

Recluse School  
Board Report  
2021-2022

## School Demographics

Staff	2019-2020	2020-2021	2021-2022
Certified	3	3	3
ESP	3	3	3

## School Enrollment

Fall	Jr K	K	1	2	3	4	5	6	7	8	Total
Oct. 1st 2019	NA	3	1	2	2	1	2	1	2	2	16
Oct. 1st 2020	NA	3	1	1	2	0	1	0	2	2	12
2021-2022 (Current)	NA	4	2	1	1	2	0	1	1	2	14

## Subgroups

\*Subgroup data from the state is a year behind.

		2019-2020			2020-2021			2021-2022 Current		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	67%	49%	48%	53%	49%	48%	54%	49%	TBD
	Male	33%	51%	52%	47%	51%	52%	46%	51%	TBD
IEP		6%	12%	14%	25%	12%	14%	31%	11%	TBD
Free/Reduced		44%	32%	35%	26%	35%	33%	13%	30%	TBD
Mobility		11%	16%	NA	6%	14%	NA	TBD	TBD	NA
ELL		0%	4%	3%	0%	4%	3%	0%	4%	TBD
Ethnicity	White	88%	83%	78%	100%	83%	77%	100%	85%	TBD
	Hispanic	6%	12%	14%	0%	12%	14%	0%	11%	TBD
	Other Minority	6%	5%	8%	0%	5%	9%	0%	4%	TBD

# Overall School Performance

## 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	Count of Students	Description
Growth	N/A	N/A		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	N/A	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%. The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	N/A	N/A	9	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			9	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	0	The percent of English learners who met their annual 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**

## Overall School Performance

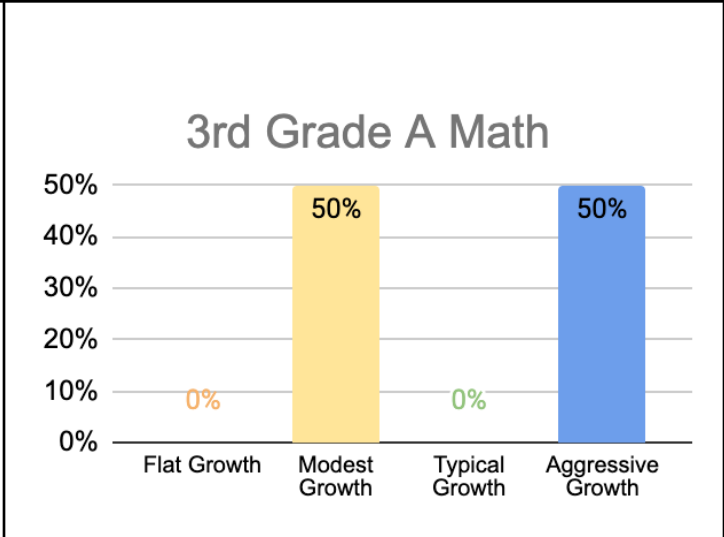
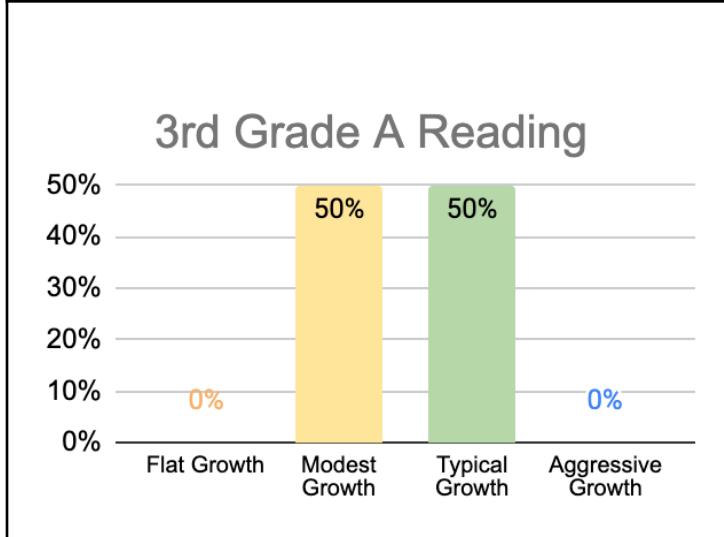
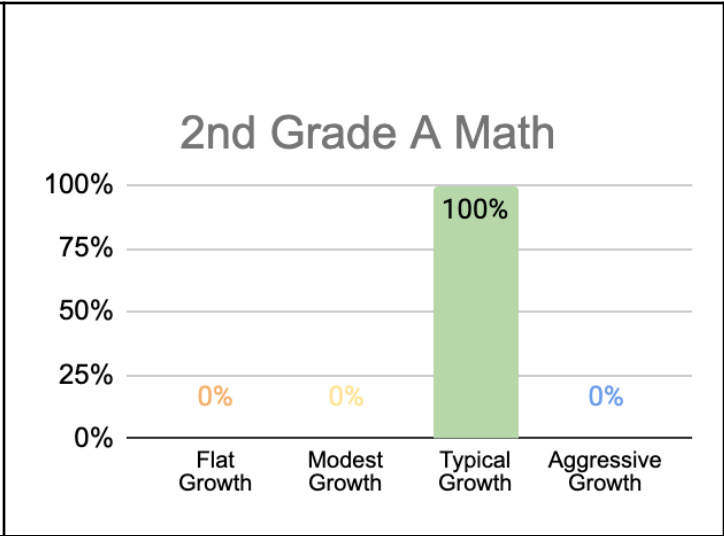
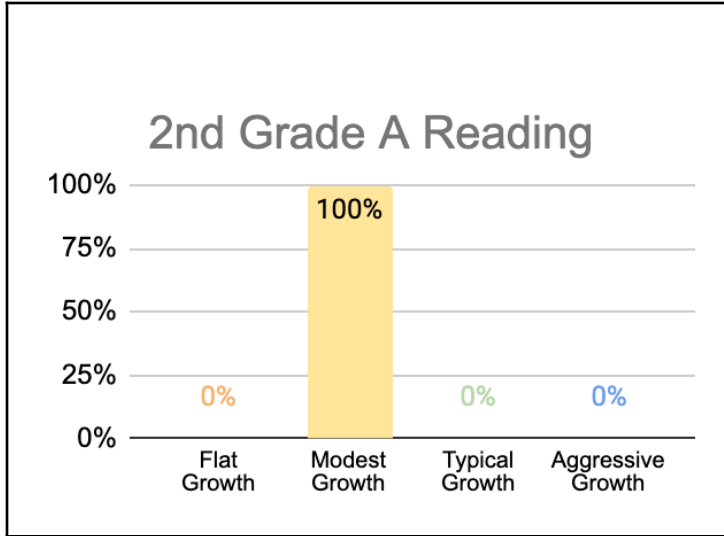
	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	<	>= and <	>=	<	>= and <	>=
Equity	<	>= and <	>=	<	>= and <	>=
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

## State Assessment WY-TOPP

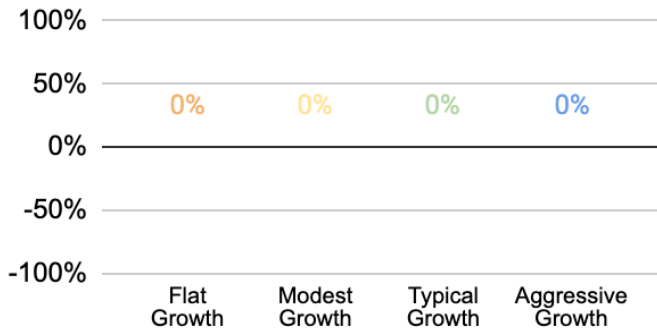
\*District grade levels will exceed the state average in content areas measured by Wyoming state assessments.

			School	District	State
Year	Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
2020-21	3	Math	0	38.6	50.5
2020-21	3	ELA	0	45.6	50.3
2020-21	4	Math	0	49.2	49.8
2020-21	4	ELA	0	44.9	48.7
2020-21	4	Science	0	49.6	48.2
2020-21	5	Math	0	48.5	51.2
2020-21	5	ELA	0	47.5	54.6
2020-21	6	Math	0	49.9	48.1
2020-21	6	ELA	100	54.4	58.9
2020-21	7	Math	100	44.3	47.0
2020-21	7	ELA	100	49.0	53.3
2020-21	8	Math	100	47.3	50.9
2020-21	8	ELA	100	53.0	60.7
2020-21	8	Science	100	36.9	46.2

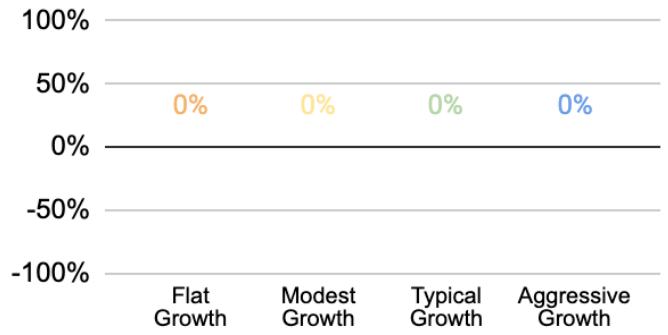
District Assessment - Fastbridge (Fall to Spring Growth)



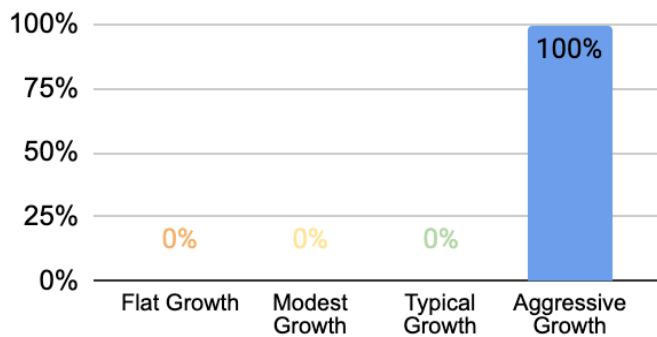
### 4th Grade A Reading



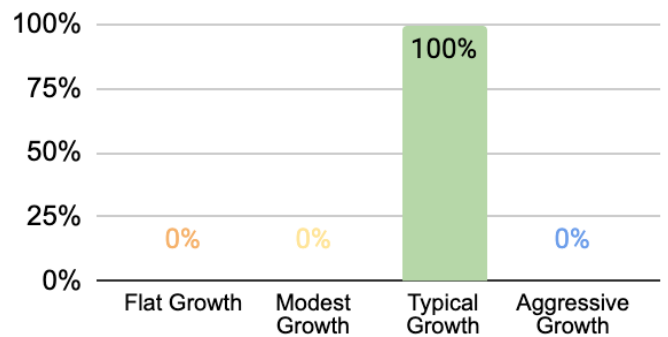
### 4th Grade A Math



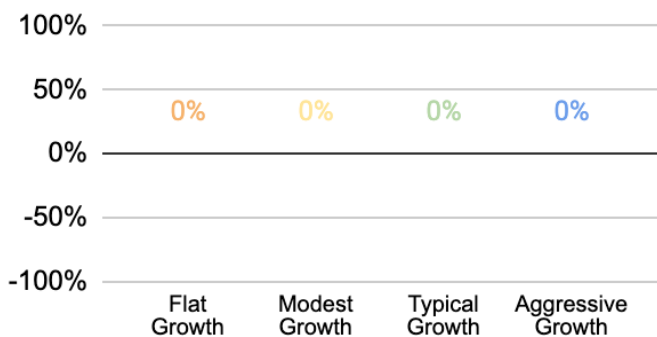
### 5th Grade A Reading



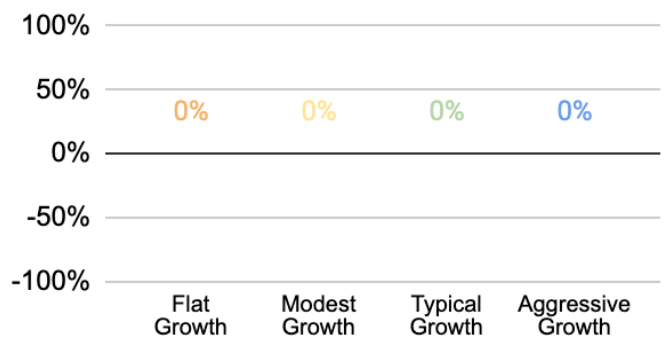
### 5th Grade A Math



### 6th Grade A Reading



### 6th Grade A Math



**School Improvement Goals:**

**Goal 1:** Our goal is to increase the total percent of student's growth by 2 points, from 46% to 48%.

**Improvement Strategies:** Teachers will utilize the PLC process to identify and appropriately address individual student needs. Students will engage in intervention and enrichment opportunities in small groups to best meet the needs of all learners within the classroom. Teams will use student assessment data to drive instructional decisions that align with school and district goals.

<b>Action Steps</b>	<b>Timeline</b>	<b>Personnel &amp; Resources</b>	<b>Benchmarks</b>
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<p><b>Teachers will meet in weekly PLCs to evaluate student data and growth. Additionally, they will meet to learn and discuss best practices in instruction in order to meet individual student needs and assess consistent student growth.</b></p>	<p>August 2021- May 2022</p>	<p>Professional development for teachers on PLCs, proficiency scales, and the use of data; resources and materials relating to best practice, PLCs, proficiency scales, and data teams.</p>	<p>Multiple assessment measures including FastBridges, common assessments, WY-TOPP Modulares, and Next Step to Phonic Instruction will be used to screen, benchmark and progress monitor student understanding of grade level goals.</p>
<p><b>Intervention and enrichment opportunities will be implemented to meet individual student needs during differentiated instruction times within the school day.</b></p>	<p>August 2021- May 2022</p>	<p>Classroom teachers and interventionists will use differentiated instruction to help achieve this task</p>	<p>Collaboration and Data Team meetings documenting student performance using a variety of assessments.</p>
<p><b>Teachers will increase their understanding and implementation of best practices in reading and math instruction through ongoing state, district, and building professional development opportunities.</b></p>	<p>August 2021- May 2022</p>	<p>Building and district instructional facilitator support; research and resources, and curricular materials to identify best practices. Staff members will access the district Curriculum Corner to deepen their understanding of curriculum and best instructional practices. Teachers will collaborate with instructional teams within the district to build proficiency scales to clarify instructional outcomes.</p>	<p>Professional development opportunities will be provided through the use of monthly leadership meetings, staff meetings, scheduled professional development days throughout the year, and consistent communication and sharing of resources and materials.</p>
<p><b>Instructional teams consisting of teachers, interventionists, and principal will analyze assessment results</b></p>	<p>August 2021-May 2022</p>	<p>Professional development for teachers on PLCs and use of data; resources and curricular materials for</p>	<p>Multiple assessment measures including FastBridges, common assessments, WY-TOPP Modulares will be used to screen,</p>



to inform implementation of interventions and instructional decisions.		intervention and enrichment	benchmark and progress monitor student growth.
During weekly PLC's and monthly PLC's, we will work virtually and/or in person with district Professional Development with the focus of cultivating a reliable MTSS/RTI system.	August 2021-May 2022	Professional development for teachers on PLCs and use of data; resources and curricular materials for intervention and enrichment	Multiple assessments measures including FastBridges, common assessments, WY-TOPP Interims, WY-TOPP Modulares will be used to screen, benchmark and progress monitor student growth.

**Goal 2:** Our goal is to increase the community/stakeholder involvement in the school building and its various educational/social events.

Action Steps	Timeline	Personnel & Resources	Benchmarks
Host and support multiple community events	August 2021- May 2022	Teachers, Staff, Students and Community Volunteers	Attendance will be recorded at each event.
Monthly meetings with community members	August 2021-2022	Principal will reach out to community organizations and attend monthly meetings held at the Recluse Community Hall	Attendance and notes will be recorded at each meeting.

**Improvement Strategies:** Recluse staff will host, attend, and support multiple community friendly events in order to increase participation. Students, families and community members will be encouraged to attend in order to increase support throughout the community, thus building a strong foundation for the students within the school.

The principal will attend monthly meetings at the community hall to communicate what is happening in the building and answer any questions that community members might have. Having open lines of communication will help build, strengthen, and foster relationships between the school and community.

**Implications for Professional Development:** A combination of district-wide professional development opportunities and school-wide, targeted professional development will be in place to support Recluse staff in the implementation of goals and strategies.

**Implications for Family Involvement:** Parents will be informed of their students' learning progressions via the PLC process during 4 regular reporting periods, 2 scheduled and informal parent/teacher conferences, multiple parent/student/community events and also by school-wide implementation updates.

**Evidence of Success:** Benchmarks are outlined above for each action step.

**Evaluation Process:** Evidence will be shown through the use of scheduled collaboration/data team meetings, weekly PLC meetings, agendas and sign-in sheets, and professional development opportunities. Evidence will also be tracked by authentic engagement of staff in the PLC process and through building of proficiency scales. Evidence of success will be based on the monitoring of student outcomes through a variety of assessments to determine if strategies and interventions are increasing student growth in reading and math at all grade levels. Sign in at community events will provide evidence of community involvement.