



Sweetwater County School District #1

# *Sage Elementary*



*Home of the Fox!*

Rock Springs, Wyoming  
Nancy Torstenbo, Principal

*2020-2021*

## PLAN SIGNATURES

  
SCSD#1 Superintendent

  
SCSD#1 Board Chairman

  
WAEA SCSD#1 School Improvement Representative

# School Improvement Steering

## Committee Signatures

Name	Position
Nancy Torstenbo	Principal
Shawn Pyer	Kindergarten Teacher Community Representative
Haley Seilbach	1 <sup>st</sup> Grade Teacher
Cheryl Notman	2 <sup>nd</sup> Grade Teacher (Caretaker)
Sysser Duncan	3 <sup>rd</sup> Grade Teacher (Caretaker)
Karen Maddox	4 <sup>th</sup> Grade Teacher
Wendy Compton	Music Teacher
Crystal Bjork	Special Education Resource Teacher
Jimmye Lee	Paraprofessional
Blake Upton	Administrative Secretary
Carrie Spawn	Special Programs Teacher

# State Accountability Report

## Overall School Performance on Indicators

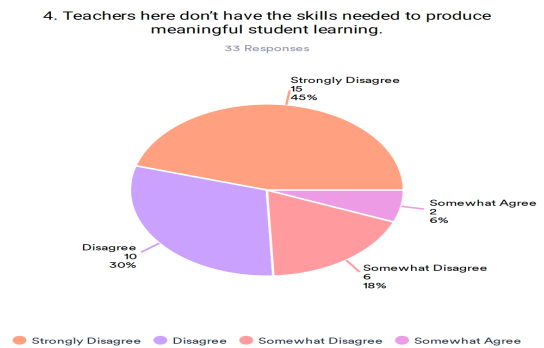
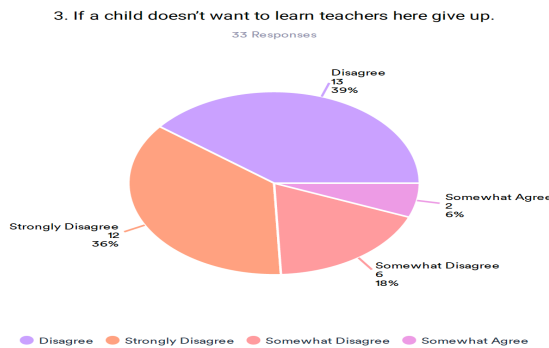
Only students enrolled for a full academic year (FAY) are included (FAY is from first school day in October to midpoint in test window)

Indicator	WAEA Target Level	ESSA Norm Category	Description
Growth	Meets Target	Above 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	Exceeds Target	Above 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	Above 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**

### Sage Teacher Efficacy Survey



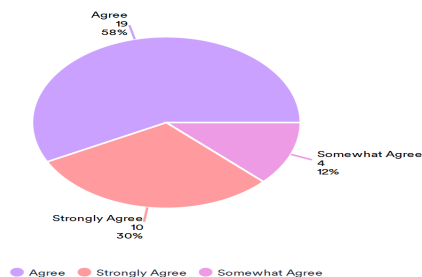


# Sweetwater County School District #1

## Sage Teacher Efficacy Survey

5. If a child doesn't learn something the first time teachers will try another way.

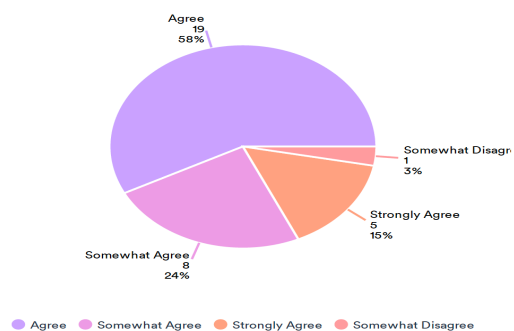
33 Responses



## Sage Teacher Efficacy Survey

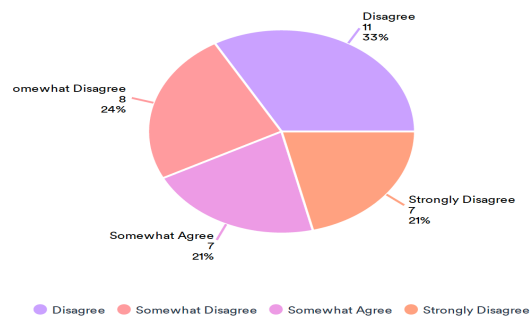
7. Teachers here are well-prepared to teach the subjects they are assigned to teach.

33 Responses



8. Teachers here fail to reach some students because of poor teaching methods.

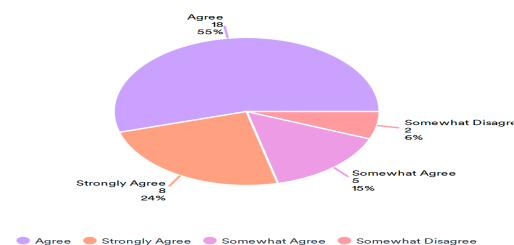
33 Responses



## Sage Teacher Efficacy Survey

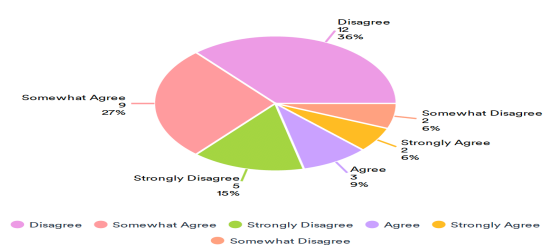
9. Teachers in this school have what it takes to get the children to learn.

33 Responses



10. The lack of instructional materials and supplies makes teaching very difficult.

33 Responses



## Needs Assessment

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

**Growth: Sage Elementary's growth was 59 percent according to the WAEA Target Level, 60 is needed to move from "Meets Target" category to "Exceeds Target" category for both Reading and Math**

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?

**At Sage Elementary, various data sources provides information about areas of need. Such data sources include, WY-TOPP data, Acadience Data, Common Assessments (Interim and Modules) in ELA and Math, short cycle math and reading data, report card grades, progress monitoring data, walkthroughs.**

**The Math/ELA Extension program targets students who need assistance in reading and math during the school day and after school. Other data sources that provide us information about the areas of need are the ILPs and progress reports for the Extended Day program. Target Basic students to move to proficient category.**

**Bi-monthly Acadience progress monitoring data for students in kindergarten through third grade will also provide us pertinent data based on growth for students in reading. This additional data will immediately tell us which students need more support and in what subject area, including which learning targets, based on our curriculum map standards.**

**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](http://www.sweetwater1.org/groups/4800/curriculum_instruction_and_assessment/cia_home_page)**

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

**Achievement:** Sage Elementary's achievement was 67 percent according to the WAEA Target Level, 68 is needed to move from "Meets Target" category to "Exceeds Target" category for both Reading and Math

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 Sage Elementary, various data sources provides information about areas of need. Such data sources include, WY-TOPP data, Acadience Data, Common Assessments (Interim and Modules) in ELA and Math, short cycle math and reading data, report card grades, progress monitoring data, walkthroughs.

The Math/ELA Extension program targets students who need assistance in reading and math during the school day and after school. Other data sources that provide us information about the areas of need are the ILPs and progress reports for the Extended Day program. Target Basic students to move to proficient category.

Bi-monthly Acadience progress monitoring data for students in kindergarten through third grade will also provide us pertinent data based on growth for students in reading. This additional data will immediately tell us which students need more support and in what subject area, including which learning targets, based on our curriculum map standards.

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

**GOAL #1:** Growth-Sage Elementary will increase our reading and math percentage (according to the WAEA Target Level) in the area of Growth from 59% to 60% moving from 'Meets Target' to 'Exceeds Target' category by the end of June 2021.

**GOAL #2:** Achievement-Sage Elementary will increase our reading and math percentage (according to the WAEA Target Level) in the area of Achievement from 67% to 68% moving from 'Meets Target' to 'Exceeds Target' category by the end of June 2021.

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: Growth-Sage Elementary will increase our reading and math percentage (according to the WAEA Target Level) in the area of Growth from 59% to 60% moving from 'Meets Target' to 'Exceeds Target' category by the end of June 2020.**

<b>Timeline</b>	<b>Action Steps</b>	<b>Was this action step in place in 2019-2020?</b>	<b>Evidence of Completion (Submitted artifacts housed in SharePoint)</b>
September-May	Professional Learning Community grade level teams conducts data review at least once every six days, planning for appropriate reteach and enrich strategies based on John Hattie's meta-analysis of high effect size strategies to improve growth and achievement	Yes	Agenda minutes Collective Agreements Celebrations Collective agreement on calling out Norms Action Steps embedded in agenda Plus/Delta as feedback of all PLC meetings
September-May	Engagement strategies in reading and math (Kagan, Student to Student Purposeful Talk)	Yes	Lesson plans in Planbook.com Walkthroughs monitoring engagement
October-May	Administer Math Common Assessments for Priority Standards (Benchmarks)	Yes	Data Common Assessment Tracking Form
August, Ongoing	MTSS Implementation; PBIS is focused on behavioral Tiered support; AMP is student focused on supports and intervention	Yes	Data Tracking Form Agenda Minutes (Representative from each grade level on each team)
September-May	Learning targets posted to frame the lesson, in all classrooms for each content area as a high yield impact strategy	Yes	Walkthroughs in Classrooms Pictures in classrooms Lesson Plans



November-May	Closing Task Posted- “I can” statements posted to frame the lesson asking students to demonstrate what they have learned requiring students to demonstrate a high level of cognition and rigor	Yes	Walkthroughs in Classrooms Pictures in classrooms Lesson Plans
September-May	Reading and Math Vocabulary; Academic vocabulary identified that is necessary to address in order to make meaning of learning targets and standards/use of John Hattie high effect size strategies will have potential positive impact in growth achievement	No	Lesson plans Student work samples
October-May	Differentiated skill groups for ELA and based on standards utilizing EL, Sped, and Paras to support ELA and Math	No	Lesson Plans Walkthroughs Master Schedule
October-May	Individual Learning Plans (ILP) forms and progress monitoring for all identified students. Composite scores of ‘red ‘monitored every week, ‘yellow’ every other week.	No	ILP forms Master Schedule to support progress monitoring
September-May	WY-TOPP Interim and Modular Assessments (Grades 1 <sup>st</sup> -4 <sup>th</sup> ); WDE Blueprints to guide Math and ELA mastery of Power Standards	Yes	Assessment Schedule PLC Agendas WDE Blueprints discussion in PLC agendas
August-May	PBIS (Positive Behavioral Intervention and Supports) Implementation Schoolwide focusing to strengthen Tiered System of Support	Yes	PBIS Agendas Weekly Class Meetings with Students PBIS/Social Stories Lunch Videos on Friday PBIS Procedures defined and communicated to staff

November-May	Data Drill-Down and Monitoring	Yes	Data Walls posted with summative and short cycle data highlighted AMP Agendas Building Leadership Team Agendas PBIS Team Agendas K-4 Acadience Benchmark and Progress Monitoring
October-May	Virtual Family Engagement Nights with an Academic Focus (Reading-Camp Fire Reading, Math Game Night, STEAM Night).	Yes	Parent Count Number Online Newsletters Parent Square Invitation
September-May	Learn and utilize the SWIVL camera to facilitate the Classroom Based Virtual (CBV) learning	No	Walkthroughs PLC Agendas Technology Department SWIVL Camera Distribution Training Day
October and March	Staff will contact and hold parent teacher conferences for 100% of the parents.	No	Reporting sheet of number of students the conferences were held for.
September, January, April	K-4 grades will administer the Universal Screener for reading and math.	No	Acadience Reading and Math Data Reports Designated Universal Screening Days
September	IELP's (Individual English Learning Plan) will be communicated with teachers and parents in fall.	No	IELP's (Signatures on plans to verify date)