Sweetwater County School District #1

Wyoming School Comprehensive Plan



Desert Elementary and Middle School

Wamsutter, Wyoming

Jared Hardman, Principal

2018-2019

PLAN SIGNATURES

Kerry McGovern

SCSD#1 Superintendent

Carol Jolma

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee

Jared Hardman

Principal

Leneda Davis

Community Member

Holly Hopkins

Parent

Brenda Wolfe

Teacher

Cheryl Rideout

Teacher

John Beitler

Teacher

State Accountability Report

District Name: Sweetwater #1
School Name: Desert Elementary
Grades Served: K-6
Enrollment: 25

WAEA School Performance Rating = Partially Meeting Expectations
WAEA Weighted Average Indicator Score = 1.5 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Average	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	N/A	N/A	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.
Achievement*	Below Target	Below Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Met**
FAY School Participation Rate Status ESSA: **Met**
Statewide Assessment Participation Rate Status WAEA: **Met**

District Name: Sweetwater #1
School Name: Desert Middle School
Grades Served: 7-8
Enrollment: 6

WAEA School Performance Rating = Meeting Expectations
WAEA Weighted Average Indicator Score = 2.5 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

Overall School Performance on Indicators

Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Exceeds Target	Above Average	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
			ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	N/A	N/A	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.
Achievement*	Meets Target	Above Average	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

FAY School Participation Rate Status WAEA: **Met**
FAY School Participation Rate Status ESSA: **Met**
Statewide Assessment Participation Rate Status WAEA: **Met**
Statewide Assessment Participation Rate Status ESSA: **Met**

Needs Assessment

1. Based on the state accountability report, which area (growth, equity, achievement, graduation rate, participation rate) is the lowest for your school?

Based on the state accountability report Desert Middle school was the lowest in achievement with a score 64 in the achievement indicator. Desert Elementary was the lowest in the area of achievement with a score of 37 for the achievement indicator.

2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

We utilize all data resources to look at the area of needs including our new state assessment WY-TOPP, common assessment in Math and ELA, DIBELS, ILP's, report cards and other sources. We use these sources to discuss the needs of intervention during our Professional Learning Communities. We target the needs, set goals and then monitor the progress.

3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) is the second lowest for your school?
The second lowest indicator for middle school is growth with a score of 60 for the achievement indicator. For Desert Elementary our second lowest indicator was in growth with a score of 54 for the achievement indicator.

4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

We utilize all data resources to look at the area of needs including our new state assessment WY-TOPP, common assessment in Math and ELA, DIBELS, ILP's, report cards and other sources. We use these sources to discuss the needs of intervention during our Professional Learning Communities. We target the needs, set goals and then monitor the progress.

5. Below are two goal templates, please write one SMART goal around question #1 and one SMART goal around question #3.

By the end of the 2018-2019 school year, Desert Elementary School students will increase achievement from 37% to 51% as measured by their performance on WY-TOPP reading, math and science.

By the end of the 2018-2019 school year, Desert Middle School students will attain in the area of achievement indicator a score of 51% as measured by their performance on WY-TOPP reading, math and science.

6. Please complete the action plan below detailing the steps you will take to meet that goal throughout the year and the artifacts you will gather to show completion of the steps. Action plans steps should consider: curriculum needs, instructional practices, assessments, interventions, and staff development needs.
Please see the plan below.

7. Please note that the plan will evolve as steps are completed and new action steps are in order. Please reconvene your steering team monthly to update future action items.

GOAL #1: By the end of the 2018-2019 school year, Desert Elementary School students will increase achievement from 37% to 51% as measured by their performance on WY-TOPP reading, math and science.

By the end of the 2018-2019 school year, Desert Middle School students will attain in the area of achievement indicator a score of 51% as measured by their performance on WY-TOPP reading, math and science.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
2018-2019 (ongoing)	School wide PLCs and AMP meetings to analyze student data and progress monitoring. Professional Development for PLC training at work, planning time for instruction. PLC	Yes	Sign in forms, agendas, schedules, data: district common assessments, formative assessments, DIBELS, & WY-TOPP.

	conferences, & Kagan training, national conferences such as PLC, PBIS, & summer academies. Professional book study with all staff and discussed during PLC teams and staff meetings.		
2018-2019 (ongoing)	Track student progress, monitor, and create individual goals and leadership and AMP data to review on WY-TOPP scores; staff PD/training at the staff meeting	Yes	Grade level goals, student data, meeting agendas
2018-2019 (ongoing)	Parent nights focusing on Math and ELA standards (Title 1, ELL, etc.). Parents will be contacted quarterly regarding student progress and family involvement activities.	Partially	Parent sign in forms, meeting agendas, tips and tools for parents to help with standards/learning, & monitored tracking sheets
2018-2019 (ongoing)	Extended day and year activities with focus on math, science, reading, and technology. Book Trust program which gives every student the opportunity to purchase their own books monthly.	Yes	Testing, WY-TOPP, Report Cards, Pre and Post Test Common Assessments, Short Cycle Assessments, Quarterly Assessments, Book Trust, student enrollment list of extended programs
2018-2019 (ongoing)	Use SWIS (individual student information system) data to analyze student behavior to continually use Positive Behavior Intervention System (PBIS) framework school wide.	Yes	SWIS (individual student information system)

All Title I Schools:

Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title 1 teachers and paras use research based programs and strategies to provide interventions for eligible/identified Title 1 students. Pull-out interventions are not provided during core instruction. Extended day programs and in-class support are provided as appropriate based on student need. When pull-out interventions are provided, they are not provided during core instruction time.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment are aligned with the school's purpose and are maintained and enhanced in curriculum, instruction, and assessment

Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

All teachers have embedded PLC time in the schedule to use assessment data to improve instruction and monitor student performance. Title 1 teachers receive additional time to monitor the progress of Title 1 identified students and make instructional decisions to improve student achievement.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

The Title 1 staff and identified Title 1 parents have developed a compact and parental involvement policy for the Title 1 program at Desert Middle School. The compact and policy are reviewed with the parents and staff annually. Quarterly parental engagement meetings are held at the school. Topics covered are the Title 1 program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title 1 program. Desert Middle School provides an interpreter and translated materials for any parent.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress through monthly newsletters and parent meetings. Regular contacts will be made with parents about individual progress of students.

If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

We work with our parents in the transition from early childhood programs by informing them of the processes and procedures to adhere to our elementary program. Desert School Elementary is beginning the process implementing a Head Start Transition program.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

The district provides training for all intervention teachers and staff, including Title 1 teachers and paraprofessionals, in the use of research based intervention programs.

All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title 1 Parent Advisory Council, the Parent Teacher Organization and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment and Title 1 staff provide targeted services based on those prioritized needs.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

What strategies are used to attract highly qualified teachers to high need Title I schools?

The district employs many strategies to recruit highly qualified teachers to work in the Title 1 schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Title 1 teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement. Desert School offers staff housing to highly qualified teachers at a discounted rate.

Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school's purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

How do you coordinate and integrate federal, state, and local services and programs?

The District employs a Grant Coordinator to ensure compliance and coordination within all programs. As a Title 1 Targeted Assistance school, Desert Middle School benefits from additional programs, including Title II, Title III, BOCES and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.

Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.