



School Improvement Plan Template

Section 1: Building Data

School: Farson Eden School	Plan Date: September 2025–October 2026
Principal: Barbara Rezzonico	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification • <i>Farson–Eden Elementary: Meeting Expectations</i> • <i>Farson–Eden Middle School: Exceeding Expectations</i> • <i>Farson–Eden High School: Meeting Expectations</i>
District Representative: Jodie Garner	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
C4	The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	3
F3	The systemic approach for prevention and intervention includes student placements that are reviewed by a relevant	4

	team who use consistent rules and procedures to deliver effective interventions and support for student growth.	
F4	Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	3

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain: Data Informed Planning / Learning Support

Priority Practice #1: The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

Priority Practice #2: The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support student growth.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Certified staff were brought together in mixed groups to assess the school improvement process. Teams shared that while with the implementation of standards aligned common assessments associated with Beyond Textbooks combined with district, state, and national measures of student performance (STAR, Accadience, Wy-TOPP, ACT) we have access to a substantial amount of student data, our ability to synthesize this data into actionable means to address student learning is an area of weakness. In the 24-25 school year, teachers implemented BT and administered each common assessment. Results were reviewed in newly formed content based PLCs. Time and opportunity often prevented implementation of the re-teach and enrich component prescribed by the results of these formative assessments.
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Improvement Strategy • Explain the research-based strategy (or strategies) the school will implement to address this area of need. • Explain how the strategies, in relation to the research, address the needs of your school's students. • Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	With the adoption of BT, we are able to assess student performance toward each taught standard in ELA, math, and science. Last year, we were able to build into our schedule remediation time for elementary students who were not successful on their common assessments, but required major changes to our master schedule to incorporate remediation in our MS and HS day. Staff recognized the need to design and implement a consistent process to address students who were not mastering the curriculum as RTI (1.29) and Intervention (.53) have high effect ratings. Farson Eden School at the elementary and secondary levels will develop a systematic approach for prevention and intervention, using data obtained through standards based common assessments and district/state formative assessments. With a clear quality Tier I instructional system, structured Tier II and III systems will be developed and implemented. Individual student progress and performance will be measured and monitored through the PLC process.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Common assessments will be given at the conclusion of each standard unit in all ELA, math, and science classes. Students who do not exhibit mastery will receive reteaching followed by reassessment.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	By the conclusion of the 2026 school year, students in all grade levels will exhibit mastery of 75% of their assessed standards in ELA, math and science.

Action Plan for Priority Practices #1 and #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Develop a master schedule to support REACH (remediation/enrichment) implementation.	June-Aug 2025	None	Master Schedule
Summer academy to develop a common assessment schedule, REACH	July 30, 2025	BT calendar, Master Schedule, Bell schedule	Developed artifacts: CA calendar, REACH schedule, MARS pass, procedures

procedures, and REACH schedule.			
Introduce faculty and students to REACH.	Aug 14/ Aug 20, 2025	None	Agendas
Common Assessments will be administered at the conclusion of each BT standard according to the grade-level calendar and discussed ad content level PLC.	On-going	CA Google Docs BT resources	PLC minutes
Students achieving a score of 1-3 on each common assessment will be assigned to remediation during REACH. Standards will be re-taught and students reassessed.	On-going	CA BT unpacked document	CA data sheets, iSteep, Wy-Topp, Accadience,

High-Impact Domain: Learning Support

Priority Practice #3: Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Farson Eden students are exhibiting Wy-top scores above the state and our district in math, ELA, and science at almost all grade levels. Our schools are all meeting or exceeding state accountability measures. We are implementing common assessments in each subject and grade and have developed a plan for remediation for students not exhibiting mastery of taught standards. Last year, we implemented afterschool enrichment at the elementary level but have no plan for enrichment at the high school level. Though improving, our homeroom time is not effectively utilized. In addition, the state has proposed graduation standards that include the ability to: -think critically and creatively to solve complex problems -communicate effectively to various purposes, audiences, and mediums -identify and use credible sources of information to build knowledge and make decisions -demonstrate strong interpersonal and collaboration skills -cultivate curiosity, self-awareness, resilience, and a growth mindset Through our RIDE initiative, we are looking for new ways to engage students in learning and re-imagine education to meet the wants and needs of our students.
Improvement Strategy • Explain the research-based strategy (or strategies) the school will implement to address this area of need. • Explain how the strategies, in relation to the research, address the needs of your school's students. • Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	Students who are engaged and have the opportunity to apply their learning perform better in school. Due to our small population, opportunities in this area are often limited by the number of students interested in a particular topic. Students and parents report that students are not engaged in school and motivation is depressed. Through our RIDE initiative, we have developed a MS/HS PEP (Personalized Education Project) program where students choose to learn something new or solve a problem they see in our community.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the</i>	Sponsor teachers will meet weekly with students to check on progress. Teachers will ensure that each student has support to complete their presentation of learning.

Practice.	
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Students who are meeting or exceeding standards will show increased growth in math, science and ELA on the 25-26 Wy-top assessment over the past two year assessment cycle. Students will indicate increased engagement in their education on post program surveys.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Introduction of PEP project initiative to teachers.	August 14, 2025	None	Agenda
Introduction of PEP project initiative to students.	August 20, 2025	None	None
Students assigned to random groups to select and prepare to present projects	August 20–Sept 2, 2025 (then on-going each 9 weeks)	None	Student project proposals
Teachers select PEP projects to sponsor	Following proposal “shark tank” (then on-going each 9 weeks).	Student proposals	Attendance sheets/
Teachers select PEP projects to support	Weekly check in with students by sponsor.		check in record sheet
Student presentation of learning	End of each 9-weeks grading period	Student supplied	Presentation rubric
Student/ teacher survey	EOY following last project round	Survey creation	Survey results

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric score) (Elem/MS/HS)	1 Year Performance Goal (insert a numeric goal) (Elem/MS/HS)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.0 / 3.0 / 2.3	2.6 / 3.0 / 2.6
Achievement (Numeric value)	71 / 76 / 56	73 / 78 / 68
Growth (Numeric value)	37 / 64 / 47	48 / 65 / 48
Equity (Numeric value)	n/a / 69 / 64	48 / 70 / 65
EL Progress (Numeric value)	n/a / n/a / n/a	n/a / n/a / n/a
For High Schools Only		
Extended Graduation Rate (Numeric value)	100	100
Post-Secondary Readiness (Numeric value)	73	100
Grade Nine Credits (Numeric value)	96	100

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal) (Elem/MS/HS)	1 Year Performance Goal (insert a numeric goal) (Elem/MS/HS)
ESSA Average Indicator Score (0.0-3.0)	2.0 / 3.0 / 2.3	2.6 / 3.0 / 2.6
Achievement (Numeric value)	72.7/ 77.6/ 57.5	75 / 80 / 62
Growth (Numeric value)	36.5/ 64.3/ 45.3	48 / 65 / 48
Equity (Numeric value)	n/a / 69.4 / n/a	48 / 70 / 48
EL Progress (Numeric value)	n/a / n/a / n/a	n/a / n/a / n/a
For High Schools Only		
Four year on-time graduation rate (Numeric value)	100	100
Post-Secondary Readiness (Numeric value)	72.7	100

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	C4	3	Common assessments will be given at the conclusion of each standard unit in all ELA, math, and science classes. Students who do not exhibit mastery will receive reteaching followed by reassessment. By the conclusion

The systemic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.	F3	4	of the 2026 school year, students in all grade levels will exhibit mastery of 75% of their assessed standards in ELA, math and science.
			Common assessments will be given at the conclusion of each standard unit in all ELA, math, and science classes. Students who do not exhibit mastery will receive reteaching followed by reassessment. By the conclusion of the 2026 school year, students in all grade levels will exhibit mastery of 75% of their assessed standards in ELA, math and science.
Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	F4	3	Sponsor teachers will meet weekly with students to check on progress. Teachers will ensure that each student has support to complete their presentation of learning. Students who are meeting or exceeding standards will show increased growth in math, science and ELA on the 25-26 Wy-top assessment over the past two year assessment cycle. Students will indicate increased engagement in their education on post program surveys.

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
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Jodie Burnette	Elem representative
Jenn Applequist	MS representative
Veronica Ray	HS representative
Barbara Rezzonico	principal
Dixie Suddreth/ Jim Mines	Community Advisory rep
Matt Gardner	Board of Trustees rep

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer