WDE
School Improvement Plan Template

Section 1: Building Data

School: Farson Eden School	**Plan Date:** September 2023
Principal: Barb Rezzonico	**District Approval Date (for TSI, WAEA, CSI):**
District: Sweetwater County School District #1	**Current Identification** ● *Farson-Eden Elementary: Partially Meeting Expectations* ● *Farson-Eden Middle School: Exceeding Expectations* ● *Farson-Eden High School: 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
Data-Informed Planning (C2)	Data are routinely analyzed in multiple ways (by the school, grade, class, student sub-group, etc) and discussed amongst the staff.	2

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: Data Analysis

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	At the elementary level in reading, our overall achievement on the WY–TOPP was met by only 51.9% of students. In addition, the mean student growth percentile in reading on the WY–TOPP was 40.6 (34 in 4th grade and 46.5 in 5th grade) for the 22–23 administration. In studying the Science of Reading (LETRS training), we as a staff recognize the need for strong phonological processing, phonemic awareness and phonics skills in all young readers to ensure reading mastery.
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.*	Students in Kindergarten through 5th grade will be assessed in decoding skills at the beginning of the year to determine baseline decoding skill abilities. During elem PLC time, teachers will develop a data wall to track student learning as progress monitoring and interim/summative assessments are completed. Response to Intervention (effect size 1.29) will be utilized to drive phonics instruction (effect size .70) and intervention (effect size .77). Specific targeted intervention will occur daily for each student with frequent systematic progress monitoring. Data will be reported in PLC meetings to ensure that individual remediation measures and overall student academic performance are closely monitored and adjusted for maximal impact.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	FES will move from Stage 2 Minimal Implementation to Stage 4 High Implementation by the conclusion of the 2023–2024 school year.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By providing a systematic process for progress monitoring and dedicated time during each PLC for analysis of progress and student performance data, FES will observe an increase (in the area of growth) in achievement that is reflected as adequate growth in the area of reading for all 4th and 5th grade students .

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Analysis of 2023 WY-TOPP growth	August 2023	WY-TOPP performance reports	Identify students who did and did not meet growth targets in 22-23 school year
Administer baseline reading assessments	August/September 2023	IXL, Star Reading, PASI, PAST, LETRS screener, Accadience	Individual grade level teachers and interventionists will administer assessments and report student performance at PLC meetings
Develop data wall document to display student performance and progress monitoring	October 2023	Trista Stamness will develop	Data wall will be displayed in teacher's lounge to be utilized at each PLC meeting to record student progress monitoring data
Identify targeted students/ set specific, measurable goals	October 2023	Data wall; baseline assessment data	PLC academies will analyze data and identify students in need of remediation and initial reading goals
Monitor student progress toward mastery of progressive decoding skills	October 2023-May 2024	Progress monitoring data, WY-TOPP modulars and interim assessment results, IXL data, remediation goal sheets, classroom performance	Student achievement on multiple measures of performance will be monitored to measure and drive the impact of intervention
Administer post assessments and analyze to determine progress toward goals	May 2024	IXL, Star Reading, PASI, PAST, LETRS screener, Accadience	Elem PC will review data to measure effectiveness of instructional practice and remediation efforts

High-Impact Domain: Data Informed Planning
Priority Practice #1: Data Analysis (Math)

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	At the Middle School level, we note that students coming from 5th grade to MS drop significantly in math performance upon entering 6th grade when compared to their 5th grade WY-TOPP performance. The instruction needed to move students back to proficiency results in students not being prepared for higher level HS math courses
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.*	Cross grade level teachers will work to vertically align their curriculum and to align the curriculum at each grade level to the WY-Topp assessment. By ensuring that students are prepared at each grade for the following year's math curriculum, students can continue to move forwards and not experience learning loss as has been previously observed. Once maps have been formalized, they will be shared with non-tested classes to determine areas where math can be taught in classes such as music, AG, and science that align to grade bands. Struggling math students will be identified and provided additional learning time to address learning needs.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the conclusion of the 23-24 school year, 75% of current 6th graders will maintain or increase their level of achievement in math and the class as a whole will exhibit adequate growth in math as measured on the WY-TOPP.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	With additional math time, specific attention to curriculum alignment, and goals to address learning gaps, students will not experience the learning loss that has been typical with the transition to middle school from elementary.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Students who struggle in Math will be given additional time for math remediation during the school day	Daily for the 2023-24 school year	Master Schedule	Master Schedule will be developed that allows for additional time in math for struggling students
Identify middle school students who are struggling in Math	August/September 2023	WY-TOPP, IXL, classroom performance	PLC will analyze student performance in math on multiple measures
Math curriculum from 5th-11th will be aligned vertically and with the WY-TOPP state assessment	1st semester 2023	BHS will assist in the process of data analysis	FES math teachers will meet with BHS to review curriculum alignment to the WY-TOPP and to vertically align their instruction to allow students to master prerequisite concepts at each level
Monitor student progress toward mastery of grade level math skills	October 2023-May 2024	Progress monitoring data, WY-TOPP modulars and interim assessment results, IXL data, remediation goal sheets, classroom performance	Student achievement on multiple measures of performance will be monitored to measure and drive the impact of intervention
Teachers will assess students mastery of the standards through the creation of standards based assessments	October 2023-May 2024	WY-TOPP Authoring tool	All teachers will be trained in the use of the WY-TOPP authoring tool and utilize it to create assessments to monitor students' mastery of the standards
Administer post assessments and analyze to determine progress toward goals	May 2-24	IXL, Interim/ summative WY_TOPP, classroom performance, modulars, teacher created authoring tool assessments	Elem PC will review data to measure effectiveness of instructional practice and remediation efforts

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) (Elem/MS/HS)	1 Year Performance Goal (insert a numeric goal) (Elem/MS/HS)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.5/ 2.7/ 2.7	2.0 / 3.0 / 2.8
Achievement (Numeric value)	41/ 63/ 61	59.3 / 63.9 / 60.3
Growth (Numeric value)	N/A / 64/ 69	41.3 / 63 / 66.6
Equity (Numeric value)	57 / 63 / 60	N/A / 64.6 / N/A
EL Progress (Numeric value)	N/A / N/A / N/A	N/A / N/A / N/A
For High Schools Only		
Extended Graduation Rate (Numeric value)	100	100
Post-Secondary Readiness (Numeric value)	58	58.3
Grade Nine Credits (Numeric value)	94	N/A

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal) (Elem/MS/HS)	1 Year Performance Goal (insert a numeric goal) (Elem/MS/HS)
ESSA Average Indicator Score (0.0-3.0)	2.0 / 3.0 / 2.8	51.9 / 72.2 / 62.1
Achievement (Numeric value)	59.3 / 63.9 / 60.3	66.7 / 55.6 / 58.6
Growth (Numeric value)	41.3 / 63 / 66.6	45.5 / 50 / 57.1
Equity (Numeric value)	N/A / 64.6 / N/A	N/A / N/A / N/A
EL Progress (Numeric value)	N/A / N/A / N/A	N/A / N/A / N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)	100	100
Post-Secondary Readiness (Numeric value)	58.3	65.4

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
Data are routinely analyzed in multiple ways (by school, grade, class, student sub-groups, etc) and discussed amongst staff.	Data Informed Planning (C2)	2	4

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
Emily Wise	Elem representative
Jennifer Applequist	MS representative
Lynette Wiginton	HS representative
Barbara Rezzonico	principal
Mike Merkley/ Jim Mines	Community Advisory rep
Andrea Summers	Board of Trustees rep

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer