



Sweetwater County School District #1

Sage Elementary



Home of the Fox!

Rock Springs, Wyoming
Bryant Blake, Principal

2018-2019



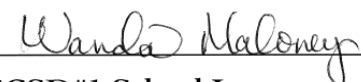
PLAN SIGNATURES



SCSD#1 Superintendent



SCSD#1 Board Chairman



WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee

Name	Position
Bryant Blake	Principal
Cassie Lewis	Kindergarten Teacher
Haley Seilbach	1 st Grade Teacher
Cheryl Notman	2 nd Grade Teacher/Chairperson
Sandi Lininger	3 rd Grade Teacher/AMP co-chair
Karen Maddox	4 th Grade Teacher
Dylan Bear	PE/Health Teacher
Tessa Christiansen	Resource/Special Programs Teacher
Tammy Fausett	Speech and Language Pathologist
Elly Thierichen	EL Teacher
Jimmye Lee	Paraprofessional
Rhonda Kettering	Counselor/AMP co-chair
Natalie Powell	Parent

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	Exceeds 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 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	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	Above Average	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

FAY School Participation Rate Status WAEA: **Met**

FAY School Participation Rate Status ESSA: **Met**

Statewide Assessment Participation Rate Status WAEA: **Met**

Statewide 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?

The lowest indicator for Sage Elementary school is achievement. Our school's achievement was 62 according to the accountability report, 68 is needed to exceed our target.

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, upcoming WY-TOPP data, DIBELS, Common Assessments in ELA and Math, report card grades, progress monitoring data, and daily goal setting.

Other data sources that provide us information about the areas of need are the ILPs and progress reports for the Extended Day program. The Extended Day program targets students who need assistance in reading and math. Bi-monthly progress monitoring data for students in kindergarten through fourth 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/ WCPS standards.

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

The second lowest indicator for Sage Elementary school was growth. Our school's growth was 62 according to the accountability report.

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, upcoming WY-TOPP data, DIBELS, Common Assessments in ELA and Math, report card grades, progress monitoring data, and daily goal setting.

Other data sources that provide us information about the areas of need are the ILPs and progress reports for the Extended Day program. The Extended Day program targets students who need assistance in reading and math. Bi-monthly progress monitoring data

for students in kindergarten through fourth 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/ WCPS standards.

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

GOAL #1: Achievement: Sage Elementary will increase achievement for reading and math on the State Accountability Report from a score of 62 to 68 by June 2019.

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: Achievement: Sage Elementary will increase achievement for reading and math on the State Accountability Report from a score of 62 to 68 by June 2019.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
Fall 2018 - Spring 2019	Professional Learning Community teams meets twice every 7-day rotation to review data, plan for appropriate reteach and enrich strategies based on John Hattie's meta-analysis of high effect size strategies/ this will potentially impact growth and equity	Yes	Meeting minutes
	Kagan Structures/ all classrooms implement structures in reading and math	Yes	Lesson plans in planbook.com
	Math Common Assessments Data Teams Meetings	No	Data teams form
	RTI Implementation; AMP team meets monthly to review process of tiered support/ Menu of options	Yes	Menu of Options/ data tracking form, Minutes
	Learning targets posted in all classrooms for each content area	Yes	Pictures in classrooms
	Feedback; students in all grades set goals in reading and meet with teachers to receive feedback on their progress toward meeting standards	Yes	Daily Five conference forms from teachers
	Vocabulary; All teachers identify academic vocabulary 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 and equity	Yes	Lesson plans; student work samples

Fall 2018 - Spring 2019	Extended Day Program; students are identified to receive additional instruction to close the achievement gap and gain understanding of all standards	Yes	ILP forms and progress reports for all identified students
	All Specials classes integrate the following: Cooperative learning, vocabulary, and math games.	No	Lesson Plan pdf. from Planbook
	WIN Intervention Groups (3 rd Grade), this is an intervention group that utilizes EL, Sped, and para support to help with ELA achievement.	No	Lesson Plans
	WY-TOPP Modular Assessments, 3 rd and 4 th grade staff will be utilizing the WY-TOPP Modular Assessments to guide instruction.	No	Assessment results
	All trained staff implement Daily 5 as an effective intervention for ELA achievement that utilizes small groups and best practices as supported by John Hattie's effect sizes.	Yes	Lesson Plans
	Excellence Board, this is a bulletin board that highlights student work that demonstrates achievement	No	Pictures of students
Fall 2018	Professional Development/ ReadyGEN training for all 2 ND and 3 RD grade certified staff who teach reading in the classroom	No	Teacher sign in forms
	Special Education training; IEP process that will provide potential increase in equity and growth	Yes	Staff sign in forms

Winter 2018-2019	Bingo for Books; a book goes home to help increase reading achievement.	Yes	Parent sign-in forms
	Parent Night/Chili Cook Off; focusing on Math and Science; invite parents via social media, School Way	No	Parent sign in forms, academic take home flyers
Spring 2019	Leadership and AMP data review on WY-TOPP scores; staff PD/training at the staff meeting	No	Meeting minutes
	School Climate survey that will have potential impact on achievement	Yes	Survey results housed at the school and CAB