



Sweetwater County School District #1

Stagecoach Elementary



Home of the Stallions

Rock Springs, Wyoming

Jennifer Martin-Palacios, Principal

2020-2021

PLAN SIGNATURES


SCSD#1 Superintendent


SCSD#1 Board Chairman


WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Jennifer Martin-Palacios

Principal

Jennifer Main

Community Member/ PTO President

Ron Gatti

Parent

Andrea Urlacher

Kindergarten Teacher

Cassie Corona

1st Grade Teacher

Deidre Ditton

2nd Grade Teacher

Whitney Fotheringham

3rd Grade Teachers

Danielle Kruske

4th Grade Teachers

Weston Lamb

Music Teacher

Meagan Doporto

Counselor:

Audra Sutton and Michelle Davies

Special Education

Kendra Peltier

Title

State Accountability Report

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		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	Exceeds Target	Above Average	18	The percent of English learners who met their annual goal for English language proficiency.
	67	66.7		

* 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	<	>= and <	>=	<	>= and <	>=
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

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 from 19-20 Stagecoach's lowest area is **growth** with score of 49.

-The goal for achievement is to be at 60 percent to reach distinguished. We are currently performing at 49 percent and will need an 11 percent increase.

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?

Stagecoach has been open for 3 years and is starting our fourth

Acadience: for overall composite scores Fall/Winter/Spring P/+: **Proficient or advance**

	2016-17			2017-2018			2018-2019			2019-2020		
K	44%	50%	77%	35%	92%	86%	39%	81%	76%	49%	57%	NA
1	55%	59%	56%	68%	72%	66%	55%	67%	63%	55%	51%	NA
2	64%	59%	48%	60%	62%	57%	75%	68%	66%	63%	65%	NA
3	7%	60%	66%	58%	62%	59%	65%	63%	64%	57%	68%	NA
4	N/A	N/A	N/A	68%	62%	72%	50%	58%	57%	district decided not to give		

State assessments MAPS/ PAWS/ Wy-TOPP NP: Not Proficient P/+: Proficient or advance

Reading Spring	BB/B= below Basic/ Basic	P/+ = Proficient/ Advance	
16-17 MAP	17-18 WY-TOPP	18-19 WY-TOPP	19-20 WY-TOPP
K 56% BB/B 44% P/+	37% NP 63% P/+	39%NP 61% P/+	NA COVID
1 47% BB/B 53% P/+	38% NP 62% P/+	34%NP 66% P/+	NA COVID
2 41% BB/B 59% P/+	47% NP 53% P/+	46%NP 54% P/+	NA COVID
3/4 59% BB/B 41% P/+	17-18 WY-TOPP	18-19 WY-TOPP	19-20 WY-TOPP
3 rd above	48.5%BB/B 51.5% P/+	3 rd 40% BB/B 60% P/+	NA COVID
4 th	43.1%BB/B 56.9% P/+	4 th 44% BB/B 56% P/+	NA COVID

ELP: 67 Exceeds Expectations

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

Our first lowest area from 19-20 school year is **growth** with a score of 49. Stagecoach will need to increase 11 to meet the Exceeding Target of 60. Without data from the 19-20 WY-TOPP test and disruption due to COVID-19 Stagecoach will need to continue to work on this goal.

Our second goal from the 19-20 school is in the area of **equity** with a score of 50. Stagecoach will need to increase 10 to meet the Exceeding Target of 60. Without data from the 19-20

WY-TOPP test and disruption due to COVID-19 Stagecoach will need to continue to work on this goal.

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?

Stagecoach's 3 year data trend for **growth** based off of state assessment : **P/+ : Proficient or advance**

2016-2017: 41% P/+

2017-2018: 57% P/+

2018-2019 49% P/+

No 2019-2020 WY-TOPP data to compare growth due to COVID-19.

However, Acadience data from 19-20 showed only 51%-68% at or above benchmark in the winter. Fall Acadience data from 2020 (below) shows a need for a schoolwide growth goal for all students.

K 23% P/ADV

1 32% P/ADV

2 51% P/ADV

3 49% P/ADV

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

GOAL #1: Growth: Increase student growth for Reading and Math on the State Accountability Report from 49% to 60% within the 2020-2021 school year as measured by WY-TOPP. Without data from the 19-20 WY-TOPP test and disruption due to COVID-19, Stagecoach will need to continue to work on this goal.

GOAL #2: Equity: Increase equity for Reading and Math on the State Accountability Report from 50% to 60% within the 2020-2021 school year. Without data from the 19-20 WY-TOPP test and disruption due to COVID-19, Stagecoach will need to continue to work on this goal.

*All goals continued due to COVID-19 disruption, winter data from 2019 and fall data from 2020 show need for goals to continue.

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: Growth: Increase student achievement for Reading and Math on the State Accountability Report from 49% to 60% within the 2019-2020 school year as measured by WY-TOPP.

Timeline	Action Steps	Was this action step in place in 2018-2019	Evidence of Completion
PLC/Data teams 20-21 school year	Grade <u>Level</u> Data team meetings. Review <u>data from</u> current standards being taught and will backwards plan using curriculum maps. As teams discuss the gathered data and input into charts, they will engage in analysis of data for root causes to the missed items or needed acceleration. Teams will then create a SMART goal with a researched based strategy from John Hattie. Teams will come back in approximately 2 weeks to review goal, gathered data and review if a different strategy or more <u>in-depth</u> intervention needs to occur.	yes	Agendas in grade level Google team drives Meetings take place Every Day 1 & 6
AMP/MTSS	Weekly meetings ran by the AMP/MTSS chairs to monitor students that are struggling in Universal Reading Assessment and Common Formative Assessments. AMP/MTSS team will meet with classroom teachers and parents to set goals and monitor performance 20-21 school year addition- will focus on one grade level a week with all PLC teaches, SPED teacher and Title teacher involved.	Yes	AMP/MTSS agendas are uploaded into team drives.

Differentiated Skill Groups within classroom 20-21 school year	Grade level reading/math skill groups. Students will be monitored based of current data from CFAs and current standards. Students not meeting expectations will receive the high yield strategy goal setting .56 and feedback .73 per John Hattie. Students will have whole group instruction within the general education classroom and skill groups with Special Education if on an IEP and Title teachers.	yes	Grade level data kept in Google teams.
Modulars/ CBMs/ Progress Monitoring 20-21 school year	-WY-TOPP modulars and CBMs will be given to assess current student level on understanding. Students will set goals and track growth for interim assessments. Progress monitoring on Acadience will be monitored to ensure every student is making adequate progress and tracked in data binders	yes	Teachers will keep a document and will present at summative evaluations. Grade level Google team drives.
Vertical articulation and goal setting	K-4 th teachers, SPED, Title, EL and Specials teachers will meet to align standards and to create meaningful goal setting.	no	PLC 2020 Google Drive

GOAL #2: Equity: Increase growth for Reading and Math on the State Accountability Report from 50% to 60% within the 2019-2020 school year

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
AMP/MTSS Team 20-21 school year	-AMP team to monitor students with academic concerns (both low and high) and students in that area in need of acceleration and GT testing. According to research from John Hattie acceleration for gifted students has an effect size of .88 .	yes	AMP Google team drive
PLC	PLCs will monitor equity students on their Acadience, Common Formative Assessments, and Modulers to ensure at least one year's growth is being made.	yes	PLC Google Drives and student data binders
PBIS	Counselor, Principal, and Safety team will meet monthly to discuss SWIS data and its impact on student achievement. Data will be shared out monthly and PLCs will receive guidance on areas needed additional behavior support. PBIS will offer support to teachers to include ideas for calming zones and activities to help students with trauma.	yes	Safety Minutes and Agendas
Monthly Guidance Counseling and groups	School counselor will provide lessons and small group	yes	Weekly grade level lessons

	activities on appropriate behavior, self regulation, stress management and executive functioning skills to help improve classroom behavior and achievement.		
PBIS newsletter	Counselor will send out a monthly PBIS newsletter to staff with a PBIS focus	no	PBIS Google Drive

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.

- Stagecoach Title 1 teachers use research based programs and strategies to provide interventions for all students. Stagecoach uses push-in services during core instruction. Title teachers are utilizing the high yield strategies of small grouping, goal setting, feedback, vocabulary, and gradual release. When pullout interventions are provided, they are not provided during core instruction time, rather during skill groups.

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 Professional Learning Community time in the schedule to use assessment data to improve instruction and monitor student performance on Days 1s and 6 of a 6 day rotation. Title 1 teachers continuously meet with grade level teams to update and monitor instruction on a two, four, and six weeks rotation. Overall data (by grade level) is also displayed on a excel in Google Teams for all staff and students. Staff engage students in discussions concerning the data. Title teachers are also part of the grade level AMP discussions.

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 Stagecoach Elementary. The compact and policy are reviewed with the parents and staff annually. Parental engagement meetings are held at the school four times a year, based on parent feedback. 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, Community Reading Night with local First Responders, Math Night, and Read Across America Night. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title 1 program. Stagecoach has a title committee that meets monthly to discuss title activities. Stagecoach Elementary provides an interpreter and translated materials for any parents. All parents have access to (title) app.

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

- Stagecoach Elementary participates annually in the Head Start Transition program. Stagecoach also participates in the Early Literacy Plan developed by the district. Stagecoach Elementary also participated in the Jump Start into kindergarten program hosting all area pre-schools and kindergarten age parents to provide information for appropriate placement of students . This is also Stagecoach's second year as home to KinderBoost. KinderBoost is a play-based program getting the students ready for the rigors of a traditional Kindergarten classroom.

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 teachers and staff, including Title I teachers and paraprofessionals, in the use of research based intervention programs.

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

-Title I students receive research-based interventions in accordance with the district decision rules. All students receive reading instruction and reading interventions from highly qualified classroom teachers, and highly qualified interventionists. The Sweetwater #1 Early Literacy plan provides the format for the district reading instruction.

<http://www.sweetwater1.org/www/sweetwatercsd1/site/hosting/Departments/Curriculum/Curriculum/SCSD%231EarlyLiteracyPlan1516.pdf>

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 1 Parent Advisory Council, the Parent Teacher Organization and school staff provides input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment and Title 1 staff provides targeted services based on those prioritized needs.

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 1 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 1 teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement.

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 1 school, Stagecoach Elementary 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.

