



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: October 2025–September 2026
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
Instruction	E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students	2

Culture and Climate	B1. Positive relationships and trust are maintained within and between school stakeholders groups (e.g., leaders, teachers, students, staff, families, community).	2
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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: Instruction

Priority Practice #1: E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	As a building, we are focused on getting all students to grade level in reading. We continue to make growth in certain areas, but what we have been doing is still not making the greatest impact on the state performance report. 2024.2025 Desert View: ● Reading WY-TOPP ○ Below Basic 61% ○ Basic 19% ○ Proficient 14% ○ Advanced 6%
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.	Our teachers are taking what they have learned from the past couple years of professional development and personalized coaching with our district reading consultant and are implementing a leveled flood of students for targeted tier 2 reading support. Staff are implementing structured co-planning at grade level to ensure a guaranteed viable curriculum at Tier 1. They are also implementing structured literacy in their core ELA blocks. Hattie's Effect Size for: ● Small Group Learning = 0.47 ● Student Expectations = 1.44

	• Learning goals vs. no goals = 0.68 • Direct instruction = 0.6 • Cooperative vs. individualistic learning = 0.55 • Collective teacher efficacy = 1.57
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	At the end of the 25.26 school year, our WY-TOPP Summative results for Desert View 3rd Grade will have 80% of students proficient or above on the reading test.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Targeting this area should help all students increase their reading skill base to better perform on the state assessment.

Action Plan for Priority Practices #1

IRLA and American Reading Company (ARC) book structured reading full-building flooded instruction and practice	daily	IRLA books ARC books	Lesson plans End of year WY-TOPP and Acadience assessments
Student Achievement Teacher	daily		Lesson plans Co-planning docs PLC minutes End of year WY-TOPP and Acadience assessments
Consultants for PLCs and Co-planning from Ivie League	weekly		Lesson plans Co-planning docs PLC minutes End of year WY-TOPP and Acadience assessments
Accelerated Reader	Daily	subscription for platform books	School-wide goal setting End of year WY-TOPP and Acadience assessments

iSTEEP	regularly		Lesson plans Co-planning docs PLC minutes Progress Monitor Data End of year WY-TOPP and Acadience assessments
Targeted Observations on Explicit Instruction and Student Engagement			Lesson plans Coaching notes End of year WY-TOPP and Acadience assessments
Individualized Coaching on Student Engagement and Classroom Management	Weekly		Lesson plans Coaching notes End of year WY-TOPP and Acadience assessments
Structured Literacy in ELA block	Daily		Lesson plans End of year WY-TOPP and Acadience assessments
Structured Co-planning	weekly		Lesson plans Co-planning docs PLC minutes Progress Monitoring End of year WY-TOPP and Acadience assessments
Friday STEAM program for Schema and Summer STEAM/Reading Program for Schema	1 Friday/month 4 weeks in June		Lesson Plans End of year WY-TOPP and Acadience assessments
Title I teacher position to include both Tier 2 and Tier 3 intervention	daily	targeted books schedules	Lesson plans End of year WY-TOPP and Acadience assessments
Reading Stamina Goal - Increase to 30 minutes in classroom and	daily	targeted books schedules	Lesson plans End of year WY-TOPP and Acadience assessments

15–30 minutes during IRLA flood block			
Implementation of Beyond Textbooks for increased rigor in standards	daily	time for diving deeper into curriculum and finding right fit tools	Lesson plans End of year WY-TOPP and Acadience assessments
After School Program offered to ALL students–formatted for building student schema in a low SES school	Tuesdays throughout the school year	Student participation	Lesson plans End of year WY-TOPP and Acadience assessments
WY-TOPP Authoring Tool and Modulers for practice in the style of the end of year assessment	as they fit in BT calendar (~1x/month)	Assessment tool Time in master schedule Schema	Lesson plans End of year WY-TOPP and Acadience assessments

High-Impact Domain: Culture and Climate

Priority Practice #2: B1 Positive relationships and trust are maintained within and between school stakeholders groups (e.g., leaders, teachers, students, staff, families, community).

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	As a building we would like to grow our school culture as a supportive and cooperative unit. In order to co-plan a guaranteed viable curriculum and function at grade-level and building-level PLCs, there needs to be a level of vulnerability and trust among staff to work together to find the best way to support student success. Upbeat Survey Data Change from Fall 2024-Spring 2025: • Q1 Teachers at my school build trusting relationships with parents. (-7 points: 93% positive response, 7% negative response) • Q11 I trust my principal. (no change: 64% positive response, 36% negative response) • Q16 Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. (-7 points: 57% positive response, 43% negative response) • Q23 Teachers at my school trust each other. (-9 points: 64% positive response, 36% negative response)
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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.	Professional development in trust and co-planning/PLC work will be a focus throughout the year for our building. Hattie's Effect Size for: ● Professional development programs = 0.41 ● Collective teacher efficacy = 1.57 ● Teacher credibility = 0.9 ● Teacher-student relationships = 0.52
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	At the end of the 25.26 school year our Upbeat Survey will show a positive trend in responses on the four questions indicated in our Practice Rationale.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Targeting this area will create a school culture that is understanding how to build trust and collaboration throughout our school—keeping our students at the center of our work and adult conversations. We should also see an increase in student scores on WY-TOPP and Acadience as an incidental benefit.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Professional Development with COMPASS on building trust	Throughout the year (multiple sessions)	Compass Partners in Learning	Positive school culture Upbeat End of year WY-TOPP and Acadience assessments
Student Achievement Teacher	daily		Lesson plans Co-planning docs PLC minutes End of year WY-TOPP and Acadience assessments
Consultants for PLCs and Co-planning from Ivie League	weekly		Lesson plans Co-planning docs

			PLC minutes End of year WY-TOPP and Acadience assessments
Structured Co-planning at grade level with push for vertical work as the year progresses	weekly		Lesson plans Co-planning docs PLC minutes Progress Monitoring End of year WY-TOPP and Acadience assessments
Individualized Coaching on Student Engagement and Classroom Management	Weekly		Lesson plans Coaching notes End of year WY-TOPP and Acadience assessments
Building Leadership Team Focus on Trust	Monthly		Meeting Minutes
Building-Level Team and Spirit Building Activities	Throughout the year		Positive school culture Upbeat 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)	34	51

Growth (Numeric value)	44	48
Equity (Numeric value)	43	48
EL Progress (Numeric value)	69	70
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)	1.5	1.8
Achievement (Numeric value)	33.4	48
Growth (Numeric value)	43.6	48
Equity (Numeric value)	43.3	48
EL Progress (Numeric value)	68.8	70
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
E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students	Instruction	2	At the end of the 25.26 school year, our WY-TOPP Summative results for Desert View 3rd Grade will have 80% of students proficient or above on the reading test.
B1. Positive relationships and trust are maintained within and between school stakeholders groups (e.g., leaders, teachers, students, staff, families, community).	Culture and Climate	2	At the end of the 25.26 school year our Upbeat Survey will show a positive trend in responses on the four questions indicated in our Practice Rationale.

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
Mariah Castro	KinderBoost - Leadership Team Rep and SIP Team Rep
Carly Kettering	Kindergarten - Leadership Team Rep
Whitney Hollinger	1st grade - Leadership Team Rep
Rachele Unguren-Allen	2nd grade - Leadership Team Rep
Erica Lange	3rd grade - Leadership Team Rep

Christi Carson	School Counselor - Leadership Team Rep and SIP Team Rep
Kristin Legerski Doerr	ELL - Leadership Team Rep
Lisa Jackson	AMP Chair - Leadership Team Rep and SIP Team Rep
Kendra Coy	Resource Teacher - Leadership Team Rep
Emilee Hinson	School Secretary - Leadership Team Rep
Mandy DuPape	Resource Paraprofessional and Parent
Shuree McWhorter	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer