



Sweetwater County School District #1

Desert Elementary and Middle School



Home of the Coyotes

Wamsutter, Wyoming

Chip Roney, Principal

2020-2021

PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee

Chip Roney

Principal

Leneda Davis

Community Member

Angelica Wood

Parent

Donna Eldridge

Teacher

John Beitler

Teacher

State Accountability Report

(2018-2019 data)

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 = 1.7 (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 WY-TOPP 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	Meets Target	Above Average	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	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 on the state assessment.

-FAY School Participation Rate Status WAEA: **Met**

-FAY School Participation Rate Status ESSA: **Met**

-State Assessment Participation Rate Status WAEA: **Met**

-State Assessment Participation Rate Status ESSA: **Met**

District Name: Sweetwater #1

School Name: Desert Middle School

Grades Served: 7-8

Enrollment: 3

WAEA School Performance Rating = Meeting Expectations

WAEA Weighted Average Indicator Score = 2.0 (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	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 WY-TOPP 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 on the state assessment.

-FAY School Participation Rate Status WAEA: **Met**

-FAY School Participation Rate Status ESSA: **Met**

-State Assessment Participation Rate Status WAEA: **Met**

-State 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?

Due to COVID 19, WY-TOPP was not given for the spring of 2019-2020, however, based on the state accountability report from 2018-19 data, Desert Middle school was the lowest in achievement with a score 58 in the growth indicator. Desert Elementary was the lowest in the area of achievement with a score of 45 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, Acadience, 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 of our students. These other data resources support what the previous state accountability report shows.

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

Again, due to COVID 19, WY-TOPP was not given for the spring of 2019-2020, however, based on the data provided by state accountability report from 2018-2019, the second lowest indicator for middle school is growth with a score of 66 for the achievement indicator. For Desert Elementary our second lowest indicator was in growth with a score of 51 for the growth 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, Acadience, 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 of our students. These other data resources support what the previous state accountability report shows.

Desert school's WY-TOPP and other common assessment data was disaggregated by race, ethnicity, gender, IDEA, and ELL. The performance of each subgroup was analyzed in AMP meetings and in PLC's held every six days to determine if there were specific needs to be addressed for one or more subgroups. In addition, Desert School also utilizes needs assessment, efficacy survey, staff needs assessment, UW literacy audit (postponed due to the COVID19 shutdown; intent is to catch up in the Fall of 2020 and complete literacy audit). These additional assessments were analyzed to determine additional strengths and needs:

- Acadience
- WY-TOPP (Spring 2020 data will not be available due to COVID19 shutdown)
- Schoolwide Information System (SWIS) behavior (PBIS) data
- Attendance
- EL ACCESS
- Common Assessments
- ReadyGen Data

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 2020-2021 school year, Desert Elementary School students will increase achievement from 45% to 51% as measured by their performance on WY-TOPP reading, math and science from 2018-2019, in addition to our common assessments in Math and ELA, Acadience, ILP's, report cards and other sources taken during the 2019-2020 school year.

By the end of the 2020-2021 school year, Desert Middle School students will increase achievement from 66% to 68% as measured by their performance on WY-TOPP reading, math and science WY-TOPP reading, math and science from 2018-2019, in addition to our common assessments in Math and ELA, Acadience, ILP's, report cards and other sources taken during the 2019-2020 school year.

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 2020-2021 school year, Desert Elementary School students will increase achievement from 45% to 51% as measured by their performance on WY-TOPP reading, math and science.

By the end of the 2020-2021 school year, Desert Middle School students will attain in the area of achievement indicator a score of 68% as measured by their performance on WY-TOPP reading, math and science.

Timeline	Action Steps	Was this action step in place in 2019-2020?	Evidence of Completion (Submitted artifacts housed in SharePoint)
2020-2021 (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 and RTI training via Solution Tree , & Kagan training, , PBIS Training, & summer academies. Professional book study with all staff and discussed during PLC teams and staff meetings.	Yes	Sign in forms, agendas, schedules, data: district common assessments, formative assessments, Acadience, & WY- TOPP.

2020-2021 (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
2020-2021 (ongoing)	Virtual Parent nights(due to COVID) focusing on Math and ELA standards (Title 1, ELL, etc.). Parents will be contacted quarterly regarding student progress and family involvement activities.	Yes	Parent sign in forms, meeting agendas, tips and tools for parents to help with standards/learning , & monitored tracking sheets
2020-2021 (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. Imagine Learning for all students to be utilized.	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
2020-2021 (ongoing)	Use SWIS 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.

Desert School completed its' School-Wide Title1 school-wide application during the 2019-2020 school year, which was approved in the summer of 2020, therefore making Desert School a Title1 school rather than merely a "targeted school". 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 at Desert School have embedded PLC time in the schedule to use assessment data to improve instruction, and monitor student performance. In addition to the embedded PLC time into the daily schedule, we also have embedded AMP meeting times on our Day3 specials in order to further our focus on student performance and continuous improvement.

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.)

Being school-wide Title I allows us to utilize our compact and parental involvement policy for the Title I 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 I 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 I program. Desert 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, ParentSquare, 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. Due to our rural location, there is no Head Start program available to transition from. A minimal number of parents take their children to a Pre-K program from Wamsutter.

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 I 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.

All students receive reading instruction and remediation from highly qualified teachers, interventionists, and paraprofessionals as provided by the Sweetwater #1 Early Literacy plan.

http://www.sweetwater1.org/groups/4800/curriculum_instruction_and_assessment/cia_home_page

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?

There are additional programs to support students' linguistic needs. Imagine Learning is provided through Title III and is used during the school day as well as in extended day and summer academies for students (Pending COVID health restrictions). Title III (ELL) is a federally funded program.

We use the BOCES state funded program to hire a paraprofessional to assist intervention teachers to meet the special needs of our students.

Title IIA and district funds are used to provide professional development to all staff. The district has provided professional development for two years in PLC training, in addition to RTI training during the 2020-2021 school year. An outside expert has provided training and support in addition to opportunities on professional development days for teachers throughout the district to work together to create high quality PLC teams aligned with the district curriculum map and state standards.

The District employs a Grant Coordinator to ensure compliance and coordination within all programs. Being a Title I school now, Desert School benefits from additional programs, including Title II, Title III, BOCES and 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.