WDE
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: Black Butte High School	**Plan Date** **October 2026**
Principal: Bryant Blake	**District Approval Date (for TSI, WAEA, CSI):**
District: Sweetwater #1	**Current Identification** *(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI):* **Exceeding 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
Learning Support	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.	Minimal

Professional Development	The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.	Minimal

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: Learning Support

Priority Practice #1: F(1) 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.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**Analysis of the SPED Survey, teacher feedback, and WYTOPP data indicates a need for a more systematic and consistent approach to differentiation, particularly to address persistent academic concerns. Strengthening differentiation within the MTSS framework will support more targeted instruction and improved outcomes for all students.**
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.*	Staff will receive PD on how to effectively implement Tier one support within the classroom, as well as to effectively plan, use flexible methods of instruction, collection of and formal and informal assessments to support differentiation grouping. Administrators hold staff accountable via walkthroughs for implementing Tier 1 support within their instructional block and Tier 2 support in DEN time. Staff will engage in peer observations to share best practices, offer feedback, and support ongoing professional growth related to Tier 1 and Tier 2 support.

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 2025/2026 school year, BBHS staff will see an increase in differentiation strategies being used in the classroom, observed by staff and admin., increasing our overall WYTOPP and ACT score averages
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	When we are focused on meeting the needs of all students by providing them with appropriate interventions and enrichments will see increased academic success in students.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Provide Professional Development for Tier 1 Differentiation, Tier 2 Differentiation	Start at the beginning of the year but it will be ongoing through the year.	Support from Compass	We will use WYTOPP interims and Summative, and Edmentum Diagnostic tests to measure student growth We also monitor students' grades via the AMP team.
Provide Professional Development on how to create proper interventions and enrichments	Start at the beginning of the year but it will be ongoing through the year.	Support from Compass	We will use WYTOPP interims and Summative to measure student growth We also monitor students' grades via the AMP team.
Staff and admin will observe other co-workers within the building to gain knowledge of best practices, while providing feedback on how staff have grown, and possible areas for improvement.	On-Going throughout the year. Staff will need to observe another teacher once a quarter Admin will provide feedback throughout the year.	Support from Compass	Observation Forms, Self Evaluations, Surveys
Differentiation will be a school-wide	Start at the	None	Growth Plan Check-ins and throughout the year

goal for all staff.	beginning of the year but it will be ongoing through the year.		

High-Impact Domain: Professional Development
Priority Practice #2: The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**This year we started our own multi-disciplinary PLCs this year verses joining RSHS for PLCs. WE have made great strides in this area but still need to improve in areas of data analysis and action on the data.**
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.*	Black Butte will continue receiving PLC support PD through Compass Working on creating consensus of what skills to focus on at the start of the year so we can plan more effectively with the support of Compass, addressing the needs of the staff based on the progress made and analysis of the improvement plan from the previous year's action plan. Create more support for our elective teachers on how to incorporate cross curricular standards within the context of their content. More focus on data, data collection and making changes based on the data to meet the needs of students by providing enrichment and intervention.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 2025.2026 school year, BBHS staff will be able to effectively plan, collect data, analyze data, and address students' needs based on the data.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Increased PLC effectiveness with attention to data collection based on student academic performance, will benefit students by identifying and meeting their needs. This will show in the state assessment data.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Start the year off by creating a year-long plan and a consistent data collection for PLC work	At the beginning of the year	Compass Support	PLC Agenda
Focus on data analysis that will inform instructional practices, enrichments, and interventions. Also, provide collaborative support for elective teachers.	ongoing throughout the year	Compass Support	PLC agenda Data Collection forms that monitor student data

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)	2.6	2.8
Achievement (Numeric value)	N/A	N/A
Growth (Numeric value)	N/A	N/A
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Extended Graduation Rate (Numeric value)	N/A	N/A
Post-Secondary Readiness (Numeric value)	N/A	N/A
Grade Nine Credits (Numeric value)	N/A	N/A

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)	36.4	40
Growth (Numeric value)	51.3	53
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)	88.9	92
Post-Secondary Readiness (Numeric value)	40	50

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	57	60
Growth (Numeric value)	45	58
School Climate (Numeric value)	3.06	3.2
Engagement (Numeric value)	100%	100%
For High Schools Only		
High School Credential Rate (Numeric value)	88.89	92
Credit Earning (Numeric value)	81	85
College and Career Readiness (Numeric value)	25	30

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	37.3%	50%
Math (Numeric value)	33.3%	50%
Science (Numeric value)	34.8%	50%

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
F(1) 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.	Learning Support	Minimal	By the end of the 2025/2026 school year, BBHS staff will see an increase of differentiation strategies being used in the classroom observed by staff and admin., increasing our overall WYTOPP and ACT score averages
The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.	Professional Development	Minimal	By the end of the 2025.2026 school year, BBHS staff will be able to effectively plan, collect data, analyze data, and address students' needs based on the data.

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
Bryant Blake	Admin
Mandi Montieth	Resource Teacher

Jennifer Copeland	Resource Teacher
Kaleigh Hannah	Math Teacher
Chelsea Lund	Science Teacher
Chris Clifton	World Language Teacher
John Cundall	CTE/Math Teacher
Jessica Glover	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer