



Sweetwater County School District #1

Northpark Elementary



Rock Springs, Wyoming
Carrie Ellison, Principal

2020-2021


PLAN SIGNATURES

A handwritten signature in blue ink, reading "Kelly McGovern", written over a horizontal line.

SCSD#1 Superintendent

A handwritten signature in black ink, reading "Carol Jalow", written over a horizontal line.

SCSD#1 Board Chairman

A handwritten signature in blue ink, reading "Jodie Garner", written over a horizontal line.

WAEA SCSD#1 School Improvement Representative

School Improvement Steering

Carrie Ellison

Principal

Allison Cross

Community Member

Amanda Delp

Parent

Maggie Coletti

Special Education Teacher

Melisa Havskjold

Third Grade Teacher

Amy Pierantoni

Kindergarten

Lorna Bath

Fourth Grade Teacher

State Accountability Report

District Name: Sweetwater #1

School Name: Northpark Elementary

Grades Served: K-4

Enrollment: 282

WAEA School Performance Rating = Partially Meeting Expectations

WAEA Weighted Average Indicator Score = 1.5 (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	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	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?

Currently, growth is the lowest score for Northpark Elementary School, and this is below targets on WY-TOPP. Assessment for 2018-2019. Northpark went from 40 to 32 percent in the category of growth. Due to COVID-19, these are the most current scores.

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?

When analyzing the data, the achievement at Northpark went from 48 percent to 56 percent achievement which is meeting expectations. Northpark went from below targets to meeting targets in achievement. We went from not meeting expectations to partially meeting expectations.

Northpark Elementary uses Universal Screening, common assessments, and WY-TOPP modular assessments to inform teachers how to change instruction to support student learning. Teachers use data teams to analyze the data and choose instructional strategies to support growth. Based on Universal Screening, students need help with oral reading fluency, retell, and accuracy. Across the school, vocabulary within context, is an area of need.

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

Equity is the second lowest score for Northpark Elementary School, and it is below target. Northpark had 43 percent on the previous report and 2018-19 is 39 percent equity. Due to COVID-19, these are the most current scores.

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?

Universal Screening, Access Data, Common Assessments, and WY-TOPP are additional sources of data. This data helps provide teachers with information about student performance. We can monitor students in the lowest 25 percent and support their learning with flexible groups (WIN What I Need Groups) during the school day and invitation to remediation extended day opportunities.

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

5. 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.

6. 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 of 2021, Northpark Elementary will improve the growth indicator from 32 percent to 42 percent.

Timeline	Action Steps	Was this action step in place in 2019-2020?	Evidence of Completion
2020-2021 (ongoing)	PLC Grade Levels will conduct data teams for math & ELA and selected strategies from John Hattie to improve growth.	Yes – Math Yes - ELA	Data team forms that include high yield strategies and spreadsheets as evidence.
2020-2021 (ongoing)	PLC at Work Training to improve the overall teaching and learning across the building. (year 3) Cohort I	No	Response to Intervention Targeted Training, PLC meetings, action plans, agendas, staff meeting minutes
2020-2021 (ongoing)	Reading and math skill groups, WIN (What I need groups) based on standards, that change up to every six weeks. (Due to COVID-19, students stay in their class to work on skills until orders change.)	Yes	Flexible groups WIN (What I need groups) will be based on data team review. All teachers will track this in Google Docs. (Due to COVID, this will be done in individual classrooms for safety adjusting as the health orders adjust.)
2020-2021 (ongoing)	Northpark offers extended day before or after school.	Yes	Individual Learning Plan or Group Learning Plan (Due to COVID-19, this is done in classrooms.)
2020-2021 (ongoing)	Grade levels will give WY-TOPP modular assessments to monitor student progress.	Yes	1 st through 4 th grade will give modular assessments, and PLC groups will use the data to monitor student progress.
2020-2021 (ongoing)	<u>Reading Conferences</u> by Jennifer Serravallo Book will be used to guide selection of high yield strategies.	No	K-4 will use this book as they complete data cycles, and feedback and goal setting and other strategies to support student learning. This will be used in conjunction with John Hattie's books. Staff will share a grade level strategy quarterly. (Due COVID-19 this was not fully implemented.)
2020-2021 (ongoing)	PBIS intervention groups	Yes	School counselor and members of the

	based on Data protocol from the behavior team.		behavior team will provide lesson and small group activities on appropriate behavior, stress management to improve classroom behavior and achievement. This will be done through flexible groups based on data protocol. (Due to COVID, students will only be pulled from one class at a time for safety until orders change.)
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GOAL #2: By June of 2021, Northpark Elementary will improve the equity indicator from 39 percent to 49 percent.

Timeline	Action Steps	Was this action step in place in 2019-20?	Evidence of Completion
2020-2021	Highlight students who scored in the lowest 25 percent on third grade WY-TOPP reading and math assessments. Monitor and create skill groups based on WY-TOPP, data teams, and use research-based strategies to teach students.	Yes	PLC minutes and data team forms.
2020-2021	School-wide vocabulary will be addressed at each grade level.	Yes	PLCs will agree on vocabulary words that are most powerful to learn concepts and skills. Teachers will teach and post in their classrooms. (Our next step will be to examine these in vertical teams twice this year.)
2020-2021 (monthly)	Title I Family Engagement	Yes	Parent sign-in sheets, newsletters, surveys. The engagement activities are math, reading, and STEAM driven. (Due to COVID-19 Google Meets and sending items home to engage families is the safest way to engage families at this time.)

2020-2021	Technology use of Google Meets, Classroom, and SWIVL Cameras (Due to COVID-19 we are implementing one to one device to support all learners. Common expectations and platforms are being implemented.)	No	<p>Google Meets is implemented to allow for synchronous/ asynchronous learning for classroom based virtual students. Meetings are documented through calendars and classrooms.</p> <p>SWIVL cameras, iPad and Google Meet are being utilized to record instruction and are being uploaded into Google Classroom to give all students access to instruction.</p>
2020-2021	<p><u>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</u> by Kristin Souers with Pete Hall</p> <p>Counselor will conduct Book Study to address trauma informed instruction.</p>	Yes	<p>Rest and Return Area will be developed and in every room to create a trauma sensitive classroom. (Due to COVID this has been adjusted for safety either at individual desk or in a chair where items are attached to the wall.)</p> <p>Teachers will understand and implement strategies to support students who have experienced trauma. The goal is for all students to be able focus more on learning in school.</p>

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/skill groups and flexible groups at each grade level have been implemented as determined by multiple data sources to place students in appropriate research-based reading and math intervention and enrichment groups outside of core time. A district-wide *Menu of Options* is utilized by teachers to provide research-based skills intervention at each grade level as part of our AMP process. Grade level instructional planning is driven by student performance, using data to analyze student achievement toward standards. Teachers select high-yield instructional strategies in ELA and math to work toward mastery of

standards. All students have access to the general education curriculum through their classroom with teachers and co-teachers.

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.

Grade level teams meet two times in a six-day rotation and extra collaboration time is provided to determine standards targets, identify common assessments, review data, develop goals for student performance, identify high-yield instructional strategies, and examine results indicators. Teams may include administration, classroom teachers, English Learner (EL) teacher, Special Education teacher, Achievement Monitoring Progress (AMP) academic chair, AMP behavior chair, and Title I teacher.

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.)

Monthly parent engagement through Google Meets or by sending items home, along with parent tips, so can support student learning and social emotional growth.

September-

Annual Beginning of the year meeting and provide the compact to families.
Facebook Live Bingo to Bring families together and support mental health.

October-

Give out math games from last year.

November-

To go with the Read-A-Thon, Alysia will get with Karen to see if she can order us Fall books for the building. Picture books for K-2nd and chapter books for 3rd-4th.

December-

Alysia will get with Karen to send out a Winter Newsletter for Title I. Carrie will also send this out via ParentSquare.

January-

Teacher along with parent liaison to see about purchasing Stem items/games/materials to send home with students. K-4th.

February-

Alysia will get with Karen about sending out a Newsletter for Title I. This is Kindness/Gratitude month. Mrs. Ellison will get with Teresa about journals that students can use to write about what they are grateful for.

March-

Title I will have a Google meet with each grade level so that students with their families can present/share using pictures and writing about what they are grateful for and/or traditions that their families have. Parents will need to have their information to the classroom teacher one week prior to each grade level Google meet night. Carrie will discuss this further at the next faculty meeting.

April-

Title I will meet with the parents from Northpark at our annual Parent Advisory Council.

May-

PTO has a Story Book Theme for their annual dinner.

A Story book for the entire building will be sent home with each child to follow the schoolwide theme.

Science day to integrate STEAM learning

Tips for parents will be sent home to give ideas for parents and students to work on at home together.

Parent Square for two-way communication

Monthly letters from the administrator

Webpage

Parent Teacher Conferences: Due to COVID Virtual this year

EL Quarterly Night meetings across the district

Principal Facebook

Teacher Newsletters home monthly

Principal Letters

Parent/Teacher/Student Compact

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

Northpark Elementary receives students primarily from the early childhood programs of Head Start, Child Development Center (CDC), and neighborhood surrounding areas. 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 IEP. All enrolled kindergarten students are invited to attend "Kindergarten Round-up" to screen students for readiness skills and suggested learning activities are provided to parents.

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

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

Swivl cameras, iPad and Google Meet are being utilized to record instruction and are being uploaded into Google Classroom.

One to One iPads or Computers

Data Teams

PLC Cohort I

Reading Core and Centers/or Workshop Structure

Kindergarten Reading Training

John Hattie's high-yield strategies, Reading Conferences by Jennifer Serravallo, Reading Strategies: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo are used during planning in our PLC meetings. Adding conferring across the building helps teachers see what skills students need, set goals with students, and have students self-report grades. These are high yield strategies. PLC work provides strong teacher clarity, so students know what they are expected to learn.

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

AMP (Academic Monitoring Process)

PBIS (Positive Behavioral Intervention System)

RTI (Response to Intervention)

Identified through a data teams process.

Flexible groups that are called WIN groups (What I Need) are formed and standards and behavior are developed to teach the skills students need. Due to COVID, these groups are within the classroom for safety measures.

School counselor and members of the behavior team will provide lesson and small group activities on appropriate behavior, stress management to improve classroom behavior and achievement. Class skill groups will be created as needed to reteach and support behavior expectations.

Quaver will be used to teach students social skills.

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers with Pete Hall Counselor will conduct Book Study to address trauma informed instruction.

Rest and Restore Area will be developed and in every room to create a trauma sensitive classroom.

Extended-day programs are offered before and after school. (When safe, this may be offered virtually.)

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 Northpark Elementary consisting of administration, grade level representatives, and special education representative meets quarterly to work on improvement plan revision and implementation through the year for school-wide performance relative to 2019-2020 school improvement goals. Strengths and weaknesses were identified for subject, grade level, school, and district performance. The team developed an action plan during summer academy.

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

All teachers at Northpark 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 para-professionals hired at Northpark Elementary are highly qualified and have worked to pass the para-professional test.

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

This is done with teacher and family engagement through the year and at the annual meeting to review ideas and implement suggestions each year. Minutes from the 2019-2010 meeting document this. The district employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.