



Sweetwater County School District #1

Northpark Elementary



Rock Springs, Wyoming
Carrie Ellison, Principal

2019-2020


PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering

Carrie Ellison

Principal

Amanda Delp & Allyson Cross

Community Member

Nicole Hardin & Jessica Penland

Parent

Maggie Coletti

Special Education Teacher

Melisa Havskjold

Third Grade Teacher

Amy Pierantoni

Kindergarten

Bailey Heide

Fourth Grade Teacher

State Accountability Report

District Name: Sweetwater #1

School Name: Northpark Elementary

Grades Served: K-4

Enrollment: 282

WAEA School Performance Rating = Partially Meeting Expectations

WAEA Weighted Average Indicator Score = 1.5 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Identification = Not Identified

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	Description
Growth	Below Target	Below Average	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 WY-TOPP 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	Below Target	Below Average	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%.
Achievement	Meets Target	Average	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	N/A	The percent of English learners who met their annual progress goal for English language proficiency.

A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement on the state assessment.

-FAY School Participation Rate Status WAEA: **Met**

-FAY School Participation Rate Status ESSA: **Met**

-State Assessment Participation Rate Status WAEA: **Met**

-State Assessment Participation Rate Status ESSA: **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?

Currently, growth is the lowest score for Northpark Elementary School, and this is below targets on WY-TOPP. Assessment for 2018-2019. Northpark went from 40 to 32 percent in the category of 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?

When analyzing the data the achievement at Northpark went from 48 percent to 56 percent achievement which is meeting expectations. Northpark went from below targets to meeting targets in achievement. We went from not meeting expectations to partially meeting expectations. Northpark Elementary uses Universal Screening, common assessments, and WY-TOPP modular assessments to inform teachers how to change instruction to support student learning. Teachers use data teams to analyze the data and choose instructional strategies to support growth. Based on Universal Screening, students need help with oral reading fluency, retell, and accuracy. Across the school, vocabulary within context, is an area of need.

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

Equity is the second lowest score for Northpark Elementary School, and it is below target. Northpark had 43 percent on the previous report and 2018-19 is 39 percent equity.

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?

Universal Screening, Common Assessments, and WY-TOPP are additional sources of data. This data helps provide teachers with information about student performance. We can monitor students in the lowest 25 percent and support their learning with flexible groups (WIN What I Need Groups) during the school day and invitation to remediation extended day opportunities.

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

5. 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.

6. 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: By June of 2020, Northpark Elementary will improve the growth indicator from 32 percent to 42 percent.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
2019 – 2020 (ongoing)	PLC Grade Levels will conduct data teams for math & ELA and selected strategies from John Hattie to improve growth.	Yes – Math Yes - ELA	Data team forms that include high yield strategies and spreadsheets as evidence.
2019-2020(ongoing)	PLC at Work Training to improve the overall teaching and learning across the building. (year 2) Cohort I Cohort II	Yes No	Three two-day trainings, two zoom meetings, pre-needs assessment, post-assessment, PLC meetings, action plans, agendas, staff meeting minutes
2019-2020 (ongoing)	Flexible reading and math skill groups, WIN (What I need groups) based on standards, that change up to every six weeks.	Yes	Flexible groups WIN (What I need groups) will be based on data team review. All teachers will track this in Google Docs.
2019-2020 (ongoing)	Northpark offers extended day before or after school.	Yes	Individual Learning Plan or Group Learning Plan
2019-2020 (ongoing)	Grade levels will give WY-TOPP modular assessments to monitor student progress.	Yes	1 st through 4 th grade will give modular assessments, and PLC groups will use the data to monitor student progress.
2019-2020 (ongoing)	<u>Reading Conferences</u> by Jennifer Serravallo Book will be used to guide selection of high yield strategies.	No	K-4 will use this book as they complete data cycles, and feedback and goal setting and other strategies to support student learning. This will be used in conjunction with John Hattie's books. Staff will share a grade level strategy quarterly.
2019-2020 (ongoing)	PBIS intervention groups based on Data protocol from the behavior team.	No	School counselor and members of the behavior team will provide lesson and small group activities on appropriate behavior, stress management to improve classroom behavior and

			achievement. This will be done through flexible groups based on data protocol.
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GOAL #2: By June of 2020, Northpark Elementary will improve the equity indicator from 39 percent to 49 percent.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
2019-2020	Highlight students who scored in the lowest 25 percent on third grade WY-TOPP reading and math assessments. Monitor and create skill groups based on WY-TOPP, data teams, and use research-based strategies to teach students.	No	PLC minutes and data team forms.
2019-2020	School-wide vocabulary will be addressed at each grade level.	No	PLCs will agree on vocabulary words that are most powerful to learn concepts and skills. Teachers will teach and post in their classrooms. (Our next step will be to examine these in vertical teams twice this year.)
2019-2020 (monthly)	Title I Family Engagement	Yes	Parent sign-in sheets, newsletters, surveys. The engagement activities are math, reading, and STEAM driven.
2019-2020	<u>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</u> by Kristin Souers with Pete Hall Counselor will conduct Book Study to address trauma informed instruction.	No	Rest and Restore Area will be developed and in every room to create a trauma sensitive classroom. Teachers will understand and implement strategies to support students who have experienced trauma. The goal is for all students to be able focus more on learning in school.

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.

School wide strategy/skill groups and flexible groups at each grade level have been implemented as determined by multiple data sources to place students in appropriate research-based reading and math intervention and enrichment groups outside of core time. A district-wide *Menu of Options* is utilized by teachers to provide research-based skills intervention at each grade level as part of our AMP process. Grade level instructional planning is driven by student performance, using data to analyze student achievement toward standards. Teachers select high-yield instructional strategies in ELA and math to work toward mastery of standards. All students have access to the general education curriculum through their classroom with teachers and co-teachers.

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.

Grade level teams meet two times in a six-day rotation and extra collaboration time is provided to determine standards targets, identify common assessments, review data, develop goals for student performance, identify high-yield instructional strategies, and examine results indicators. Teams may include administration, classroom teachers, English Learner (EL) teacher, Special Education teacher, Achievement Monitoring Progress (AMP) academic chair, AMP behavior chair, and Title I teacher.

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.)

Monthly parent engagement nights or newsletters

- a. Math games, so parents can support math
- b. Reading question cubes, so parents can read and support comprehension
- c. Polar express evening with a craft parents do with their child
- d. Science day to integrate STEAM learning
- e. Newsletters that give ideas for parents and students to work on at home together

Parent Square for two-way communication

Monthly letters from the administrator

Webpage

Parent Teacher Conferences

EL Quarterly Night meetings across the district

Principal Facebook

Teacher Newsletters home monthly
Principal Letters

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

Northpark Elementary receives students primarily from the early childhood programs of Head Start, Child Development Center (CDC), and neighborhood surrounding areas. For students transitioning from Head Start, kindergarten teachers and the school principal participate in Head Start's spring transition meetings where parents are provided with information and have the opportunity to ask questions and meet staff. A team meeting with kindergarten teachers, parents, and special needs service providers is held for each child transitioning from the CDC with an IEP. All enrolled kindergarten students are invited to attend "Kindergarten Round-up" to screen students for readiness skills and suggested learning activities are provided to parents.

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

Data Teams

PLC Cohort I and II Training

Reading Core and Centers/or Workshop Structure

Kindergarten Reading Training

John Hattie's high-yield strategies, Reading Conferences by Jennifer Serravallo, Reading Strategies: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo are used during planning in our PLC meetings. Adding conferring across the building helps teachers see what skills students need, set goals with students, and have students self-report grades. These are high yield strategies. PLC work provides strong teacher clarity, so students know what they are expected to learn.

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

AMP (Academic Monitoring Process)

PBIS (Positive Behavioral Intervention System)

RTI (Response to Intervention)

Identified through a data teams process.

Flexible groups that are called WIN groups (What I Need) are formed and standards and behavior are developed to teach the skills students need.

School counselor and members of the behavior team will provide lesson and small group activities on appropriate behavior, stress management to improve classroom behavior and achievement. This will be done through flexible groups based on data protocol.

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers with Pete Hall Counselor will conduct Book Study to address trauma informed instruction.

Rest and Restore Area will be developed and in every room to create a trauma sensitive classroom.

Extended-day programs are offered before and after school.

All students receive reading instruction and remediation from highly qualified teachers, interventionists, and paraprofessionals as provided by the Sweetwater #1 Early Literacy plan. http://www.sweetwater1.org/groups/4800/curriculum_instruction_and_assessment/cia_home_page

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

The leadership team of Northpark Elementary consisting of administration, grade level representatives, and special education representative meets quarterly to work on improvement plan revision and implementation through the year for school-wide performance relative to 2019-2020 school improvement goals. Strengths and weaknesses were identified for subject, grade level, school, and district performance. The team developed an action plan during summer academy.

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

All teachers at Northpark Elementary meet the Wyoming Professional Teaching Standards Board and federal requirements for Highly Qualified. The district advertises nationally using a variety of media resources including online and print venues. In addition, they work in conjunction with state and national teaching associations and institutes of higher education to recruit highly qualified staff. All para-professionals hired at Northpark Elementary are highly qualified and have worked to pass the para-professional test.

How do you coordinate and integrate federal, state, and local services and programs?

This is done with teacher and family engagement through the year and at the annual meeting to review ideas and implement suggestions each year. Minutes from the 2019-2010 meeting document this. The district employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.