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 School	**Plan Date:** 10/21/2024
Principal: Larry Roney	**District Approval Date (for TSI, WAEA, CSI): October 2024**
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): Desert Elementary: Partially Meeting. Desert Middle: 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
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: C.3 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

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Based on academic needs from data in relation to the 2023-2024 WY-TOPP results.
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.*	This school year, 2024-2025, SCSD#1 has implemented Beyond Textbooks as our primary Instructional resource. We will utilize BT with fidelity. In addition, our staff will continue RTI (flex groups) for 45-minutes daily in reading and math on a rotational basis. Using this strategy, we will use small groups to focus on individual deficits, specifically with reading and math. Our school is continuing the use of iReady Math/Reading to support students' math and reading needs. The staff will be using data from the iReady assessments, as well as the process of Running Records utilized from our leveled book room. Along with this process, the staff will utilize a Data Wall to locate further deficits in our students to improve upon. The team will also be implementing the Individual Reading Level Assessment (IRLA) to support the levels of students. Additionally, we will identify our lowest 25% in academic growth in grades 4-8, and provide additional support for these students in both Math and ELA.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Teachers will assess their groups bi-weekly in order to move our school from Stage 3 to Stage 4 as per the rubric by the end of the 2024-2025 school year.

Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Utilization of BT as our driving force to class time instruction, our Reading Room, intensive RTI program, ALEKS for middle school, iReady Math/Reading along with diagnostics, IRLA, and free choice reading books 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 iReady Math/Reading	Fall 2024	Software	Ready Math/Reading Diagnostics
Schedule RTI time (school-wide)	Fall 2024	An open schedule - 45 minutes per day	WY-TOPP (Interim, Modulars, and Summative) Acadience (Fall, Winter, Spring 2023-2024) CFA (Common Formative Assessments) Running Records Ready Math/Reading Assessments IRLA BT Common Formative Assessments
Establish Flexible Tiered Groups	May 2024/Aug 2024	Running Records/Spring 2023 WyTopp Data	Running Records, WyTopp Data, Ready Reading and Math Diagnostics, BT CFA's
Progress Monitor	Every 2 weeks	Running Records, Reading and Math Diagnostics, IRLA, BT CFA's	Running Records, Ready Reading and Math Diagnostics, IRLA, BT CFA's
Reorganize Tiered Groups	As needed (bi-weekly assessments) 2024-2025 School Year	Running Records, Reading and Math Diagnostics, IRLA, BT CFA's	Running Records, Ready Reading and Math Diagnostics, IRLA, BT CFA's
Look for impacts on WY-TOPP Data (Winter/Spring 2023)	Jan. 2025 - May 2025	WyTopp	WyTopp

High-Impact Domain:
Priority Practice #2:

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	
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.*	
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation

High-Impact Domain:
Priority Practice #3:

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	
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.*	
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation

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)	Start Elem: 1.7 Start Middle: 2.5	End Goal Elem: 1.8 End Goal Middle: 2.6
Achievement (Numeric value)	Start Elem: 29 Below Target Start Middle: 60 Meets Target	End Goal Elem: 51 Meets Target End Goal Middle: 62 Meets Target
Growth (Numeric value)	Start Elem: 49 Meets Target Start Middle: 71 Exceeds Target	End Goal Elem: 52 Meets Target End Goal Middle: 72 Exceeds Target
Equity (Numeric value)	NA	NA
EL Progress (Numeric value)	NA	NA
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)	Start Elem: 1.7 Start Middle: 2.5	End Goal Elem: 1.8 End Goal Middle: 2.6
Achievement (Numeric value)	Start Elem: 29.2 Below Target Start Middle: 65 Meets Target	End Goal Elem: 47.7 Meets Target End Goal Middle: 65 exceeds Target
Growth (Numeric value)	Start Elem: 49.3 Meets Target Start Middle: 71.2 Exceeds Target	End Goal Elem: 50.3 Meets Target End Goal Middle: 72 Exceeds Target
Equity (Numeric value)	Start Elem: 50.3 Meets Target Start Middle: NA	End Goal Elem: 57 Exceeds Target End Goal Middle: NA
EL Progress (Numeric value)	NA	NA
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)		
Growth (Numeric value)		
School Climate (Numeric value)		
Engagement (Numeric value)		
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)		
Math (Numeric value)		
Science (Numeric value)		

In-house Relevant Data

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
Domain 3	**C3**	Stage 3 - Moderate	By the end of the 2023-2024 school year, Desert Elementary School students will increase achievement from 29% to 51% as measured by their performance on WY-TOPP reading, math and science. By the end of the 2023-2024 school year, Desert Middle School students will increase achievement from 60% to 62% 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 Eldridge	Teacher
Tabitha Tomeo	Parent
Brandon Rideout	Teacher

John Beitler	Teacher

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer