Desert View Elementary

Rock Springs, Wyoming
Sarah Blake, Principal

2019-2020

PLAN SIGNATURES

Keely McGovern
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SCSD#1 Superintendent

Carol E Jelmo
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SCSD#1 Board Chairman

Wanda Maloney
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WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Sarah Blake	Principal	
Erica Fenske	SIP Chair; 4th Grade Teacher	
Dar Baker	3rd Grade Teacher	
Rachele Unguren-Allen	2nd Grade Teacher	
Candace Foster	1st Grade Teacher	
Kena Wolf	Kindergarten Teacher	
April Eccker	Parent	

State Accountability Report

District Name: Sweetwater #1

School Name: Desert View Elementary

Grades Served: K-4

Enrollment: 273

WAEA School Performance Rating = Not Meeting Expectations

WAEA Weighted Average Indicator Score =   1.1 (Cut Scores =   1.4 ;   1.8 ;   2.6)

ESSA School Identification = Not Identified

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	Below 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?

Desert View's lowest area was Equity, because we were below target for both WAEA and ESSA.

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?

District common assessments in math and reading; WY-TOPP modular, interim, and summative assessments; and our Acadience scores have indicated the students that need further progress monitoring during our daily What I Need Now (WINN) groups and have allowed for Desert View teachers to make needed changes to instruction. The students who are showing need through these scores and through their WY-TOPP scores are also receiving further help in our extended day remediation program where their progress is tracked through the use of individual learning plans (ILPs). This other data will help to immediately identify which students in our lowest 25% subgroup need additional support in our What I Need Now (WINN) groups and after school remediation program based on curriculum maps and the Wyoming Content and Performance Standards (WCPS).

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

Desert View's second lowest area was Growth, because we were below target for WAEA and ESSA.

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?

District common assessments in math and reading; WY-TOPP modular, interim, and summative assessments; and our Acadience scores have indicated the students that need further progress monitoring during our daily What I Need Now (WINN) groups and have allowed for Desert View teachers to make needed changes to instruction. The students who are showing need through these scores and through their WY-TOPP scores are also receiving further help in our extended day remediation program where their progress is tracked through the use of individual learning plans (ILPs). This other data will help to immediately identify which students need additional support in our What I Need Now (WINN) groups and after school remediation program based on curriculum maps and the Wyoming Content and Performance Standards (WCPS).

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

By June 2020, student growth on the school performance report will increase from 45 to 49.

By June 2020, student equity on the school performance report will increase from 45 to 49.

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: By June 2020, student growth on the school performance report will increase from 45 to 49.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
September 2019	Title I Author Night and Writing Workshops	Yes	Parent Letter; ParentSquare; Sign-in Sheets; student work
October 2019	Academic Grade Level Parent Nights	Yes	Sign-in Sheets; Teacher Lesson Plans/Handouts
2019-2020 School Year	Extended Day Programs	Yes, but there was a focus on bubble students as opposed to our bottom 25% for remediation	Student Attendance Lists for Remediation Program, Writing Club, STEAM Classes; ILPs; Lesson Plans
Ongoing	AMP team meets regularly to address student truancy, behavior (based on SWIS data), and academic concerns per staff referral	Yes, but this year with process changes focusing on more intervention	Meeting minutes; Student data collections
2019-2020 School Year	ELA ReadyGEN training for kinder teachers and on-site coaching	No	Sign-in Sheets; Teacher Lesson Plans
Ongoing	Grade Level ELA Expanded PLC Meetings and Math PLC Meetings	Yes	Google team drive flex group charts; assessment data; progress monitoring data
2019-2020 School Year	WY-TOPP Modular Assessments used in placing students in Tier 2 and Tier 3 interventions during school and outside of the school day	Not for all grades	Assessment Data
2019-2020 School Year	PLCs-at-Work Training	Cohort 1, Yes Cohort 2, No	PTSB Sign-in Sheets; Building Mission, Vision, and Collective Commitments
Ongoing	Common grade level assessments aligned to curriculum maps and analyzed through Data Teams in reading	Yes	Data Team meeting minutes; curriculum maps; student assessment data

	and math		
Ongoing	Targeted EL instruction: EL students receive language services daily aligned to classroom curriculum and based on ACCESS testing scores	Yes	ACCESS testing data; Tier II and III reading intervention data sheets
Various Times Throughout Year	4th Grade increased amount of social studies field trips with cross-curricular ELA focus and standard support; 2nd-4th grade theater field trips with ELA support	No	Student work; resources from destinations
Ongoing	Purposeful focus in What I Need Now intervention groups (WINN) – focus on foundational skill gaps and working toward mastery to ensure learning; changes based on the book 10 Success Factors for Literacy Intervention	No	Google team drive flex group charts; assessment data; progress monitoring data
Ongoing	Check-in/check-out intervention	No	Goal setting and student tracking forms
2019-2020 School Year	Science Professional Development for 4th Grade Teachers (3-D Science Learning)	No	Sign-in Sheets; Teacher Lesson Plans
Various Times Throughout Year	Title I Family Engagement Nights for reading, math, science; at each event we teach activities and games that families can use at home to support what standards are being covered at that time in class; teachers also discuss specific supports for individual students with individual families	Yes	Parent Letter; ParentSquare; Sign-in Sheets; Building Mission, Vision, and Collective Commitments

GOAL #2: By June 2020, student equity on the school performance report will increase from 45 to 49.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
Ongoing	AMP team meets regularly to address student truancy, behavior (based on SWIS data), and academic concerns per staff referral	Yes, but this year with process changes focusing on more intervention	Meeting minutes; Student data collections
September 2019	Title I Author Night and Writing Workshops	Yes, but writing workshops were offered to all grades this year	Parent Letter; ParentSquare; Sign-in Sheets; student work
2019-2020 School Year	Science Professional Development for 4th Grade Teachers (3-D Science Learning)	No	Sign-in Sheets; Teacher Lesson Plans
2019-2020 School Year	Extended Day Programs	Yes, but there was a focus on bubble students as opposed to our bottom 25% for remediation	Student Attendance Lists for Remediation Program, Writing Club, STEAM Classes; ILPs; Lesson Plans
2019-2020 School Year	ELA ReadyGEN training for kinder teachers and on-site coaching	No	Sign-in Sheets; Teacher Lesson Plans
Ongoing	Grade Level ELA Expanded PLC Meetings and Math PLC Meetings	Yes	Google team drive flex group charts; assessment data; progress monitoring data
Ongoing	Acadience assessment and progress monitoring	Yes	Test Books; Classroom/Grade-level reports
2019-2020 School Year	WY-TOPP Modular Assessments used in placing students in Tier 2 and Tier 3 interventions during school and outside of the school day	Not for all grades	Assessment Data
2019-2020 School Year	PLCs-at-Work Training	Cohort 1,Yes Cohort 2, No	PTSB Sign-in Sheets; Building Mission, Vision, and Collective Commitments

Ongoing	Targeted EL instruction: EL students receive language services daily aligned to classroom curriculum and based on ACCESS testing scores	Yes	ACCESS testing data; Tier II and III reading intervention data sheets
Various Times Throughout Year	Title I Family Engagement Nights for reading, math, science; at each event we teach activities and games that families can use at home to support what standards are being covered at that time in class; teachers also discuss specific supports for individual students with individual families	Yes	Parent Letter; ParentSquare; Sign-in Sheets; Building Mission, Vision, and Collective Commitments
Ongoing	Purposeful focus in What I Need Now intervention groups (WINN) – focus on foundational skill gaps and working toward mastery to ensure learning; changes based on the book 10 Success Factors for Literacy Intervention	No	Google team drive flex group charts; assessment data; progress monitoring data
Ongoing	Growth Mindset: school wide initiative to teach and develop growth mindset in students and in staff interactions with students	Yes	Classroom artifacts; Student Pledge; Mustang Circles Lessons; PBIS cards
Ongoing	Common grade level assessments aligned to curriculum maps and analyzed through Data Teams in reading and math	Yes	Data Team meeting minutes; curriculum maps; student assessment data

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 intervention groups at each grade level have been implemented to utilize multiple data sources to place students in appropriate research based reading remediation, core, and enrichment programs. A district wide *Menu of Options* is utilized to provide research-based skills intervention at each grade level. Student progress within each program is regularly assessed with data utilized to move students as indicated through fluid groupings as monitored by the Data Team process. District development of a K-12 math and reading curriculum guide aligned to the Wyoming Content Performance Standards and supported by research based Eureka Math strategies and ReadyGEN strategies and materials have been integrated school-wide. The district has also adopted new science standards and aligned resource materials to the standards. Classroom teachers may refer students who are excelling academically to be tested for eligibility for district level Gifted and Talented program to accelerate learning and provide enriching learning opportunities. All students have the opportunity to participate in afterschool STEAM enrichment programs including robotics, cooking, aquaponics, and computer gaming. Grade level instructional planning, including the utilization of high impact instructional strategies and reflection of student performance on common short cycle assessments, is completed weekly in ELA and math. All students receive 120 of minutes of reading and 70-120 minutes of math instruction daily.

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 providing time for collaboration on the use of data.

Implementation of the Data Team process continues to be refined through practice. Grade level teams meet regularly to determine standards targets, identify common assessments, review data, develop goals for student performance, identify high impact instructional strategies, and examine results indicators. Teams include administration, classroom teachers, English Learner (EL) teacher, Special Education teacher, Achievement Monitoring Progress (AMP) team chair, school counselor, and Title I teachers.

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.)

Desert View Elementary utilizes a variety of opportunities to meaningfully engage families in their children's education and to keep them informed of their children's learning progress. Title I staff hosts an annual meeting to review Desert View's school-wide plan and goals, parent/student/staff compact and parent involvement policy with the community. Title III staff hold quarterly parent involvement

nights for EL families and provide translation services for Title I/Parent/Teacher Organization (PTO) programs as well as individual parent/teacher conferences. School-wide and grade-level written communications are provided to all families in English and Spanish. Parent conferences are held each semester to review student's progress within the curriculum and present results of standardized testing. Standards based report cards are sent quarterly. Parents of students identified as exhibiting academic or behavioral difficulties are invited to Achievement Monitoring Process (AMP) meetings to discuss strategy implementation. Quarterly school-wide family learning nights are held along with annual grade level Academic Parent Teacher Team meetings to provide families with opportunities to increase knowledge of the curriculum and their student's progress within it. Student attendance letters are sent and meetings are held according to district policy. Parents are contacted when warranted in issues involving student discipline. Families of students with excessive absences are contacted by the school counselor and then referred to AMP. There are a variety of school/family communication tools to inform parents of parent involvement activities including school web site, Facebook, written notices, and ParentSquare.

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

Desert View Elementary receives students primarily from the early childhood programs of Head Start and the Child Development Center (CDC). 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 active IEP. Individual family meetings provide suggested learning activities for families to complete to prepare students for the year ahead.

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

Desert View administration and staff continue to be committed to intensive professional development. Through the Data Teams process, teachers across grade levels, within the math and ELA content areas will identify high impact teaching strategies, implement these strategies, and utilize common assessments to monitor student progress within the curriculum. Grade level teams and expanded PLCs will work through the Data Teams process with direct support from the building administrator and outside sources. A group of teachers and the building administrator attended a differentiated instruction conference during the summer before this school year. Grade level teams will continue development of effective Data Teams throughout the school year with district support and coaching.

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

Policies and procedures are in place for identifying students at-risk for academic difficulties. Universal screening with Acadience and WY-TOPP interim and modular assessments will be administered

throughout the school year to identify students performing below grade level expectations. Students who are identified in the area of reading are placed in strategy intervention groups which meet daily. Tier II and III students receive progress monitoring throughout the school year to measure progress within the reading curriculum. Grade level Data Teams meet weekly to review common grade level assessments in reading and math. Students who are experiencing continued difficulty in academic or behavioral areas are referred to our school level Achievement Monitoring Process (AMP) team consisting of teachers, specialists, administration and parents to determine the need for additional testing or the implementation of research based intervention strategies in the general education classroom and during flex periods. In addition, Desert View extends the school day for struggling students after school with EL student language remediation and math/reading remediation for students in grades K-4. During the summer, a reading support program is offered to all students with STEAM enrichment mixed into the program. STEAM enrichment programs have been developed and are offered once per week in occasional five- or six-week sessions during the regular school year and also during summer sessions to all grade levels. 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 Desert View Elementary consisting of administration, grade level representatives, SPED rep, Title rep, EL rep, and AMP team rep/school counselor meet multiple times during the school year to analyze WY-TOPP, Acadience, and school performance data for individual classes, grade level performance, and school-wide performance. Strengths and weaknesses were identified for subject, grade level, school, and district performance.

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

All teachers at Desert View 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 Paraprofessionals hired at Desert View are highly qualified meeting the requirements of 48 college credits or passing score on the Para Pro Assessment.

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

Federal funds are consistently utilized to supplement, not supplant programs funded by state and local monies. The district employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.