



Sweetwater County School District #1

Eastside Elementary



Home of the Eagles

Rock Springs, Wyoming

Tina Searle, Principal

2019-2020


PLAN SIGNATURES

A handwritten signature in blue ink, reading "Keeey 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

Tina Searle

Principal

Laura Rowsell

Community Member

Makala Jarrett

Parent

Elizabeth Bramwell

Teacher

Kendyl Lee

Teacher

Heather Young

Teacher

State Accountability Report

District Name: Sweetwater #1
School Name: Eastside Elementary
Grades Served: 5-6
Enrollment: 428
WAEA School Performance Rating = Not Meeting Expectations
WAEA Weighted Average Indicator Score = 1.0 (Cut Scores = 1.4 ; 1.8 ; 2.6)
ESSA School Identification = Identified
Comprehensive Support and Improvement = N/A
Targeted Support and Improvement = IEP
Additional Targeted Support and Improvement = N/A

For questions about your accountability report, contact Julie Magee at julie.magee@wyo.edu

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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	Below Target	Below 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	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?

Eastside Elementary shows its lowest area is Equity. Our school's equity percentage is 40% in WAEA and 39.8% in ESSA; according to the accountability report, 48% (WAEA) and 47.5% (ESSA) is needed to Meet Expectations. . Equity is 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% in reading and mathematics combined for a subgroup of students who had low reading and math test scores in the prior year.

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?

We continue to utilize modular assessments in WY-TOPP to gain information on our students and adjust our instruction. We continue to administer common formative assessments, exit tickets, focus Individual Learning Plans (ILP's) and bi-monthly progress monitoring for students who have an Individual Education Plan. . ILP's and progress monitoring reports for our students in Extended Day will also target problem solving and thinking strategies. Data teams are conducted in all four PLC teams regularly. Teachers focus on one high yield effective strategy from John Hattie's meta-analysis study, and implement this in the classroom. This additional data will tell us which students need more support in targeted skills based on our curriculum map / Wyoming Content & Performance Standards (WCPS).

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

Our second lowest area on the accountability report is Growth. Currently we are below target at 41% for WAEA and 40.9% for ESSA. The biggest areas of concern where we see our largest achievement gaps are in the EL and SPED subgroups. Eastside is identified on the ESSA report Targeted Support and improvement for the IEP subgroup performance.

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?

At Eastside Elementary we continue to analyze WY-TOPP modular and interim/summative data, common formative assessment data, progress monitoring data and short cycle assessment data through the implementation of the Data Teams process. Our focus on instruction is also targeted on closing the achievement gaps for EL and IEP groups, as they are behind the other subgroups. Extended Day programs will encompass support for students identified as needing support in these subgroups.

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

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: Equity: Increase student achievement for reading and math on the State Accountability Report from 40% to 48% (WAEA) and 39.8% to 47.5% (ESSA) within the 2019-2020 school year.

Milestone: Identified subgroups needing improvement are EL and IEP

Increase student achievement in EL from 20% to 29% within the 2019-20 school year.

Increase student achievement in IEP subgroup from 7.3% to 15% within the 2019-20 school year.

GOAL #2: Growth: Increase growth for reading and math on the State Accountability Report from 41% to 48% (WAEA) and, 40.9% to 47.1% (ESSA) within the 2019-20 school year.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion
2019-20 school year	Targeted Co-taught instruction in Language Arts and Mathematics in 5th and 6th grades. Purposeful flex groups supporting students that are on an IEP.	Yes	Lesson plans in Planbook, PLC meeting minutes, district level special education training, IEP's, student work
2019-20 school year	PLC Focus / Data teams coaching on the four guiding questions. Teams continue to receive additional coaching and support focusing on essential standards. Flex groups that target writing instruction.	Yes	PLC meeting minutes/data Google Docs, data teams, exit tickets, modulators, meeting minutes, video conference call notes, needs assessment survey data, school PLC at Work action plan, modular data, interim data
2019-20 school year	Training of ReadyGEN (5 th) language arts instruction to increase the rigor of instruction and increase the	No	PLC data charts, Sharepoint, lesson plans, modulators, interims, classroom walkthrough feedback

	mastery in essential standards.		
2019-20 school year	Extended Day groups are held weekly to support academic achievement and enrichment for identified students	Yes	ILP's, progress reports, student work
2019-20 school year	Professional development for grade level instructional planning (half days) Focused on researched based instruction.	Yes	Agenda, student work samples
2019-20 school year	EL teacher utilizes WIDA Consortium standards to increase language acquisition. EL support is given in the general education classroom and in the EL classroom setting.	Yes	Lesson plans, student work samples, ACCESS scores