

## **Cache County School District**

### **Policy Series 2000: Administration and District Planning**

**Policy No. 2040 P2**

## **School Improvement Planning**

### **Vision and Commitment**

The Cache County School District Board of Education is committed to achieving high levels of learning for every student through purposeful planning, stakeholder collaboration, and strategic alignment of resources. School Improvement Plans (SIPs) are essential tools to ensure equity, excellence, and continuous growth across all district schools.

SIPs provide a structured approach to identifying school-specific needs, setting goals, and implementing targeted, evidence-based, and results-oriented strategies. They foster a collaborative culture of high expectations and support systemic improvement in all aspects of school performance.

### **Purpose and Objectives**

Effective school improvement planning contributes to the overall success of schools by:

- Establishing a clear and data-informed understanding of a school's current state, including student achievement, school culture, instructional quality, student and family engagement, and leadership effectiveness.
- Building consensus across the school community around prioritized areas for improvement with the greatest potential to enhance student outcomes.
- Setting measurable goals and implementing actionable strategies, including indicators, targets, and milestones that reflect high expectations for all students.

### **Core Requirements for School Improvement Plans**

To promote consistency, alignment with district priorities, and focus on student achievement, each school's SIP must adhere to the following guidelines:

#### **1. Academic Achievement and Grade-Level Readiness**

Each SIP must reflect the foundational intention that all students will complete the school year meeting or exceeding grade-level standards. Specific interventions and supports must be identified

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for students performing below grade level, using a Multi-Tiered System of Supports (MTSS) or similar framework.

#### 2. Biennial Planning with Annual Revisions

SIPs will be developed at least every two years. Schools are required to review and revise plans at least twice annually—in the fall and spring—using performance data from formative assessments, state testing, and stakeholder feedback.

#### 3. Minimum and Optional Goal Areas

Each SIP must include at least two academic goals:

- One in Mathematics
- One in English Language Arts

Schools may add up to two additional goals based on specific school needs, including but not limited to:

- Science and Technology
- Graduation Readiness (High School)
- Communication and Digital Literacy
- Social-emotional Learning and School Culture (e.g., anti-bullying, equity)
- Student and Family Engagement

While additional goals are encouraged, they should not detract from the focus on core academic priorities.

#### 4. Grade-Level Focus

- **Elementary and Middle Schools** should prioritize foundational literacy, numeracy, and communication skills.
- **High Schools** may focus on graduation, career pathways, core course completion, and other metrics aligned with the Utah State Board of Education's standards.

#### 5. Ambitious and Attainable Goals

At a minimum, goals must target performance at or above state averages. SIPs must set ambitious yet realistic targets for schools already exceeding benchmarks to accelerate improvement.

#### 6. Use of the District SIP Template

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All SIPs must be completed using the official Cache County School District SIP template, ensuring consistency in structure, reporting, and accountability.

#### **7. Collaborative Planning Process**

The SIP must be developed collaboratively, involving school staff, leadership, and representatives from parents and the community. Schools should ensure that diverse stakeholder voices are included, and the process should be transparent and inclusive.

#### **8. Measures of Effectiveness**

Each goal must include clear metrics, indicators, and evidence of progress. The school improvement team must include how and when they will monitor progress toward goal achievement and assess the effectiveness of implemented actions. When applicable, these measures should align with district and state accountability systems and be included in the School Improvement Plan (SIP) template.

#### **9. Alignment of Resources**

SIPs must identify funding sources to support implementation. School LAND Trust funds should be aligned with the goals, strategies, and activities outlined in the SIP and used in accordance with state law.

#### **10. Stakeholder Review and Approval**

Each SIP must be reviewed and approved annually by the School Community Council, ensuring compliance with district policy and fostering meaningful engagement with school stakeholders.

#### **11. Board of Education Oversight**

All SIPs must be submitted to and approved annually by the Board of Education. The Board charges the Superintendent with ensuring district-wide implementation of effective SIPs. The Superintendent may extend the SIP process to district departments where appropriate to support system-wide improvement. Schools failing to demonstrate adequate progress may be required to revise their SIPs and receive additional district-level support and monitoring.

#### **12. Professional Development and Capacity Building**

SIPs should include strategies for staff development aligned with identified needs and goals, ensuring that educators are equipped to meet the plan's objectives.

#### **13. Transparency and Communication**

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Schools are encouraged to publish SIPs on their websites and provide periodic progress updates to families and stakeholders. This promotes transparency, accountability, and community investment in the improvement process.

#### Accountability Measures

##### 1. TSI/ATSI/CSI Components:

Schools that have received a TSI, ATSI, or CSI designation from USBE must also include the following components in their SIP:

- **Needs Assessment or Root Cause Analysis:** Schools must conduct either a Resource Allocation Review (RAR) to assess how financial, human, and material resources are currently utilized, focusing on possible inequities that could be contributing factors to low achievement, or a Comprehensive Needs Assessment (CNA) to identify contributing factors to the identified achievement gap.
- **Improvement Goal(s):** Schools must establish a measurable goal for each identified subgroup, along with the other requirements around measurement, indicators, and evidence of progress as previously mentioned. This can be the same as the goal(s) mentioned in Core Component 3, but must specifically indicate the identified subgroup.

##### 2. Progress Monitoring Report:

Schools with TSI, ATSI, or CSI designations will report progress toward improvement goals after the completion of 1st trimester, but before the completion of 2nd trimester, to the Instructional Council, which will include the following:

- **Action Plan Implementation:** Efforts and actions that have taken place to support goal achievement.
- **Progress Monitoring Data:** Academic data related to the effectiveness of implemented actions and progress toward goal achievement as outlined in the SIP.
- **Plan Adjustments:** Adjustments that will be made (if necessary) to the school's SIP to ensure continuous improvement.

#### Definitions

- **SIP:** A School Improvement Plan is a strategic document that outlines a school's goals, actions, resources, and measures for improving student outcomes.
- **Grade-Level Proficiency:** Meeting or exceeding state standards in core subject areas appropriate to a student's current grade.

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- **MTSS:** Multi-Tiered System of Supports – a framework to provide all students with targeted academic and behavioral support.
- **Stakeholder Engagement:** This includes teachers, staff, parents, students (where applicable), and community members in the decision-making process.
- **Viable Measures:** Valid and actionable progress or achievement indicators aligning with plan objectives.
- **TSI:** Targeted Support and Improvement designation by USBE Accountability definitions.
- **ATSI:** Additional Targeted Support and Improvement designation by USBE Accountability definitions.
- **CSI:** Comprehensive Support and Improvement designation by USBE Accountability definitions.

#### Legal References:

ESSA Sections 1111(d)(1)(B)(iv), 1111(d)(2)(c)

Approved by District Administration: November 19, 2025