



Sweetwater County School District #1



Rock Springs, Wyoming
Barbara Rezzonico, Principal

2019-2020



PLAN SIGNATURES

Keely McFouern

SCSD#1 Superintendent

Carol E. Jelso

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering

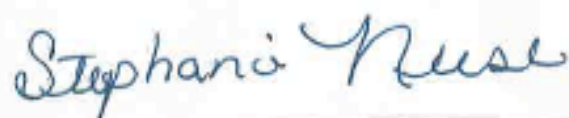
Committee Signatures



Principal



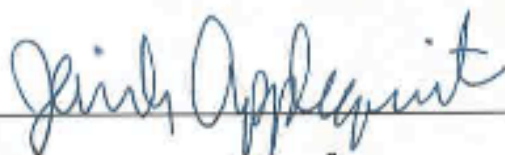
Community Member



Parent



Teacher



Teacher



Teacher

State Accountability Report

District Name: Sweetwater #1

School Name: Farson-Eden Elementary

Grades Served: K-5

Enrollment: 60

WAEA School Performance Level = Exceeding Expectations

WAEA Weighted Average Indicator Score = 3.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Not Identified

Comprehensive Support and Improvement = N/A

Targeted Support and Improvement = N/A

Additional Targeted Support and Improvement = N/A

ESSA Average Indicator Score = 3.0

ESSA Average Growth & Achievement Score = N/A

(ESSA Average Growth & Achievement Scores are only reported for the 5% of Title I schools with the lowest scores)

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 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 | Exceeds 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 | Exceeds 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

District Name: Sweetwater #1

School Name: Farson-Eden Middle School

Grades Served: 6-8

Enrollment: 41

WAEA School Performance Rating = Partially Meeting Expectations

WAEA Weighted Average Indicator Score = 1.4 (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 | Below Target | Below 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 | Below Target | Below 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 | Meets 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: Farson-Eden High School

Grades Served: 9-12

Enrollment: 62

WAEA School Performance Rating = Exceeding Expectations

WAEA Weighted Average Indicator Score = 2.5 (Cut Scores = 1.4 ; 1.8 ; 2.5)

ESSA School Identification = Not Identified

Four-Year, On-Time Graduation Rate = 100.0

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 ELA and math combined for all students in grades nine through eleven as measured from prior year Aspire to current year WY-TOPP and ACT (grade eleven only). |
| | | | ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten. |
| Equity | Exceeds Target | 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% for grades nine and ten. |
| Achievement | Exceeds 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. |
| Extended Graduation | Exceeds Target | N/A | WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates.This is a lagged indicator. |
| Four-Year On-Time Graduation | N/A | Above Average | ESSA: The prior year four year, on-time graduation rate.This is a lagged indicator. |
| Post-Secondary Readiness | Below Target | Average | The percent of all prior year graduates demonstrating college or career readiness.This is a lagged indicator. |
| Grade Nine Credits | Exceeds Target | N/A | WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate.This is a lagged indicator. |

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

Farson Eden Elementary (FEES): The 2018-19 School Improvement Plan goal for FEES was to increase achievement on the WY-TOPP from a proficiency score of 47% to 51% in ELA. Current school performance data indicate that this goal was met with an achievement score of 68% on the 2018-19 WY-TOPP. In addition, FEES moved from a performance level of meeting expectations to our current level of exceeding expectations. Also, FEES is exceeding targets in growth, equity, and achievement in both WAEA and ESSA, though growth and equity are only marginally in the exceeding targets range. FEES is exceeding state averages on the WY-TOPP on all assessments with the exception of 3rd grade ELA. Science is our lowest area of performance with Math being significantly higher than ELA.

Farson Eden Middle School (FEMS): FEMS developed two School Improvement Plan goals for 2018-19 school year. First to increase student achievement on the WY-TOPP from a proficiency score of 35% to 46% in Math and 52%-55% in ELA. Student achievement scores indicated that this goal was met for math with a score of 51.2% but not for ELA which was also an achievement score of 51.2%. Our second goal was to increase student growth from 38% to 45%. This goal was also met. FEMS moved from a performance level of not meeting expectations to a level of partially meeting expectations. Our eighth-grade students performed above state average in all areas and our seventh-grade students did so in Math. Equity is now our lowest area of performance. Science is our lowest content area with ELA being slightly higher than Math.

Farson Eden High School (FEHS): The 2018-19 School Improvement Plan goal for FEHS was to increase Math from a score of 41%-47%. This goal was met with a score of 64.7% proficiency. FEHS moved from a performance level of meeting expectations to a performance level of exceeding expectations. High School students exceeded state achievement levels in all grades and all subjects with the exception of science. Growth is our lowest area (with the exception of post-secondary readiness which is a lagging indicator currently affected by reporting issues). Science is our lowest content area with Math and ELA being equal areas of achievement.

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?

Farson Eden Elementary: Additional information includes Acadiaence testing and progress monitoring, district common assessments, WY-TOPP modular performance, and classroom performance.

Farson Eden Middle School: Additional information for all middle school grades is obtained through district common assessments, WY-TOPP modular performance, Friday School recommendations and classroom performance.

Farson Eden High School: Information for our high school grades is obtained through district common assessments, WY-TOPP modular performance, Friday School recommendations, ACT scores, Hathaway eligibility, ASVAB and classroom performance.

Attendance, socio-economic status and disciplinary referrals are not a significant source of information for our population. Additional data sources support that by providing standards-based instruction, targeting assistance for students in our consolidated sub groups, and increasing rigor of instruction, student achievement and thus growth/equity will occur.

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

Farson Eden Elementary: The second lowest area for our Elementary was growth, though this area is designated as exceeding targets which is a strength.

Farson Eden Middle School: The second lowest area for our Middle School is equity which is one point below growth.

Farson Eden High School: The second lowest area for our High School is achievement which, though it is identified as exceeding targets only does so by one point.

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?

The same data sources indicated above provide additional information for our second lowest indicators. Additional data sources support that by providing standards-based instruction, targeting assistance for students in our consolidated sub groups, and increasing rigor of instruction, student achievement and thus growth/equity will occur.

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

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.

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 conclusion of the 2019-20 school year,

- a. MS student achievement on the WY-TOPP Assessment will increase from 45.5% to 55% in science and 45.8% to 55% in ELA.**
- b. HS student achievement on the ACT will increase from an average of 20.1 to 21.**

GOAL #2: By the conclusion of the 2020-21 school year,

- a. Current fourth grade students will increase proficiency from 9% (3rd grade writing) to 45% (5th grade writing) and current 2nd grade students will achieve 45% (3rd grade writing) proficiency on the writing standards of the ELA WY-TOPP.**

Farson Eden Elementary

| Timeline | Action Steps | Was this action step in place in 2018-2019? | Evidence of Completion |
|-------------------------------|---|---|---|
| September, October, January | 3-D Learning Science Professional Development | No | Sign in sheets; lesson plans |
| September, November, February | District Kindergarten/5 th grade Professional Development ELA Ready Gen training and on-site coaching support | Yes, for 2 nd and 3 rd grade teachers | Sign in sheets; observation feedback |
| October, February, May | District PLCs at Work team Professional Development | Yes | Sign In Sheets |
| October/ November | Team attendance at Wyoming DOE sponsored Marzano's Training Series | No | Registration certification |
| August-May | Development and utilization of proficiency scales to monitor student performance and inform students of academic expectations | No | Proficiency scales |
| October-May | Marzano Art and Science of Teaching book study | No | Sign in sheet |
| Weekly | Vertical PLC meetings focused on student data including writing proficiency scales and writing samples | Yes | Meeting minutes |
| On-going | Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing | Yes | Airways reporting Data |
| On-going | Star Reading Individual student goals and analysis of student reading progress | Yes | Student performance reports; student recognition on the Path of the Pronghorn |
| On-going | Bi-weekly Acadience progress monitoring | Yes | Progress monitoring reports |
| On-going | Implementation of PBIS to support attendance, engagement, safety, and achievement | No | SWIS data |

Farson Eden Middle School

| Timeline | Action Steps | Was this action step in place in 2018-2019? | Evidence of Completion |
|--|--|--|--|
| October, February, May | District PLCs at Work team Professional Development | Yes | Sign In Sheets |
| October 11, 2019 | Gear Up ACT training | No | Sign In Sheets |
| December - May | Wy-TOPP performance review and goal setting student sessions | No | Student conference schedule and Student goal setting forms |
| September 24-25, 2019 and February 11-12, 2020 | Student led conferences | Yes | Student created presentation materials and parent sign in sheets |
| September, October, January | 3-D Learning Science Professional Development | No | Sign in sheets; lesson plans |
| On-going | Weekly academic advisory with increased parental involvement through student email | Yes | Academic Advisory assignment sheets and school calendar |
| On-going | MS PLC meetings focused on student achievement/performance particularly integration of science vocabulary and comprehension of informational text across curriculums | No | The Week Ahead calendars and meeting minutes |
| On-going | Friday School Assignment for students with missing assignment/ poor grades | Yes | Friday school google doc records and student sign in sheets |
| On-going | Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing | Yes | Airways reporting Data |
| On-going | Parent access to student's PowerSchool grades | Yes | PowerSchool sign in records |
| On-going | Implementation of PBIS to support attendance, engagement, safety, and achievement | No | SWIS data |

Farson Eden High School

| Timeline | Action Steps | Was this action step in place in 2018-2019? | Evidence of Completion |
|--|--|--|--|
| August | Assign all freshman to an advisor who will check grades during weekly advisory meetings | Yes | Assignment sheets |
| August | Parent/student orientation meetings grades 9,11, 12 | No | Sign in Sheets |
| September 24-25, 2018 and February 11-12, 2019 | Student led conferences | Yes | Student created presentation materials and parent sign in sheets |
| September, October, January | 3-D Learning Science Professional Development | No | Sign in sheets; lesson plans |
| October/November | Team attendance at Wyoming DOE sponsored Marzano's Training Series | No | Registration certification |
| October, February, May | District PLCs at Work team Professional Development | Yes | Sign In Sheets |
| October 11, 2019 | Gear Up ACT training | No | Sign In Sheets |
| November-May | NHS tutoring | Yes | Academic Options registration forms |
| On-going | Weekly academic advisory | Yes | Academic Advisory assignment sheets and school calendar |
| On-going | HS PLC meetings focused on student achievement/performance | No | PLC minutes as recorded in Google Documents |
| On-going | Friday School Assignment for students with missing assignment/ poor grades | Yes | Friday school google doc records and student sign in sheets |
| On-going | Parent access to student's PowerSchool grades | Yes | PowerSchool sign in records |
| On-going | Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing | Yes | Airways reporting Data |

| | | | |
|----------|--|----|---------------------|
| On-going | Implementation of PBIS to support attendance, engagement, safety, and achievement | No | SWIS data |
| On-going | Practice ACT opportunities for all grades | No | Planbook |
| On-going | Cross-curricular focus on vocabulary development | No | PLC meeting minutes |
| On-going | Development and alignment of coursework to increase student's access to college and career | No | Course Catalog |