

School Improvement Plan Template

This template meets the requirements of federal and state statute.

For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Farson Eden School	Plan Date: September 2022
Principal: B. Rezzonico	District Approval Date :
District: Sweetwater County School District #1	Current Identification: <i>Elementary: Partially Meeting Expectations</i> <i>Middle School: Meeting Expectations,</i> <i>High School: Meeting Expectations</i>

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the Self-Assessment” section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on review of the Self-Assessment, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	Self-Assessment 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
Instruction (E3)	Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).	2

Section 3: Year-Long Plan

Part 1: Practice Goals and Related Actions

High-Impact Domain: Learning Support

Priority Practice #1: C2 Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc) and discussed amongst staff.

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Since our return from COVID, the routine practice of analysis of multiple data sources to inform student remediation efforts has become less regular. This is in part due to the lack of consistent data sources (Wy-Topp), the inclusion of additional data sources (Accadience and IXL diagnostic), and lack of focus. A return to a systematic and routine analysis of data sources needs to be implemented in our PLCs to monitor effectiveness of student remediation efforts, assess curriculum alignment, and increase the academic growth of all students.</p>
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<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● 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. 	<p>Specific, targeted intervention and assessment processes have been implemented to provide multiple measures of achievement for all students. These data sources have been utilized to identify academic needs. In addition, additional interventionist staff have been designated and time built into the master schedule to provide remediation opportunities. FES will develop a systematic progress monitoring and PLC reporting system to ensure that student remediation measures and overall student academic performance are closely monitored and adjusted for maximal impact (Response to Intervention has an effect size of 1.29)</p>
<p>1-Year Adult Practice Goal</p> <p>Provide a measurable goal aligned to the Practice.</p>	<p>FES will move from Stage 2 Minimal Implementation to Stage 4 High Implementation by the conclusion of the 2022-2023 school year.</p>
<p>Impact on Performance Goals</p> <p>Describe how the focus on this Practice will impact performance goals.</p>	<p>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 academic achievement (particularly in the area of growth) in reading and math at the elementary, MS and HS levels.</p>

Action Plan for Priority Practice #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Identify targeted students	Fall 2022	WY-TOPP data, Accadience results,	PLC academies met to review, compile, and analyze 2020-21 student achievement data.
Prepare reading, math, and science crosswalks	October 2022	curriculum maps, Wy-topp blueprints	crosswalk template
Develop and implement process for progress monitoring	October 2022	master schedule/ interventionist	Interventionists schedule;utilization of unified insights to monitor and document remediation efforts.
Monitor student progress toward mastery of grade-level standards and individually identified remediation goals bi-weekly	October 2022--May	PLC, IXL, WY-Topp interims progress monitoring data and modulars, individual remediation goal sheets, classroom performance, etc	Student achievement on multiple measures of performance will be monitored to measure the impact of interventions.
Administer end of year assessment	October 2022-May 2023	IXL diagnostic reports, Wy-topp, Accadience, Star	PLCs will administer end of year assessments and record data
Analysis of data sources	August/Sept 2023	Student achievement data collection tool	FES will review data and determine effectiveness of instructional practice and remediation efforts

High-Impact Domain: Instruction (E3)

Priority Practice #2: Classroom practices are used to promote self-awareness, self management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning)

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	FEMS and HS have noted that students are having a difficult time with appropriate social interactions in the classroom. Students do not appear to recognize the effects that negative remarks to peers are creating a classroom environment that is not safe for learning and growing.
Improvement Strategy <ul style="list-style-type: none">● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i>● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i>● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	FEMS and HS teachers will monitor and support positive peer interactions in the classroom. Students' negative comments to each other will be acknowledged and students will be given the opportunity to correct their comments to be positive and supportive. Students will learn that certain behaviors are acceptable in some places with some people, but that the classroom is a place where all students must feel safe and supported as they learn (positive peer influences (effect size .53), self regulation strategies (.52), strong classroom cohesion (effect size .44).)

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Teachers will explicitly monitor and provide feedback to students on the appropriateness of comments made to peers in the classroom. Instances of negative comments to peers will decrease by 25% by the end of the 2023 school year.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	When students learn in a positive environment with the presence of a growth mindset, achievement is increased. By the end of the 2023 school year, individual student achievement will increase for all students as measured on the WY-TOPP.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC meets with the counselor to discuss behaviors observed and develop a plan to assess, instruct, and monitor negative remarks to peers in the classroom.	September 2022	PLC team, counselor	Baseline data to be collected
Consistent instruction with middle school students on the what and the why.	September 2022	Homeroom teachers	Teacher report during PLC meeting
Teacher developed student performance goals to decrease negative comments in their classrooms.	October 2022	Individual goal development forms	To be monitored/ discussed at post conferences
Monitor and provide feedback to students on the presence of negative comments to peers in the classroom.	October 2022-May 2023	PLC team	Teacher tally sheets
PLC and individual teachers meet with administration to evaluate progress toward goals.	April-May 2023	Post-assessment results	PLC minutes/ individual goal meetings

Part 2: Student-Focused Performance Goals

WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8 / 2.0 / 2.2 (Elem/MS/HS)
Achievement (Numeric value)	68// 68 / 60
Growth (Numeric value)	48 / 55 / 55
Equity (Numeric value)	48 / 48 / 49
EL Progress (Numeric value)	N= >10
For High Schools Only	
Extended Graduation Rate (Numeric value)	100
Post-Secondary Readiness (Numeric value)	80
Grade Nine Credits (Numeric value)	100

ESSA School Performance Goals (Elem/ MS/ HS)

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	N/A / N/A / N/A
Achievement (Numeric value)	58.6% / 58.6% / 58.6%
Growth (Numeric value)	54.5 / 54.5 / 54.5
Equity (Numeric value)	56.2 / 56.2 / N/A
EL Progress (Numeric value)	N/A
For High Schools Only	
Four year on-time graduation rate (Numeric value)	100
Post-Secondary Readiness (Numeric value)	65.4

WAEA Alternative School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	N/A
Growth (Numeric value)	N/A
School Climate (Numeric value)	N/A
Engagement (Numeric value)	N/A
For High Schools Only	
High School Credential Rate (Numeric value)	N/A
Credit Earning (Numeric value)	N/A
College and Career Readiness (Numeric value)	N/A

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	65.6% / 72% / 64.7%
Math (Numeric value)	74.2% / 64% / 64.7%
Science (Numeric value)	69.2 / 50% / 62.5%

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)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment 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
Classroom practices are used to promote self-awareness, self-management, social awareness relationship skills, and responsible decision-making. (e.g. Social Emotional Learning).	Instruction (E3)	2	4

Part 2: Plan Contributors

Leadership Team Member Name	Role
Wendy Keeler	Elem representative
Jacob Summers	MS representative
Tabetha Noble	HS representative
Barbara Rezzonico	principal
Mike Merkley	Community Advisory rep

Andrea Summers	Board of Trustees rep

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer