



Sweetwater County School District #1

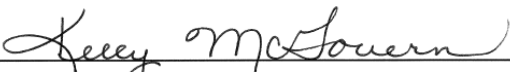


Rock Springs, Wyoming
Barbara Rezzonico, Principal

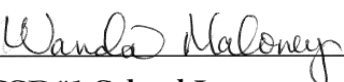
2018-2019



PLAN SIGNATURES


SCSD#1 Superintendent


SCSD#1 Board Chairman


WAEA SCSD#1 School Improvement Representative

School Improvement Steering

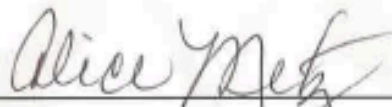
Committee Signatures



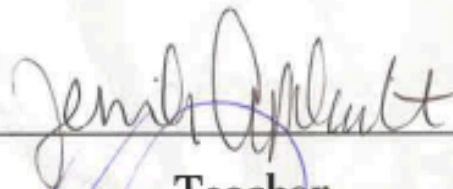
Principal



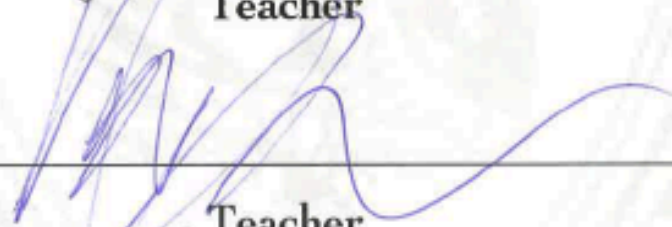
Community Member/Parent



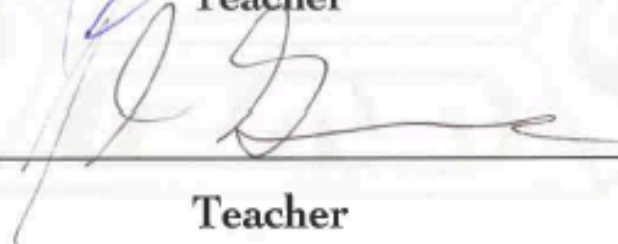
Community Member/Parent



Teacher



Teacher



Teacher

State Accountability Reports

District Name: Sweetwater #1
School Name: Farson-Eden Elementary
Grades Served: K-5
Enrollment: 63
WAEA School Performance Level = Meeting Expectations
WAEA Weighted Average Indicator Score = 2.3 (Cut Scores = 1.4 ; 1.8 ; 2.6)
ESSA School Performance Level = Not Identified
Comprehensive Support and Improvement =
Targeted Support and Improvement =
Additional Targeted Support and Improvement =
ESSA Average Indicator Score = 2.7
ESSA Average Growth & Achievement Score = N/A
(ESSA Average Growth & Achievement Scores only reported when ESSA Average Indicator Score = 1.0)

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 reading and math combined for all students in grades four through eight as measured from prior year PAWS 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*	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

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

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

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide Assessment Participation Rate Status ESSA: **Met**

District Name: Sweetwater #1
School Name: Farson-Eden Middle School
Grades Served: 6-8
Enrollment: 44

WAEA School Performance Level = Not Meeting Expectations
WAEA Weighted Average Indicator Score = 1.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Not Identified
Comprehensive Support and Improvement =
Targeted Support and Improvement =
Additional Targeted Support and Improvement =
ESSA Average Indicator Score = 1.0
ESSA Average Growth & Achievement Score = N/A
(ESSA Average Growth & Achievement Scores only reported when ESSA Average Indicator Score = 1.0)

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	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 PAWS 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*	Below Target	Below 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

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

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

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide Assessment Participation Rate Status ESSA: **Met**

District Name: Sweetwater #1
 School Name: Farson-Eden High School
 Grades Served: 9-12
 Enrollment: 54

WAEA School Performance Level = Meeting Expectations
 WAEA Weighted Average Indicator Score = 2.2 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Unclassified
 Comprehensive Support and Improvement = Not Identified
 Targeted Support and Improvement = Not Identified
 Additional Targeted Support and Improvement = Not Identified
 ESSA Average Indicator Score = 2.5
 ESSA Average Growth & Achievement Score = N/A
 ESSA Graduation Rate = 100.0

(ESSA Average Growth & Achievement Scores only reported when ESSA Average Indicator Score = 1.0)

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	<p>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).</p> <p>ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.</p>
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*	Meets Target	Average	<p>WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.</p> <p>ESSA: The percent proficient or above on the state test in English language arts and mathematics.</p>
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	Below 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

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

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

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide 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: Student achievement is the lowest performance indicator at this level. Though we met targets in this category, our score of 51 falls just between the meeting and below targets. ELA is our lowest area of performance.

Farson Eden Middle School: Our middle school did not meet targets in any category. Growth is the lowest indicator with achievement a close second. By increasing the rigor of instruction, targeting assistance for identified students, and changes in the delivery of instruction, we anticipate successfully addressing each of these areas. Math is our lowest area of performance.

Farson Eden High School: Although grade nine credits and post-secondary readiness are the lowest indicators in the High School, both are lagging indicators. Students earning seven credits by the conclusion of 9th grade has increased to 100% for our next year's reporting and corrections in data reporting will significantly increase our post-secondary readiness score. Math is our lowest area of performance.

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 DIBELS, progress monitoring, district common assessments, WY-TOPP modular performance, and classroom performance.

Farson Eden Middle School: Sixth grade students are monitored through the DIBELS assessment in the Fall, Winter, and Spring. 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 increasing the rigor of instruction, targeting assistance for identified students, and changes in the delivery of instruction, student achievement and thus growth 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 meeting targets and is only two points from exceeding targets which is a strength.

Farson Eden Middle School: Achievement is the second lowest indicator for our Middle school.

Farson Eden High School: Achievement and growth are equally the second lowest indicators in the high school.

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 increasing the rigor of instruction, targeting assistance for identified students, and changes in the delivery of instruction, student achievement and thus growth 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 2018-19 school year, student achievement on the Wy-Topp Assessment will increase from:

- a. A proficiency score of 47 to 51 in ELA at the elementary level.**
- b. A proficiency score of 35 to 46 in Math and from 52 to 55 in ELA at the MS level.**
- c. A proficiency score of 41-47 in Mathematics at the HS level.**

GOAL #2: By the conclusion of the 2018-19 school year, student growth will increase from 38 to 45 at the Middle School level on the Wy-Topp assessment.

Farson Eden Elementary

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
September/ January/May	District PLCs at Work team Professional Development	No	Sign in sheets
September-November	Daily 5 training for teachers at all grade levels and for administration	No	Certificate of Completion
November-January	"Teaching Literacy in the Visible Learning Classroom K-5" book study	No	Teachers will evidence implementation of high impact instructional strategies in their classrooms
November 14, 2018	Kagan coaching	No	Coaching feedback report
November 13, 2018 and January 19, 2019	Title I Parent Involvement Programs	Yes	Event flyers and sign in sheets as recorded in Title I Crate
February 28 – March 2, 2019	Administrative training for PBIS implementation	No	PD request and registration documents
March 25-26, 2019	Marzano's "The Art and Science of Teaching" workshop	No	PD request and registration documents
On-going	Bi-weekly DIBELS progress monitoring	Yes	Progress monitoring reports

	Star Reading	Yes	Student performance reports
	K-2 and 3-5 PLC meetings focused on student data each seven-day rotation	No	Data collection sheets and meeting minutes
	Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing	Yes	Airways reporting data
	Implementation of Daily 5 at all grade levels	No	Conferring records

Farson Eden Middle School

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
September/ January/May	PLCs at Work team PD	No	Sign-in Sheets
Nov. 6, 2018	Middle School Data Drill Down	No	Analysis of student achievement data; Equity student lists
Dec. 4 & 5, 2018	WDE Data Retreat	No	Sign-in sheets
February 28 – March 2, 2019	Administrative training for PBIS implementation	No	PD request and registration documents
November-May	NHS tutoring	Yes	Academic Options registration forms
December - May	Wy-TOPP performance review and goal setting student sessions	No	Student conference schedule and Student goal setting forms
September 25-26, 2018 and February 12-13, 2019	Student led conferences	Yes	Student created presentation materials and parent sign in sheets

On-going	Weekly academic advisory	Yes	Academic Advisory assignment sheets and school calendar
	MS PLC meetings focused on student achievement/performance	No	The Week Ahead calendars and meeting minutes
	Friday School Assignment for students with missing assignment/ poor grades	Yes	Friday school google doc records and student sign in sheets
	Friday WIN groups for Reading/Math intervention	No	Student registration forms and sign in sheets

Farson Eden High School

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
August	Assign all freshman to an advisor who will check grades during weekly advisory meetings	Yes	Assignment sheets
September 25-26, 2018 and February 12-13, 2019	Student led conferences	Yes	Student created presentation materials and parent sign in sheets
November-May	NHS tutoring	Yes	Academic Options registration forms
Dec. 4 & 5, 2018	WDE Data Retreat	No	Sign in sheets
January 2, 2019	Compile 9 th grade first semester D/F list to monitor student completion of required credits	Yes	List made available to teachers, administration, and counselor
February 28 – March 2, 2019	Administrative training for PBIS implementation	No	PD request and registration documents
On-going	Weekly academic advisory	Yes	Academic Advisory assignment sheets and school calendar

	HS PLC meetings focused on student achievement/performance	No	PLC minutes as recorded in Google Documents
	Friday School Assignment for students with missing assignment/ poor grades	Yes	Friday school google doc records and student sign in sheets
	Parent access to student's PowerSchool grades	Yes	PowerSchool sign in records

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.

Farson Eden teachers and paraprofessionals use research-based programs and strategies to provide interventions for all students. Extended day programs target students with identified instructional needs and are provided as appropriate based on assessment data. As a targeted assistance program, we utilized a highly qualified paraprofessional to provide additional supports to our identified students during and after school.

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.

Implementation of the PLC process continues to be refined through training and outside consultation. Vertical teams meet once each seven-day rotation to review data to improve instruction and monitor student performance. Teams include administration, classroom teachers, and special education teacher.

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.)

Farson Eden Elementary utilizes a variety of opportunities to meaningfully engage families in their childrens' education and to keep them informed of their childrens' learning progress. An annual meeting is held to review Farson's targeted assistance Title I plan and goals, parent/student/staff compact and parent involvement policy with our identified families. Title III staff provides translation services for Title I and Parent/Teacher Organization (PTO) programs as well as during individual parent/teacher conferences. Parent communications are provided to families in Spanish as needed. Parent conferences are held each semester to review student's progress within the curriculum and present results of standardized testing. Standards based report cards are sent quarterly. Title I targeted family engagement nights are held each semester and every other Saturday to engage students and families in STEM, reading, and math. There are a variety of school/family communication tools to inform parents of parent involvement activities including school web site, Facebook, written notices, and the School Way app.

If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

There are no formal early childhood programs available in our community. Parents of children 0-5 have access to free developmental screenings through the Child Development Center in Rock Springs, WY.

List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

Farson Eden's administration and staff are committed to an intensive professional development program designed around the educational research of John Hattie. Teachers and administration are participating in a professional book study of "Teaching Literacy in the Visible Learning Classroom". In addition, teachers at all grade levels and administration have completed training in the Daily 5 and CAFÉ and are committed to implementation of this research-based strategy focusing on student goal setting, teacher clarity, and self-reported grades. Materials and resources to support this implementation are being purchased through Title I funds.

What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Policies and procedures are in place for identifying students at risk for academic difficulties. Universal screening with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and WY-TOPP interim assessments are administered in the fall, winter,

and spring to identify students performing below grade level expectations in reading indicators and on the Wyoming State Standards. Identified students receive weekly progress monitoring throughout the school year. Vertical PLCs (K-2 and 3-5) meet once each seven-day rotation to monitor students struggling in reading and math. Students who are experiencing continued difficulty in academic or behavioral areas are referred to our school level Achievement Monitoring Process (AMP) team consisting of teachers, specialists, and administration to determine the need for additional testing or the implementation of research based intervention strategies in the general education classroom or during afterschool remediation periods. All students receive reading instruction and remediation from highly qualified teachers and para professionals as provided by the Sweetwater#1 Early Literacy Plan.

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 Advisory Board, PTO, and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment. Classroom teachers are supported with materials and training through Title I funds and Title I staff provide targeted services based on those prioritized needs.

What strategies are used to attract highly qualified teachers to high need Title I schools?

Sweetwater School District #1 employs many strategies to recruit highly qualified teachers to work in the Title I schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Teachers who support the identified Title I students receive additional professional development in the use of instructional strategies and research-based programs to increase student achievement. As a Title I Targeted Assistance school for the 2018-19 school year, Farson-Eden Elementary has been able to hire an additional paraprofessional to support our identified students.

How do you coordinate and integrate federal, state, and local services and programs?

The District employs a Grant Coordinator to ensure compliance and coordination within all programs. In addition to being a Title I Targeted Assistance school for the school year 2018-19, Farson-Eden Elementary benefits from additional programs, including Title II, Title III, and Sweetwater Board of Community Education Services to supplement the

district allocations for instructional programming. All programs are utilized to support school improvement goals.