Sweetwater County School District #1

Rock Springs, Wyoming
Bryant Blake, Principal

2020-2021

PLAN SIGNATURES

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SCSD#1 Superintendent

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SCSD#1 Board Chairman

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WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Name	Position
Bryant Blake	Principal
Melinda Schweda	Counselor/AMP chair
Billie Vanlandingham	Math
Chelsea Lund	Science
Richard Baker	Secondary
Derek Allison	Social Studies
Brooke Flaherty	SPED
Laura Rodgers	Paraprofessional
Elreta Shaw	Parent

State Accountability Report

WYOMING
DEPARTMENT OF EDUCATION

2018-19 School Performance Report for Alternative High Schools

(WAEA = Wyoming Accountability in Education Act)

(ESSA = Every Student Succeeds Act)

District Name: Sweetwater #1

School Name: Black Butte High School

Grades Served: 9-12

Enrollment: 96

WAEA School Performance Level = Meeting Alternative School Expectations

WAEA Weighted Average Indicator Score = 2.1 (Cut Scores = 1.4 ; 1.7 ; 2.3)

Comprehensive Support and Improvement = Identified

Targeted Support and Improvement = IEP

Additional Targeted Support and Improvement = N/A

Four-Year, On-Time Graduation Rate = 50.0

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 Alternative School Target Level	ESSA Norm Category	Description
Growth	Exceeds Target	Above Average	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
		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).
Achievement	Exceeds Target	Average	WAEA: The Average Achievement Index Score on the WY-TOPP in grades 9 and 10. Index scores for students are Advanced = 150 points, Proficient = 100 points, Basic = 50 points, and Below Basic = 0 points.
			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.

High School Credential	Below Target	N/A	WAEA: Prior year extended graduation rate including the four-year, on-time cohort plus all graduates from earlier cohorts. Non-completers with a high school equivalency credential from the four-year, on-time cohort are included in the numerator for rate calculation. This is a lagged indicator.
Four-Year, On-Time Graduation	N/A	Below Average	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.
College and Career Readiness	Meets Target	N/A	WAEA: An index awarding points for various levels of post-secondary preparation for college and career. This is a lagged indicator.
Post-Secondary Readiness	N/A	Below Average	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.
Grade Nine, Ten, and Eleven Credits Earned	Meets Target	N/A	WAEA Only: The percent of all prior year first year grade nine, ten, and eleven students who earned one fourth of the credits needed to graduate. This is a lagged indicator.
School Climate	Meets Target	N/A	WAEA Only: School performance on the alternative school student climate survey. A combined participation rate of below 85% yields a Below Target designation.
Engagement	Yes	N/A	WAEA Only: Principal certification that school has a functioning student success plan process at the school.

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? Graduation Rate

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? Credits earned is valuable data because of the close connection to graduation rate. Many students who transfer to Black Butte from other high schools or out-of-district placements are often credit deficient. Credit deficiency data is useful in developing an individual plan and realistic date for graduation. Students develop an individual student success plan and update it annually to direct their graduation and meet the requirements of the Wyoming Alternative Accountability Model.

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

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? Weekly AMP team updates, Extended-day attendance report, Summer School enrollments/attendance/completion rates, ACT scores, WY-TOPP scores.

5. Below are two goal templates, please write one SMART goal around question #1 and one SMART goal around question #3.
GOAL: **Increase the 2019-2020 Black Butte Graduation Rate from 50% to 66.7% by May 2021.**

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: Increase the 2019-2020 Black Butte Graduation Rate from 50% to 66.7% by May 2021.

Timeline	Action Steps	Was this action step in place in 2019-2020?	Evidence of Completion
2020-2021 School Year	Extended Day Program This program will increase credits earned and decrease the number of students with Ds or Fs. This has been delayed due to Covid-19 restrictions	Yes	Daily attendance reports and end of year credits earned by participating students
2020 – 2021 School Year	The implementation of a block schedule that mirrors the schedule at Rock Springs High School. All teachers will have a PLC that is content specific and joining the Rock Springs High School staff virtually for their PLCs. PLCs will be focusing on the 4 driving questions to meet individual student needs and differentiated instruction.	No	WY-TOPP modular assessments data Common Assessment Data PLC meeting notes Lesson Plans
2020 – 2021 School Year	Google Meets is implemented to allow for synchronous/ asynchronous learning for classroom based virtual students. SWIVL cameras, Ipads and Google Meet are being utilized to record instruction and are being uploaded into Canvas. Canvas is being utilized in all classrooms to support in-person	No	Video lessons uploaded into Canvas

	students and classroom based virtual students. Canvas Learning Management System provides unlimited access to learning materials for all students and improve communication between students and teachers. All teachers use Canvas, which provides a common platform for students.		
2020 – 2021 School Year	Increase the number of CTE Programs of study that are of high interest, high skill, high wage and high demand This will help students become employable and help with student retention.	No	Master Schedule Lesson plans CTE pathways
2020 – 2021 School Year	IEP support to meet individual needs through: Para in-class support, Co-teaching, Strategies classes, extended school day, assistive technology Canvas is being utilized by all teachers. This gives IEP students access to teacher notes.	Yes	WYTopp Modular Data Common formative assessment data Canvas Usage
2020 – 2021 School Year	Positive Behavioral Interventions and Supports Black Butte High School will implement school-wide PBIS.	Yes	A completed behavior matrix and building expectations. Expectations will be posted around the building.
2020 – 2021 School Year	Second year of a graduation coach position	Yes	Credits earned by students working with the graduation coach.

	The graduation coach will set-up virtual tutoring sessions with Classroom-Based Virtual students utilizing Google Meets. The graduation coach will implement an in-person lunchtime tutoring session once Covid restrictions are lifted.		Student log of times the graduation coach is working with students.
2020 – 2021 School Year	Advocacy Groups will be implemented to support the Student Success Plans. Each student has a student success plan that helps support transitioning students from high school to post-secondary. Advocacy Groups will meet monthly. During our advocacy groups, will help support student success plans by providing the following: • Soft Skills trainings • Positive Behavior challenges • Community Mentor Partnerships • Increased career/military/college recruitment events	No	An Advocacy Group schedule List of Topics covered
October 2020 and March 2021	Individual Student Success Plans	Yes	Principal Assurance on file with WDE. A copy of every student's success plan.
June 2021	Summer School/Credit Recovery	Yes	Credits earned by students at the end of the program.

Monthly during 2nd semester of 2020-2021 school year	Cohort tracking to verify transfer, graduation, or completion of GED	No	Office para monthly phone call log
October 2020 and April 2021	Wyoming Alternative High School Climate Survey This survey data will guide the school in the decision-making process. This data is needed to make the appropriate changes to improve climate and culture.	Yes	Evidence of participation rate and average scores available on Panorama website and from WDE.