



Sweetwater County School District #1

Wyoming School Comprehensive Plan



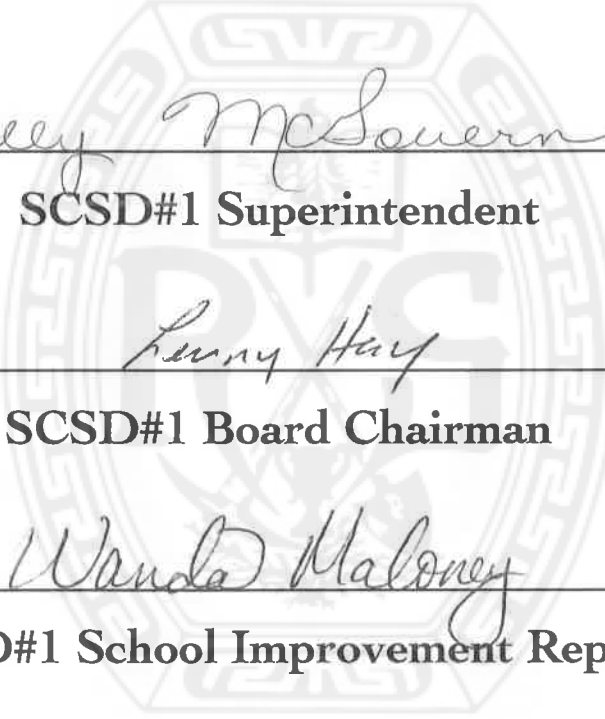
Desert Elementary and Middle School

Wamsutter, Wyoming

Jared Hardman, Principal

2017-2018

PLAN SIGNATURES



Kelley McSauer

SCSD#1 Superintendent

Lenny Hay

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Jared Hardman

Principal

Leneda Davis

Community Member

Holly Hopkins

Parent

Brenda Wolfe

Teacher

Cheryl Rideout

Teacher

John Beitler

Teacher

State Accountability Reports

2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Sweetwater #1**

School Name: **Desert Elementary**

Grades Served: **K-6**

Enrollment: **24**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

Additional data from the previous 2 year(s) was used to meet the minimum student count for the Equity Indicator.

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance			
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
Growth	Meeting Targets	18	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	11	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	13	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2016-17 School Performance Report For Elementary and Middle School Grades

District Name: Sweetwater #1 School Name: Desert Middle School Grades Served: 7-8 Enrollment: 6 <p style="text-align: center; font-weight: bold; margin-top: 10px;">EXCEEDING EXPECTATIONS</p>	Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate. The FOUR performance levels are: <ul style="list-style-type: none"> • EXCEEDING EXPECTATIONS • MEETING EXPECTATIONS • PARTIALLY MEETING EXPECTATIONS • NOT MEETING EXPECTATIONS (For a description of the performance levels see the end of this report.)
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[School Accountability Implementation Handbook](#)

Additional data from the previous 2 year(s) was used to meet the minimum student count for the Equity Indicator.

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

Additional data from the previous 1 year(s) was required to meet minimum N counts.

School Indicator Performance			
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
Growth	Exceeding Targets	14	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	10	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	15	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

Needs Assessment

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

Based on the state accountability report Desert Middle school was the lowest in achievement but still at a 62 percent. Desert Elementary was the lowest in the area of achievement with a score of 58 in growth.

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?

We utilize all data resources to look at the area of needs including our new state assessment WY-TOPP, common assessment in Math and ELA, DIBELS, ILP's, report cards and other sources. We use these sources to discuss the needs of intervention during our Professional Learning Communities. We target the needs, set goals and then monitor the progress.

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

The second lowest indicator for middle school is growth with a score of 72. For Desert Elementary our second lowest indicator was in growth with a score of 58.

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?

We utilize all data resources to look at the area of needs including our new state assessment WY-TOPP, common assessment in Math and ELA, DIBELS, ILP's, report cards and other sources. We use these sources to discuss the needs of intervention during our Professional Learning Communities. We target the needs, set goals and then monitor the progress.

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

By the end of the 2017-2018 school year, Desert Elementary School students will increase achievement from 55% to 69% as measured by their performance on WY-TOPP reading, math and science.

By the end of the 2017-2018 school year, Desert Middle School students will increase achievement from 62 to 69% as measured by their performance on WY-TOPP reading, math and science.

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.

Please see the plan below.

GOAL #1: By the end of the 2016-2017 school year, Desert Elementary School students will increase achievement from 55% to 69% as measured by their performance on WY-TOPP reading, math and science. Students will also improve in area of growth from a score of 58 to 60.

By the end of the 2016-2017 school year, Desert Middle School students will increase achievement from 62 to 69% as measured by their performance on WY-TOPP reading, math and science.

Timeline	Action Steps	Was this action step in place in 2016-2017?	Evidence of Completion (Submitted artifacts housed in SharePoint)
August/September	Professional Development with ReadyGen to learn instructional material and give planning time for instruction.	No	Sign in Forms
	Open House to build community relations and set school wide expectations for all stakeholders.	Yes	Teacher sign in forms
	Parent Teacher Conferences to evaluate current progress of students and inform parents of necessary supports to improve achievement.	Yes	Parent sign in sheets/ parent notifications on Facebook and SchoolWay

	Reading Incentives; students set their own goals and monitor progress to increase achievement.	Yes	Pizza Hut certificates
October	Professional Development with ReadyGen to learn instructional material and give planning time for instruction.	No	Teacher sign in forms
	AMP team tracking group/ identify students below proficiency and progress monitor every two weeks	Yes	Schedule with student names
	Individual student goals to help students achieve higher progress	Yes	Grade level goals
	Parent night focusing on Math and ELA standards; call parents to attend and invite them personally	Yes	Tips and Tools for parents to help with standards
November/December	Professional Development to focus on improved instruction Data Analysis WY-TOPP to assess current performance	No	Teacher sign in forms
January	WY-TOPP testing for 1 st -4 th grade; analysis of scores to set goals and improve instruction	Yes	Student scores
February	Parent Teacher Conferences to evaluate current progress of students and inform parents of necessary supports to improve achievement.	Yes	Parent sign in forms
March	Title 1 and counseling Parent night focusing on Math and ELA standards; call parents to attend and invite them personally	Yes	Parent sign in forms
April	WY-TOPP Testing window	No	Student Scores

May	Leadership and AMP data review on WY-TOPP scores; staff PD/training at the staff meeting	No	Meeting Minutes
	School Climate Survey to identify areas of strengths and areas of needed improvement.	Yes	Survey Results
All Year			
	All teachers follow district curriculum maps for math instruction, as well as district resource adoption of Eureka Math by grade level.	Yes	Measures of Academic Progress Testing WY-TOPP Testing Report Cards Pre and Post Test CA's Short Cycle Assessments Quarterly Assessments DIBELS Exit Tickets
	Implementation of BOCES and 21 st century grant, and summer school with focus on math, science, reading, and technology. math interventions are used during class intervention time and afterschool programs. Book Trust program which gives every student the opportunity to purchase their own books monthly to increase the love of reading.	Yes	Measures of Academic Progress Testing Wy-Topp Report Cards Pre and Post Test Common Assessments Short Cycle Assessments Quarterly Assessments Book Trust
	School wide weekly Professional Learner Communities and Achievement Monitoring Process meetings to analyze student data and progress monitoring.	Yes	District Common Assessments Formative Assessments Measures of Academic Progress Testing DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Testing
	Use SWIS (individual student information system) data to	Yes	SWIS (individual student information system)

	analyze student behavior to continually use Positive Behavior Intervention System framework school wide.		
	Continued staff professional development including weeklong national conferences such as PLC at work, PBIS and summer academies, data teams. Professional book study with all staff and discussed during PLC teams and staff meetings.	Yes	SWISS PLC and AMP Agendas Common Assessments

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.

Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title 1 teachers and paras use research based programs and strategies to provide interventions for eligible/identified Title 1 students. Pull-out interventions are not provided during core instruction. Extended day programs and in-class support are provided as appropriate based on student need. When pull-out interventions are provided, they are not provided during core instruction time.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment are aligned with the school's purpose and are maintained and enhanced in curriculum, instruction, and assessment

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.

All teachers have embedded PLC time in the schedule to use assessment data to improve instruction and monitor student performance. Title 1 teachers receive additional time to monitor the progress of Title 1 identified students and make instructional decisions to improve student achievement.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

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.)

The Title 1 staff and identified Title 1 parents have developed a compact and parental involvement policy for the Title 1 program at Desert Middle School. The compact and policy are reviewed with the parents and staff annually. Quarterly parental engagement meetings are held at the school. Topics covered are the Title 1 program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title 1 program. Desert Middle School provides an interpreter and translated materials for any parent.

Desert Middle School participates annually in the Head Start Transition program.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress through monthly newsletters and parent meetings.

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

We work with our parents in the transition from early childhood programs by informing them of the processes and procedures to adhere to our elementary program. Desert School Elementary gives parents an opportunity to participate in the Head Start Transition program.

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

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

The district provides training for all intervention teachers and staff, including Title 1 teachers and paraprofessionals, in the use of research based intervention programs.

All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and

support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

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 Title I Parent Advisory Council, the Parent Teacher Organization and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment and Title I staff provide targeted services based on those prioritized needs.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

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

The district 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. Title I teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement.

Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school's purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

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. As a Title I Targeted Assistance school, Desert Middle School benefits from additional programs, including Title II, Title III, BOCES and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.

Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.