Walnut Elementary

Home of the Squirrels

Rock Springs, Wyoming
Robert Daniel, Principal

2020-2021

PLAN SIGNATURES

Kelly McGovern

SCSD#1 Superintendent

Carol Jalowo

SCSD#1 Board Chairman

Jodie Gardner

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee

Robert Daniel

Principal

Ciera Tomison

Parent

Gina Fisher

Parent

Melissa Caceres

SPED

Michelle Fillpot

4th Grade

Toni Debernardi

Kindergarten

State Accountability Report

District Name: Sweetwater #1

School Name: Walnut Elementary

Grades Served: K-4

Enrollment: 311

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 = 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	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	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?

Walnut Elementary shows its lowest area is equity. Our school's equity was 43%; according to the accountability report, between 48% and 59% is needed to meet targets, and 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 are going to be focusing on achievement. The WY-TOPP Modular assessments will also be used as another source of data.

The data that will be provided will give us information needed to identify students who are not growing, regardless of their proficiency level. The data will help our team determine which students need more support and in what subject area, including which learning targets, based on the district's curriculum maps.

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

Walnut's second lowest area was Growth. Our school Growth was 43%; according to the accountability report, between 48% and 59% is needed to meet targets, and 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 our PLC continues to disaggregate the WY-TOPP modular, we will focus on identifying students that are making little to no progress.

The data that will be provided will give us information needed to identify students who are not growing, regardless of their proficiency level. The data will help our team determine which students need more support and in what subject area, including which learning targets, based on the district's curriculum maps.

Goal #1. Equity: Increase student Equity for Reading and Math on the State Accountability Report from 43% to 48% 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	Classroom Based Virtual learning and In Person learning are evident in classrooms. Students have their own iPads and laptops and Google links, along with curriculum to support learning in school and from home.	No	Lesson plans, Google classroom
	Guaranteed Curriculum: Implementing curriculum; write common assessments; provide training in ReadyGEN; integrate discussion about differentiated instruction strategies into PLCs	Yes	PLC agendas and notes, lesson plans (Planbook), common assessments, sign-in sheets
	Parent Engagement Nights (Math STEM, Science STEM, Reading nights) provided virtually due to COVID restrictions.	Yes	Sign-in sheets, STEM activity list, and description of activities
	Grade level PLC teams, Resource teachers, and Title I teachers meet 110 minutes every 6 school days; Grade level team common assessment review	Yes	PLC agendas and notes
	Grade Level PLC teams and Title I create math intervention groups based on proficiency	No	List of skill groups, PLC agendas

	Universal Screening analyzed and used to drive intervention strategies.	Yes	Acadience report of scores per grade level
	Professional Development for grade level instructional planning.	Yes	Agenda, planning minutes
	Extended Day Program using ReadyGEN interventions and STEM activities (pending COVID restrictions)	Yes	Student list of attendees, progress monitoring of reading and math students
	Wy-TOPP Modular and Interim assessments	Yes	Testing Schedule, Centralized Reporting System reports

Goal #2. Growth: Increase student Growth for Reading and math on the State Accountability Report from 43% to 48% 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 (detail) students with academic, behavior, and attendance concerns and students that need intervention, acceleration and GT testing. Highlight students who scored in the lowest 25 percent on third grade WY-TOPP reading and math assessments. Also highlight students from all subgroups in grades 3-4. 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
	Flexible Reading and Math Groups based on skills	Yes	PLC and Data meeting minutes and agendas
	3rd and 4th grade interim assessments	Yes	Centralized Reporting System, Minutes, PLC, data teams

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.

Walnut Elementary was recently approved to become a school wide Title I school. Title I teachers and paraprofessionals use research- based programs and strategies to provide interventions for eligible/identified Title I students. Extended day programs and in-class support are provided as appropriate based on student need (Pending COVID restrictions).

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 by providing time for collaboration on the use of data.

All teachers have embedded Professional Learning Communities (PLCs) time in the schedule to use assessment data to improve instruction and monitor student performance. Title I teachers receive additional time to monitor the progress of students and make instructional decisions to improve student achievement. Additionally, all teachers participate in a facilitated Data Teams Process to review student data and plan instruction utilizing high yield instructional strategies.

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.)

The Title I staff, teachers and parents have developed a compact and parental involvement policy for the Title I program at Walnut Elementary. The compact and policy are reviewed with the parents and staff annually. Quarterly parental engagement meetings are held at the school. Topics covered are the Title I program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title I program. Walnut Elementary provides an interpreter and translated materials for any parent.

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

Walnut Elementary participates annually in the Head Start Transition program. Walnut Elementary also participated in the Jump Start into Kindergarten program hosting all area pre-schools and kindergarten age parents to provide information for appropriate placement of students.

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

The district provides training for all teachers and staff, including Title I teachers and paraprofessionals, in the use of research-based intervention programs. Resource paraprofessionals are receiving training in Direct Instruction programs with in-program progress monitoring and external progress monitoring probes.

Google Meets is implemented to allow for synchronous/asynchronous learning for classroom based virtual students.

SWIVL cameras, iPads and Google Meet are being utilized to record instruction and are being uploaded into Google Classrooms.

English Language Learners (ELL) paraprofessionals attend on-going training for strategies to support ELL students.

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

Identified students receive research-based interventions in accordance with the district decision rules. All students receive reading instruction and reading interventions from highly qualified classroom teachers, highly qualified interventionists and highly qualified paraprofessionals under the supervision of the interventionists. The Sweetwater #1 Early Literacy plan provides the format for the district reading instruction. The plan may be viewed online at 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.

During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title I Parent Advisory Council, the Parent Teacher Organization (PTO) and school staff provides input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment, and Title I staff provide services based on those prioritized needs.

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

The district employs many strategies to recruit highly qualified teachers to work in the Title I schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Title I teachers receive additional professional development in the use of instructional strategies and research-based programs to increase student achievement.

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

The District employs a Grant Coordinator to ensure compliance and coordination within all programs. In addition to being a Schoolwide Title I school for the school year 2020-2021, Walnut Elementary benefits from additional programs, including Title II, Title III, Sweetwater Board of Community Education Services (BOCES) and district grant funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.