Sweetwater County School District #1

Sage Elementary

Home of the Fox!

Rock Springs, Wyoming
Nancy Torstenbo, Principal

2019-2020

PLAN SIGNATURES

Keely McGovern

SCSD#1 Superintendent

Carol E. Jelmo

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Name	Position
Nancy Torstenbo	Principal
Shawn Pyer	Kindergarten Teacher
Haley Seilbach	1st Grade Teacher
Cheryl Notman	2nd Grade Teacher (Caretaker)
Sysser Duncan	3rd Grade Teacher (Caretaker)
Karen Maddox	4th Grade Teacher
Wendy Compton	Music Teacher
Crystal Bjork	Special Education Resource Teacher
Jimmye Lee	Paraprofessional
Natalie Powell	Parent
Bethany Gilson	Community Member

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**

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 to provide 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.

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 to provide 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 2020.

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 2020.

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.

Timeline	Action Steps	Was this action step in place in 2018-2019?	Evidence of Completion (Submitted artifacts housed in SharePoint)
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	Cooperative Learning Engagement strategies in reading and math	Yes	Lesson plans in Planbook.com Walkthroughs monitoring engagement
October-May	Math Common Assessments	No	Data Assessment Tracking Form
August, Ongoing	MTSS Implementation; PBIS is focused on structuring Tiered support; AMP is academic/behavior student focused	No	Data Tracking Form Agenda Minutes Reconstruction of Committees (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
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	No	Walkthroughs in Classrooms Pictures in classrooms

September-May	Math Vocabulary; Math 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	Yes	Lesson plans Student work samples
October-May	Flexible skill groups for ELA and based on standards utilizing EL, Sped, and Paras to support ELA	No	Lesson Plans Walkthroughs
October-May	Extended Day Program; students in the Basic group are identified to receive additional instruction to close the achievement gap through standards-based instruction	Yes	ILP forms and progress reports for all identified students
December-January	WY-TOPP Interim and Modular Assessments; WDE Blueprints to guide Math and ELA mastery of Power Standards	No	Assessment Schedule PLC Agendas WDE Blueprints delivered to PLC's
August-May	PBIS (Positive Behavioral Intervention and Supports) Implementation Schoolwide focusing to strengthen Tiered System of Support	No	PBIS Agendas Weekly Class Meetings with students PBIS Lunch Video on Friday PBIS Procedures defined and communicated to staff
November-May	Data Drill-Down and Monitoring	No	Data Walls posted with summative and short cycle data highlighted AMP Agendas Building Leadership Team Agendas PBIS Team Agendas K-4 Acadience Progress Monitoring
October-May	Family Engagement Nights with an Academic Focus (Reading-Bingo for Books,	Yes	Parent sign-in sheets Newsletters Parent Square Invitation

	Math Game Night, STEAM Night).		