



Sweetwater County School District #1




Rock Springs, Wyoming
Barbara Rezzonico, Principal

2020-2021

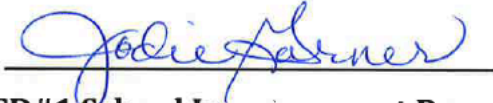
PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering

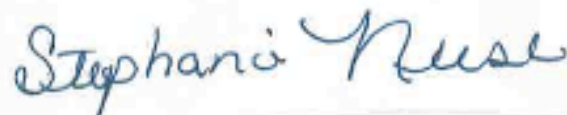
Committee Signatures



Principal



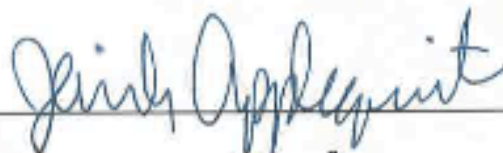
Community Member



Parent



Teacher



Teacher



Teacher

State Accountability Report

2018-19

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

2018-19

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
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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. Due to COVID 19, the Spring Wy-Topp was not administered in 2019. This resulted in our inability to measure progress toward our established goal to increase writing scores over a two year period. Farson Eden Elementary School will continue to target the two year goal developed for the 2018-19 School Improvement Plan to be measured in 2021.

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. Due to COVID 19, the Spring Wy-Topp was not administered in 2019. This resulted in our inability to officially measure progress toward our established goals. We will continue these goals through the 2020 administration of the Wy-Topp.

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. Due to COVID 19, the ACT was not administered in 2019. This resulted in our inability to officially measure progress toward our established goals. We will continue these goals through the 2020 administration of the ACT.

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 reading and math 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 2020-21 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
August	Professional Development new teacher evaluation system	No	Sign in sheets
August	Professional Development Quaver SEL curriculum	No	Sign in sheets
October	School wide PLCs at Work RTI professional development	Yes	Sign In Sheets
October	School wide Canvas training	No	Sign in sheet
August-May	Utilization of proficiency scales to monitor student performance and inform students of academic expectations	Yes	Student progress charts
November - May	Leadership team RTI 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	Yes	Airways reporting Data

	assessments to monitor progress in ELA, math, and writing		
	Star Reading Individual student goals and analysis of student reading progress	Yes	Student performance reports; student recognition on the Path of the Pronghorn
	Bi-weekly Acadience math and reading progress monitoring	Yes-reading No-math	Progress monitoring reports
	Continuation of PBIS strategies 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
August	Professional Development new teacher evaluation system	No	Sign in sheets
August	Professional Development Second Step SEL curriculum	No	Sign in sheets
October 23, 2020	School wide PLCs at Work RTI professional development	No	Sign in sheets
September 22-23, 2020 and February 10-11, 2021	Student led conferences	Yes	Student created presentation materials and parent sign in sheets
October, January	Wy-TOPP performance review and goal setting student sessions	No	Student conference schedule and Student goal setting forms
On-going	Weekly academic advisory with increased parental involvement through student email	Yes	Academic Advisory assignment sheets and school calendar
	MS PLC meetings focused on student	No	The data collection, New York Times graphs

	achievement/performance interpretation of graphs and data sources		
	Friday School Assignment for students with missing assignment/ poor grades	Yes	Friday school google doc records, SWIS, and student sign in sheets
	Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing	Yes	Airways reporting Data
	Parent access to student's PowerSchool grades/ Canvas	Yes	PowerSchool sign in records
	Implementation of PBIS to support attendance, engagement, safety, and achievement	No	SWIS data
	Parent engagement through CANVAS, Parent Square, Power School and student emails	Yes	Parent Square, CANVAS, Power School,

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	Virtual parent/student orientation meetings grades 9,11, 12	Yes	Sign in Sheets
August	Professional Development new teacher evaluation system	No	Sign in Sheets
September 23-24, 2020 and February 10-11, 2021	Virtual student led conferences	Yes	Student created presentation materials and parent sign in sheets

October 23, 2020	School wide PLCs at Work RTI professional development	No	Sign in sheets
September-May	Word of the Week ACT vocabulary across curriculum	Yes	ACT scores, Word presentation scheudle
October-May	Leadership team RTI book study	No	Sign in sheets
On-going	Weekly academic advisory with implementation of Habitudes SEL curriculum	Yes	Academic Advisory assignment sheets , lesson plans, and school calendar
	Data Team RTI meetings to determine placement for remediation	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 and Canvas	Yes	PowerSchool sign in records
	Utilization of WY-TOPP modular and district common assessments to monitor progress in ELA, math, and writing	Yes	Airways reporting Data
	Implementation of PBIS to support attendance, engagement, safety, and achievement	No	SWIS data
	Practice ACT opportunities for all grades	No	Planbook
	Cross-curricular focus on vocabulary development	No	PLC meeting minutes
	Development and alignment of coursework to increase student's access to college and career	No	Course Catalog

