PILOT BUTTE Wildcats

Rock Springs, Wyoming
Ronald Urbin Principal

2018-2019

PLAN SIGNATURES

Kelly McGovern
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SCSD#1 Superintendent

Carol Julner
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SCSD#1 Board Chairman

Wanda McCovey
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WAEA SCSD#1 School Improvement Representative

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SCSD#1 Superintendent

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SCSD#1 Board Chairman

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WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Ronald Urbin

Principal

Jennifer Wiberg

Parent

Karla McCurtain

Co-chair/5th Grade Teacher

Andrea Tate

Co-chair/5th Grade Teacher

Kelsey Johnson

5th Grade Teacher

Lauren Reynders

6th Grade Teacher

Kathleen Lavery

Special Education Teacher

State Accountability Report

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	Meets Target	Above 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 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	Meets Target	Above 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	Above 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	Below Target	Below Average	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

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

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

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide 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?

Pilot Butte Elementary shows its lowest area in Achievement with the ELP subgroup. Our school's ELP subgroup was 27.3%; according to the accountability report, 41% is needed to meet expectations.

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?

All students take DIBELs testing. In addition in Reading and Math, students take common assessments and the results are reviewed through a strategic data team process.   We are continuing to focus on achievement. WIDA ACCESS testing can provide more data for the ELP subgroup. Another source of data are the WY-TOPP Modular assessments.

The additional data will provide us the information we need to identify students who are not growing, regardless of their proficiency level. This data will immediately tell us which students need more support and in what subject area, including which learning targets, based on our curriculum maps.

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

Because we have met expectations in all the other sub-areas, we are focusing on achievement. We think this will not only improve the area of achievement but will umbrella into other areas such as equity and growth.

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?

DIBELs and WY-TOPP Modular Assessments can provide additional data. As we continue to disaggregate the DIBELs and WY-TOPP modulars, we will focus on closing the achievement gap for the EL group.

The additional data will provide us the information we need to identify students who are not growing, regardless of their proficiency level. This data will immediately tell us which students need more support and in what subject area, including which learning targets, based on our curriculum maps.
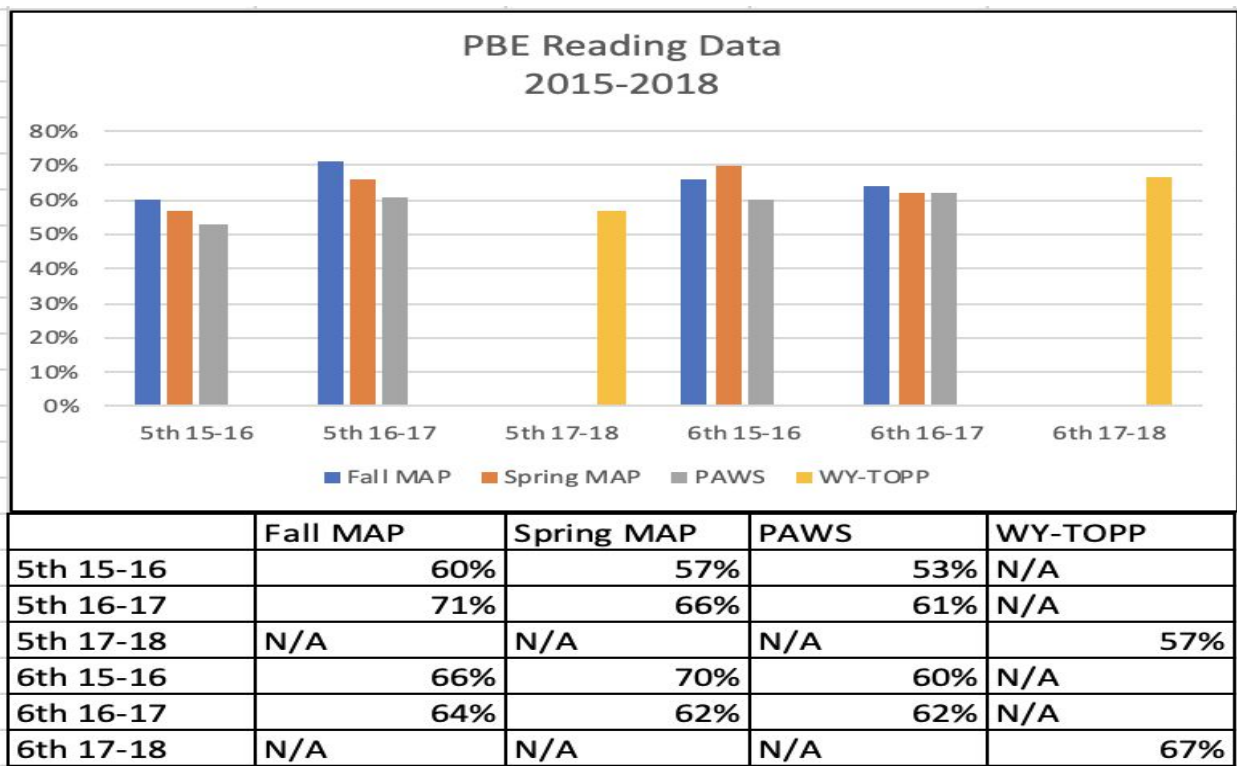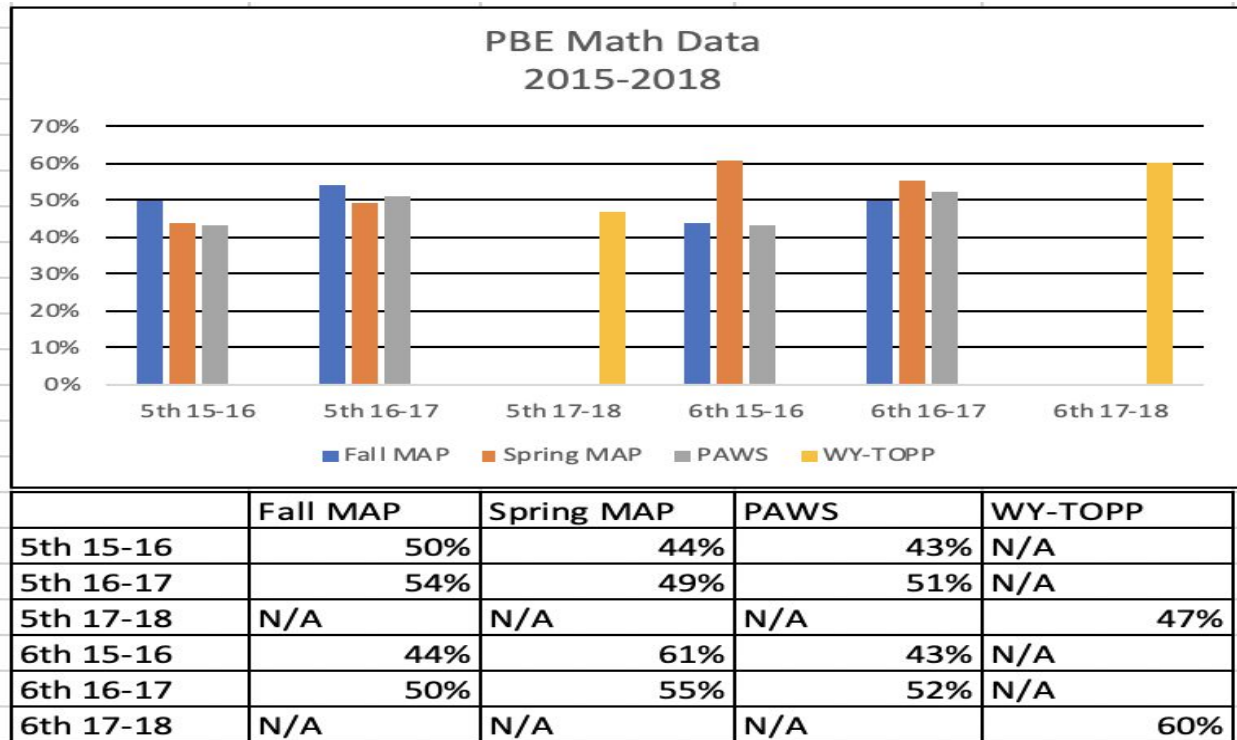
PBE Math Data 2015-2018

	Fall MAP	Spring MAP	PAWS	WY-TOPP
5th 15-16	50%	44%	43%	N/A
5th 16-17	54%	49%	51%	N/A
5th 17-18	N/A	N/A	N/A	47%
6th 15-16	44%	61%	43%	N/A
6th 16-17	50%	55%	52%	N/A
6th 17-18	N/A	N/A	N/A	60%

PBE Reading Data 2015-2018

	Fall MAP	Spring MAP	PAWS	WY-TOPP
5th 15-16	60%	57%	53%	N/A
5th 16-17	71%	66%	61%	N/A
5th 17-18	N/A	N/A	N/A	57%
6th 15-16	66%	70%	60%	N/A
6th 16-17	64%	62%	62%	N/A
6th 17-18	N/A	N/A	N/A	67%

GOAL #1: Achievement: Increase student achievement for Reading, Math, and Writing on the State Accountability Report from 59% to 62% within the 2018-2019 school year as measured by WY-TOPP.

Milestone: Identified subgroup ELP
Increase student achievement in ELP from 27.3% to 37.3% within the 2018-2019 school year.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
18-19 school year	One-to-one ratio of laptop to student	No	Class roster
	PLC/Data teams meet 100 minutes every 7 school days	Yes	PLC meeting minutes
	ELA/Math PLC monthly backwards planning	No	PLC meeting minutes
	Math Department Common Assessment Review	Yes	Sign-in Sheets Assessments in Google Docs
	EL teacher utilizes brain-based learning strategies to increase language acquisition	Yes	Lesson plans
	EL best practice strategies shared monthly during faculty meeting lead by EL teacher.	No	Agenda, weekly staff newsletters
	Monthly collaboration with grade levels, This ensures the classroom teachers can discuss upcoming standards, expectations, teaching strategies and any academic concerns or enrichments	Yes	Agenda, meeting minutes

	that need to be made in reading and math.		
18-19 school year	DIBELS data and progress monitoring. DIBELS is used to ensure reading skills are set, appropriate grade level fluency, comprehension skills and vocabulary skills for grade level. All students	Yes	Progress monitoring spreadsheet
	AMP team to monitor students with academic concerns and students that are 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
	Extended Day - reading and writing	Yes	Class Lists, ILP's, lesson plans
	Imagine Learning - ELP	Yes	Extended day class list, reports
	Professional Development-Math, Reading, and writing	Yes	Sign-in sheets
	RSHS Health Occupations Career Academy teamed up with two science classes and two writing classes to collaborate, give feedback, share projects and provide mentorship. (6th grade only)	No	Student Writing Samples, FlipGrid Videos, Google Classroom Assignments
	Common Assessments-Math and ELA, validation	Yes - math No - ELA	PLC minutes
	Counseling Curriculum PBIS Support	Yes	Curriculum, lesson plans, scheduling

	Family Engagement	Yes	Flyers, Schoolway, Pictures
Fall 2018	Write Tools Training	No	Sign-in Sheet
	Tami Beebe-Schwartz District Consultant for Reading and Writing	Yes	Powerpoint