



Sweetwater County School District #1



Rock Springs, Wyoming
Ronald Urbin Principal

2020-2021

PLAN SIGNATURES


SCSD#1 Superintendent


SCSD#1 Board Chairman


WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Ronald Urbin

Principal

Michelle Gatti

Parent

Kelsey Johnson

chair/5th Grade Teacher

Kaiden Walk

5th Grade Teacher

Shawna Black

6th Grade Teacher

Amber Greene

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**

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	Count of Students	Description
Growth	N/A	N/A		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	N/A	N/A	;	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%.The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	N/A	N/A		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 48	Average 47.8	23	The percent of English learners who met their annual 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**

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	<	>= and <	>=	<	>= and <	>=
Equity	<	>= and <	>=	<	>= and <	>=
Achievement	<	>= and <	>=	<	>= and <	>=
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

Needs Assessment

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

During the 2019-2020 school year, 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 each PLC the information we need to identify students who are not growing, regardless of their proficiency level. This data will immediately tell each PLC 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?

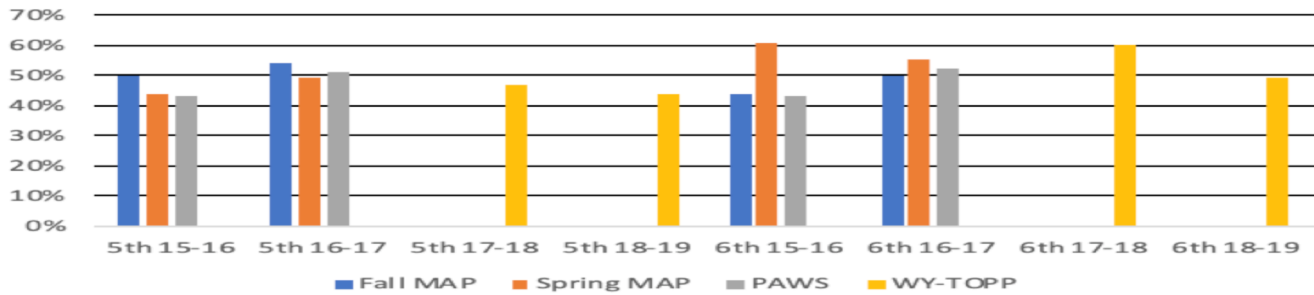
Pilot Butte's second lowest area, during the 2019-2020 school year, is in Growth. Our school's Growth was at 50%; according to the accountability report, a 60% or higher is needed to be at exceeding expectations.

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 modulares, we will focus on identifying students that are making little to no progress.

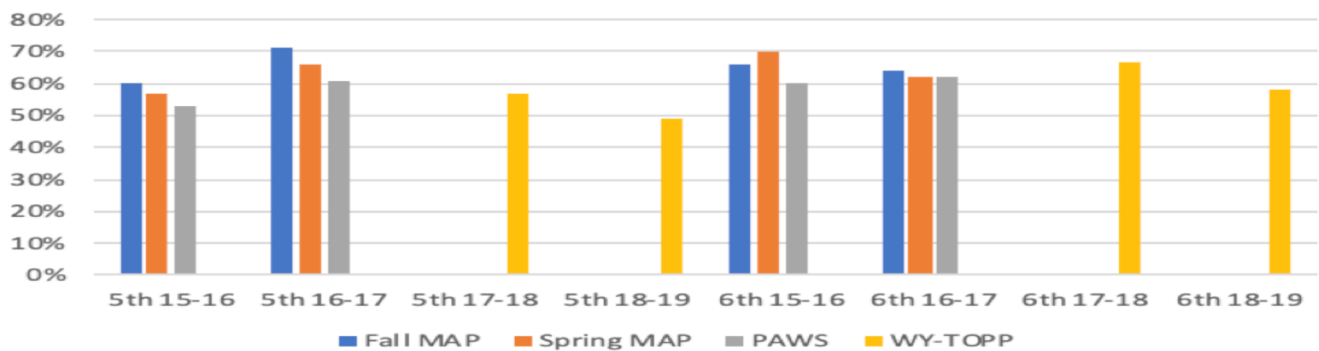
The additional data will provide each PLC the information needed to identify students who are not growing, regardless of their proficiency level. This data will immediately tell each PLC which students need more support and in what subject area, including which learning targets, based on our curriculum 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 2020-2021 school year as measured by WY-TOPP.

Timeline	Action Steps	Was this action step in place in 2019-2020?	Evidence of Completion (Submitted artifacts housed in Google Drive)
20-21 school year	Departmentalization: 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 100 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 (120 minutes per month afterschool)	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	Yes	Sign-in sheet, minutes from debrief with Tami Beebe-Schwartz

	and Writing		
	Science professional development (3-D Science Learning) for teachers in 5 th and 6 th grade	Yes	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 2020-2021 school year as measured by WY-TOPP.

Timeline	Action Steps	Was this action step in place in 2019-2020?	Evidence of Completion (Submitted artifacts housed in SharePoint)
20-21 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 building.	Yes	Sign-in sheets, action plans, agendas, staff meeting minutes
	Purposeful flex groups for Reading and Math: skill-based needs	Yes	PLC and Data meeting minutes and agendas