



Sweetwater County School District #1

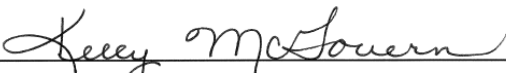


Rock Springs, Wyoming
MICHAEL MALONEY, Principal

2018-2019



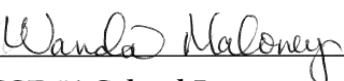
PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Michael Maloney

Principal

Reta Shaw

Community Member

Rick Baker

Parent

**Shayn Stillson, Shari Kumer, Dani Torpy, Jannette
VanPatten, Brooke Watts, Brooke Flaherty, Brad Cox,**

Jerry Coulson, Shannon Davis, Jeff Castagna,

Morgen Tonwsend

Teachers

State Accountability Report



2017-18 School Performance Report for Alternative High Schools (WAEA = Wyoming Accountability in Education Act)

District Name: Sweetwater #1
School Name: Black Butte High School Grades Served: 9-12
Enrollment: 92

WAEA School Performance Level = Meeting Alternative School Expectations The 2017-18 WAEA School Performance Level for alternative schools is informational only. WAEA Weighted Average Indicator Score = 1.8 (Cut Scores = 1.4 ; 1.7 ; 2.3)

ESSA School Performance Level = Identified Comprehensive Support and Improvement = All Targeted Support and Improvement =
Additional Targeted Support and Improvement =

ESSA Average Indicator Score = 1.0
ESSA Average Growth & Achievement Score = N/A ESSA Graduation Rate = 61.3

(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)

	WAEA			
	Alternative			
	School Target	ESSA Norm	Count of	
Indicator	Level	Category	Students	Description
Growth	Meets Target 45	Below Average 43.7	57	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eleven as measured from prior year PAWS or Aspire to current year WY-TOPP and ACT (grade eleven only).
			37	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades 4 through ten.
Achievement*	Meets Target 46	Below Average 30.0	39	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.
			39	ESSA: The percent proficient or above on the state test in ELA and mathematics.
ELP	N/A	N/A	0	The percent of English learners who met their annual goal for English language proficiency.
High School Certification	Meets Target 80	N/A	35	WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six, and seven year graduates. The cohort non-completers with high school equivalency are included in the numerator for rate calculation.
High School Graduation	N/A	Below Average 61.3	31	ESSA: The prior year four year, on-time graduation rate. Target "Met" if at or above 67%.

Post-Secondary Preparation	Below Target 8	N/A	20	WAEA: An index awarding points for various levels of post-secondary preparation for college and career.
Post-Secondary Readiness	N/A	Below Average .0	20	ESSA: The percent of all prior year graduates demonstrating college or career readiness.
Grade Nine, Ten, and Eleven Credits Earned	Below Target 59	N/A	63	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.
School Climate	Meets Target 3	N/A	162	WAEA Only: School performance on the alternative school student climate survey.
Engagement	Yes	N/A	0	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
 FAY School Participation Rate Status WAEA: **Not Met**
 FAY School Participation Rate Status ESSA: **Not 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? Credits Earned

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: Black Butte will raise the graduation rate to 66.7% in the 2018-19 school year.

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.

We believe in an alternative school, graduation rate is impacted by a variety of building-wide programs and events more so than content programs. Content is important but so are relationship with students, multiple opportunities for attaining credits, and a positive school climate. The alternative accountability model considers credits earned at the 9th, 10th, and 11th grade. Our focus

with our extended-day program, summer school, and utilization of the credit recovery at Western Wyoming Community College is an effort to catch all students up on credits. We also classify students according to credits earned rather than number of years in high school.

Culture is another area of focus that impacts graduation rates. Teachers take turns each month overseeing creative activities to improve the climate and culture in the building. Students are recognized through a “student-of-the week” program. Students have opportunities to display their talents at the Black Butte science fair, poetry slam, state art competition, Christmas talent show, and at various community volunteer events. The entire school is regularly rewarded with pancake breakfasts for extended portions of the school year with no major discipline referrals. Staff provide a Christmas luncheon and Prom dinner for all students.

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 2018-19 Black Butte Graduation Rate to 66.7%.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
2018 – 2019 School Year	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
2018 – 2019 School Year	Differentiated Instruction	Yes	Weekly reports identifying failing students to target during intervention.
2018 – 2019 School Year	PLC Training and Implementation – 3 Teams: Language Arts Math Elective – Student Support	No	WY-TOPP modular assessments data and ACT scores PLC meeting notes
4 Times per year (quarterly) 2018 – 2019 School Year	Building Wide Student Work Day	Yes	Schedule on school website
June 2019	Summer School/Credit Recovery	Yes	Credits earned by students at the end of the program presented to School Board of Trustees.
October 2018 and March 2019	Individual Student Success Plans	Yes	Principal Assurance on file with WDE.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
Monthly during 2018-19 school year	Climate / Culture building activities by pairs of teachers	No	All staff assigned to a month and by observing monthly activities.
Monthly during 2 nd semester of 2018-19 school year	Cohort tracking to verify transfer, graduation, or completion of GED	No	Office para and BOCES para monthly phone call log
October 2018 and April 2019	Wyoming Alternative High School Climate Survey	Yes	Evidence of participation rate and average scores available on Panorma website and from WDE.