is building it based on teacher survey results so that it best supports teacher efficacy.</p> <p>Our district reading consultant, Trista Stamness, is providing us professional development on the science of reading and working with grade levels to develop student data walls, do reading conferences with students, and hold student reading accountable through speaking and writing. Trista will also be coaching teachers one-on-one to individualize the impact of her work for each teacher so they can all strengthen their skills and areas of perceived need when working with their students.</p> <p>Hattie's Effect Size for:</p> <ul style="list-style-type: none"> <li>● Professional development programs = 0.41</li> <li>● Collective teacher efficacy = 1.57</li> <li>● Scaffolding = 0.82</li> </ul>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>	<p>At the end of the 23.24 school year, our WY-TOPP Summative results for our lowest performing subgroup will have no more than 25% below basic in reading and no more than 20% below basic in math.</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>The individualization of reading PD and teacher input on the math PD will lead to better teacher efficacy which research shows has the greatest impact on student learning and performance.</p>

### Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Foundational Math PD with BHSSC	3-4x this year; starting November	BHSSC	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
Pre-assessment, progress monitoring, and differentiation guidance from BHSSC	this year; starting October	BHSSC	WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments

Virtual Science of Reading Kick-off with Trista Stamness	August 15, 2023	American Reading Company book bins	Lesson plans WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
In-person reading professional development for grade levels with Trista	October, November, February, April (one day in each)	2 floater subs schedule for grade levels	Lesson plans WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments
Virtual reading professional development for individual teachers with Trista	September, October, January, February (one day in each)	schedule for teachers 1 floater sub room available for Zoom sessions	Lesson plans WDE Data Retreat at the end of the school year and end of year WY-TOPP and Acadience assessments

## 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)	1.1	1.5
Achievement (Numeric value)	35	51
Growth (Numeric value)	44	48
Equity (Numeric value)	43	48
EL Progress (Numeric value)	48	60

For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

### 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)	1.3	1.5
Achievement (Numeric value)	35.1	48
Growth (Numeric value)	43.2	48
Equity (Numeric value)	44.3	48
EL Progress (Numeric value)	47.8	50
For High Schools Only		
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
-------------------	-------------------------------	----------------------------------	---------------

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.	Data-Informed Planning	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.	Professional Development	2	

## 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
Melissa Caceres	Kindergarten - Leadership Team Rep
Mariah Castro	KinderBoost - Leadership Team Rep
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 Chair
Lisa Jackson	AMP Chair - Leadership Team Rep
Emilee Hinson	School Secretary - Leadership Team Rep

Mandy DuPape	Parent
Shuree McWhorter	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer