



Sweetwater County School District #1



Rock Springs, Wyoming
Ronald Urbin Principal

2019-2020

PLAN SIGNATURES

A handwritten signature in blue ink, reading "Keely McTouern", written over a horizontal line.

SCSD#1 Superintendent

A handwritten signature in blue ink, reading "Carol E. Jelenc", written over a horizontal line.

SCSD#1 Board Chairman

A handwritten signature in blue ink, reading "Wanda Maloney", written over a horizontal line.

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Ronald Urbin

Principal

Michelle Gatti

Parent

Andrea Tate

Co-chair/5th Grade Teacher

Kelsey Johnson

5th Grade Teacher

Laura Grossnickle

6th Grade Teacher

Kathleen Lavery

Special Education Teacher

State Accountability Report

District Name: Sweetwater #1
 School Name: Pilot Butte Elementary
 Grades Served: 5-6
 Enrollment: 437
 WAEA School Performance Rating = Meeting Expectations
 WAEA Weighted Average Indicator Score = 2.0 (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 | Meets Target | 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 | Meets Target | 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 | Meets 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?

Pilot Butte Elementary shows its lowest area in Equity. Our school's Equity was at 49%; according to the accountability report, 60% or higher is needed to be at exceeding 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?

In Reading and Math, students take common assessments and the results are reviewed through a strategic data team process. We will also continue to focus on achievement. Another source of data is 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?

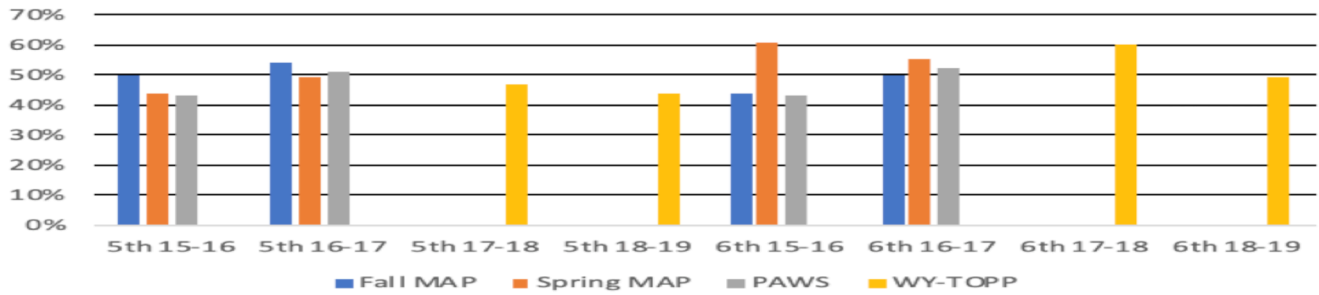
Pilot Butte's second lowest area is in Growth. Our school's Growth was at 50%; according to the accountability report, a 60% or higher is needed to be at exceeding expectations.

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?

WY-TOPP Modular Assessments can provide additional data. As we continue to disaggregate the WY-TOPP modulars, we will focus on identifying students that are making little to no progress.

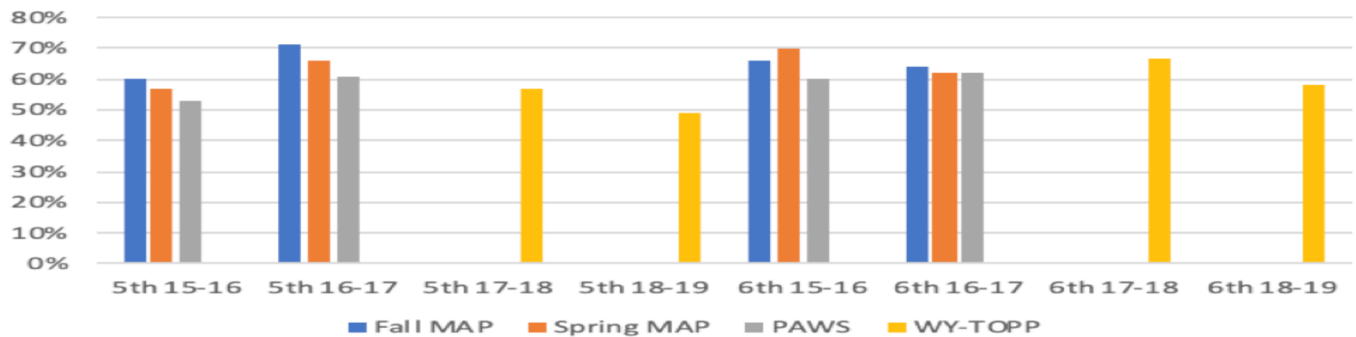
The additional data will provide us the information we need to identify students who are not growing, regardless of their proficiency level. This data will immediately tell us which students need more support and in what subject area, including which learning targets, based on our curriculum maps.

PBE Math Data 2015-2019



| | 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% |
| 5th 18-19 | | | | 44% |
| 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% |
| 6th 18-19 | N/A | N/A | N/A | 49% |

PBE English Language Arts Data 2015-2019



| | 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% |
| 5th 18-19 | | | | 49% |
| 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% |
| 6th 18-19 | N/A | N/A | N/A | 58% |

GOAL #1: Equity: Increase student Equity for Reading, Math, and Writing on the State

Accountability Report from 49% to 52% 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 (Submitted artifacts housed in Google Drive) |
|-------------------|--|--|--|
| 19-20 school year | Departmentalization: 5 th and 6 th grade teachers are broken into Math and English Language Arts departments and become specialized at their subject | Yes | Master Schedule was created to support collaboration times |
| | Guaranteed Curriculum: Implementing curriculum; write common assessments; provide training in 5 th ReadyGEN, Eureka Math, and Springboard 6th | Yes | PLC data sheets and lesson plans, common assessments, sign-in sheets |
| | Grade level PLC teams, with Resource teachers, meet 110 minutes every 6 school days; Math and ELA Department Common Assessment Review | Yes | PLC meeting minutes |
| | Monthly Grade level meeting; discussion on writing, interventions, and progress | Yes | meeting minutes |
| | Professional development for grade level instructional planning (½ day), develop questions bank related to WY-TOPP modalities and rigor. | Yes | Agenda, planning minutes, google doc |
| | WY-TOPP Modular and Interim Testing; analyze data, create flex groups and reteach opportunities in the classroom | Yes | Testing Schedule, AIR Ways reports |

| | | | |
|--|--|-----|--|
| | ELA ReadyGEN training (5 th) and on-site coaching support; Tami Beebe-Schwartz District Consultant for Reading and Writing | Yes | Sign-in sheet, minutes from debrief with Tami Beebe-Schwartz |
| | Science professional development (3-D Science Learning) for teachers in 5 th and 6 th grade | No | Sign-in sheet, agenda, PLC minutes |

GOAL #2: Growth: Increase student Growth for Reading, Math, and Writing on the State Accountability Report from 50% to 53% within the 2019-2020 school year as measured by WY-TOPP.

| Timeline | Action Steps | Was this action step in place in 2017-2018? | Evidence of Completion (Submitted artifacts housed in SharePoint) |
|-------------------|---|---|---|
| 19-20 school year | AMP team to monitor students with academic, behavior, and attendance concerns and students that are in need of intervention, acceleration and GT testing. Highlight students who scored in the lowest 25 percent on fourth and fifth grade WY-TOPP reading and math assessments. Also highlight students from all subgroups in grades 5-6. Monitor skill groups based on WY-TOPP, data teams and use research-based strategies. | Yes | AMP team Google drive: Intervention tracking, Intervention handbook, AMP handbook |
| | PLC at Work Training to improve the overall teaching and learning across the | Yes | Sign-in sheets, action plans, agendas, staff meeting minutes |

| | | | |
|--|---|-----|--|
| | building. | | |
| | Flex Groups for Reading and Math: skill-based needs | Yes | PLC and Data meeting minutes and agendas |