



Sweetwater County School District #1

Wyoming School Comprehensive Plan

Overland Elementary



Rock Springs, Wyoming

Ryan Allen, Principal

2018-2019



PLAN SIGNATURES

Keeey McGovern

SCSD#1 Superintendent

Carl Jones

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee

Principal – Ryan Allen

Teacher – Tana Klein Leadership Co-Chair

Teacher – Valerie Woods Leadership Co-Chair

Community Member – Jason Brown

Parent – McKet Boylen

School Counselor – Cassandra Vincelette

Teacher – Brigette Maes

Teacher – Kylee Lewis

Teacher – Jaysha Eikanger

Teacher – Annie Walker

Resource Teacher – Cassandra Harris

Lead Custodian – Liz Fennell

School Secretary – Kelley Brown

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	Count of Students	Description
Growth	Meets Target 49	Average 48.6	52	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.
			52	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades 4 through ten.
Equity	Meets Target 56	Average 56.0	60	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of student on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.
Achievement*	Meets Target 54	Average 54.5	100	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			100	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Exceeds Target 88	Above Average 88	25	The percent of English learners who met their annual 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

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 48	≥ 48 and < 60	≥ 60	< 47.1	≥ 47.1 and < 54.5	≥ 54.5
Equity	< 48	≥ 48 and < 60	≥ 60	< 47.5	≥ 47.5 and < 56.2	≥ 56.2
Achievement	< 51	≥ 51 and < 68	≥ 68	< 47.7	≥ 47.7 and < 58.6	≥ 58.6
ELP	< 49	≥ 49 and < 65	≥ 65	< 46.1	≥ 46.1 and < 62.5	≥ 62.5

District Name: Sweetwater #1
 School Name: Overland Elementary
 Grades Served: K-4
 Enrollment: 262

WAEA School Performance Level = Meeting Expectations
 WAEA Weighted Average Indicator Score = 2.1 (Cut Scores = 1.4 ; 1.8 ; 2.6)

ESSA School Performance Level = Not Identified
 Comprehensive Support and Improvement =
 Targeted Support and Improvement =
 Additional Targeted Support and Improvement =
 ESSA Average Indicator Score = 2.3
 ESSA Average Growth & Achievement Score = N/A

(ESSA Average Growth & Achievement Scores only reported when ESSA Average Indicator Score = 1.0)

Needs Assessment

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

According to Overland Elementary’s 2017-2018 School Improvement Plan, Overland’s Leadership team developed goals to address improvement within the Growth and Equity categories. These goals proved to be successful as Overland made gains and increased our overall score yet again. Analyzing the year end data it appears that we have increased our standing in the Equity indicator as it is our highest rated score followed by the Achievement indicator. This leaves the Growth indicator as the score most in need of our focus. However, historically if Overland keeps a focus on Equity or Achievement we tend to yield higher growth scores compared to years where we focused directly on the growth indicator. As a Title I school if we focus on bringing our lower achieving students to proficiency, without losing sight of the growth that our higher achieving students are making, our success rate trends upward. With this analysis in mind Overland will create a goal focused on the Growth indicator and a secondary goal focused on the Achievement indicator.

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?

Overland uses the data collected from WY-TOPP as a starting point in our analysis. We further explore data from content areas and grade levels, as well; as each subgroup to indicate pockets of success and areas to improve upon. Our third grade did very well overall scoring above the state average in all subjects combined and Math. ELA standing alone scored well but was below the state average by the most slim of margins. Fourth grade did not score above the state average in any of the subject areas with the exception of Science. All subjects and combined subjects again were within the most slim margin of being at the state average. This gives Overland confidence that we are on the right track and, with a little guidance, staff can continue to improve student scores and overall school scores. The charts below detail this information and highlight how essential it is that we address each student’s needs. Overland also utilizes our District common assessments, DIBELS assessments, and in-program assessments in reading and math to validate and support our analysis.

GROWTH: School Mean Student Growth Percentile* (MGP) on the State Test

Name	Grade	ELA & Mathematics	ELA	Mathematics	Count of Students
Overland Elementary	04	48.6	48.2	49.0	52
State of Wyoming	04	50.0	50.0	50.0	6708

* Rounded to a whole number for WAEA; Rounded to one decimal place for ESSA

ACHIEVEMENT: Percent of Proficient or Above Test Scores* on State Test in the Current Year

Name	Grade	All Subjects	ELA & Mathematics	ELA	Mathematics	Science	Count of Students
Overland Elementary	03	59.4%	59.4%	52.1%	66.7%	.0%	48
State of Wyoming	03	52.2%	52.2%	52.2%	52.2%	.0%	6956
Overland Elementary	04	51.3%	50.0%	50.0%	50.0%	53.8%	52
State of Wyoming	04	51.5%	50.9%	50.0%	51.9%	52.6%	7068

* Rounded to a whole number for WAEA; Rounded to one decimal place for ESSA

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

According to Overland Elementary’s 2017-2018 School Performance Report, Overland scored at the 54%ile in the Achievement indicator and a 49%ile in the Growth indicator. This leaves the Achievement indicator as our second lowest score for our school. It is clear however, that statistically if we can differentiate for students and meet their needs and the Growth and Equity indicators rise, this will lead naturally to an increase in our Achievement score. Therefore, our goal will be focused on the Growth indicator and Achievement indicator while keeping Equity in mind as we move forward. Along with the data points above we also have taken into consideration the School Needs Survey given to staff at the end of the year. This survey indicated that when staff were given options of what professional development they would like to participate in, Special Education training and Accommodating all Learners were obvious front runners.

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?

Utilizing District common assessments, short cycle assessments, modular WY-TOPP assessments, as well as our DIBELS data and in-program assessments, we can identify a variety of skill deficits that help to direct our discussion and decision making process. These decisions will support the direction differentiation takes in each classroom.

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

Goal 1. Question 1.

Growth: Increase current 49%ile in the Growth indicator. Overland will increase its current status in the Growth indicator category to at least 60%ile, indicating Overland is exceeding targets according to performance data from the 2018-2019 WY-TOPP assessment.

Goal 2. Question 3.

Achievement: Increase current 54%ile in the achievement indicator. Overland will increase its current status in the Achievement indicator to 68%ile, indicating Overland is exceeding targets according to performance data from the 2018-2019 WY-TOPP assessment.

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.

See chart below.

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.

See chart below.

GOAL #1: Growth: Increase current 49%ile in the Growth indicator. Overland will increase its current status in the Growth indicator category to at least 60%ile, indicating Overland is exceeding targets according to performance data from the 2018-2019 WY-TOPP assessment.

GOAL #2: Achievement: Increase current 54%ile in the achievement indicator. Overland will increase its current status in the Achievement indicator to 68%ile, indicating Overland is exceeding targets according to performance data from the 2018-2019 WY-TOPP assessment.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
Day(s) 4 and/or 2 or 6 following the District calendar day rotation	Continue discussion about differentiation strategies in PLCs	Yes	PLC notes (Agendas, and minutes)
Ongoing	Utilize modular assessments to monitor progress toward proficiency of standards.	No	Data from these assessments are made available online and can be printed if the need arises.
Ongoing	Continue schedule of Peer Observation	No	Copy of the Schedule. Documents used to participate in observations and the recording tool to track the process.
Ongoing	After school enrichment & intervention	No	Schedule of class options. Copy of a sample ILP (Individual Learning Plan)
First Wednesday of the Month	Review SIP plan & check on progress	Yes	Meeting Agenda and Minutes
Ongoing	Professional Development/ELA District training for 2 nd & 3 rd Grades	No	PLC notes (indicating new thinking and progress based on training)

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion (Submitted artifacts housed in SharePoint)
Monthly	Family Engagement	Yes	Sign in sheets and an overview of what activities occurred and a copy of the invitation.
Day(s) 4 and/or 2 or 6	Collaborate with PLCs to identify strengths and areas to grow. Identify specific students and link to specific strategies. Focus alternates between Math and ELA as needed.	Yes	Agenda & Notes from meeting
Feb 14 th & 15 th during Parent Teacher Conferences	Stakeholder Climate Survey	Yes	Data results of the survey

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 personnel use data from student assessments and an examination of professional practice to monitor and adjust curriculum, instruction, and assessment; this ensures vertical and horizontal alignment within and across grades and supports Overland's Vision and Mission. District pacing guides are followed to ensure that enough time is provided for students to achieve their learning targets. Established decision rules determine the provision of specific enrichment or intervention activity based upon student data.

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 members of the school staff participate in Professional Learning Communities that are grade specific, discipline specific, and functionally specific to support student learning and school-wide behaviors. The collaborative learning communities meet formally at least once per week, and informally through lunch, planning times, and other daily activities. Our Building AMP (Achievement Monitoring Process) team, which is akin to BIT teams, also follows a district guided protocol and decision rules. AMP discusses and analyzes data brought forth regarding individual students and their needs. Records are kept on a standard form and the procedures ensure an equitable education for all students. This system is continually reviewed and revised if necessary to meet student needs. Formal meetings follow specific agendas, and minutes are gathered and shared with other building staff as appropriate. Common language, written procedures and standard reporting tools are utilized to create efficient decision-making that drives the instructional process that supports student achievement.

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.)

Overland Elementary School views family engagement as a critical component of student success. As such, Overland Leadership has embarked upon providing activities that improve family engagement and participation in our students' educational and social development. Historically, Overland has hosted monthly Title I and Title III parent information nights. Parent/Teacher Conferences are scheduled twice per year; Individualized Education Program meetings with families are held at least once per

school year. Parent/Teacher Organization meetings occur once per month. However, stakeholder involvement generally remains slight for PTO activities other than the Carnival. In an effort to improve stakeholder participation and involvement in school activities, signs have been created, and placed strategically outside of the building to encourage parent attendance at Parent/Teacher Organization meetings. One night per school quarter, Overland Leadership plans a Family Night, where stakeholders are encouraged to return to the school in the evening to enjoy a light meal and engage in educationally relevant, themed activities. Additionally, Overland Elementary has formed educational partnerships with local businesses, and as a result Overland students have participated in presentations about geology, natural gas, and science. For each of these planned Family Night activities, students receive books, science experiments, or math games that they may keep and take home. As a result of Overland's efforts to improve stakeholder engagement, participation rates in each activity have steadily increased. Last year Overland added a Social Studies night. Families came and enjoyed a variety of foods, arts, crafts, and fun. Again, each Family Night, families leave with something they can use at home to support their child's education.

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

Overland Elementary School does assist in the transition of students from early childhood programs to elementary school programs. Once a year schools participate in an event at Head Start in which parents can come and learn school district procedures for entering Kindergarten. During these events, district elementary schools; are represented by the building administrator and kindergarten staff. Parents learn about all of the information families will need to know in order to support students to be successful. Overland Elementary and the district also participates in meetings with the Child Development Center to ensure that we are ready to accommodate any IEP services and or student needs that will need to be addressed. In August before school starts, Overland Elementary hosts a Kindergarten roundup in which all incoming students are invited to come to the school and meet the Kindergarten teachers and school counselor. Overland Elementary looks at the whole child during this event with academic screeners being the focus and vision and hearing screenings taking place as well as behavioral/social skills being observed. This helps us identify strengths and weaknesses and balance classrooms to meet needs.

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

All staff members participate in a continuous program of professional learning. The district works to ensure that all staff has training and professional opportunities relative to their area of instruction, grade level and specialization. New staff members are supported through facilitators and building mentors, and receive a week of orientation

prior to the commencement of the school year. Sweetwater School District Number One utilizes Public School Works an online training program specifically developed to address each of the personnel training components mandated by federal and state agencies. The district also requires all Certified staff to complete a Professional Development Plan (PDP). The PDP details a personal plan for each employee created by the employee with a goal focused on their own growth and professional development. Each employee meets with the building administrator to approve the plan at the beginning of the year. The employee and administrator meet again at the end of the year to evaluate the effectiveness of the plan and work completed as a result.

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

Overland Elementary is receiving funding to implement an after-school intervention/enrichment program through the Twenty-First Century Grant. Overland will implement this program beginning in the second semester through the rest of the year. This year Overland added a program grant that will allow for an enrichment program for staff. The funds are being used to hire a floating sub three days a week to cover so our teachers can participate in Peer Observations. This will allow teachers to observe other strategies and skill sets to gather ideas and questions for themselves. Staff will participate in a debrief session as a result of observing allowing them to share ideas and ask questions of each other as part of their learning.

Additionally, students identified as needing additional support to attain academic benchmark targets were invited to attend summer school, where reading and math were the targeted subjects. Students receiving specialized instruction who were identified as struggling to maintain their education skills were invited to attend Extended School Year services through the Department of Special Education. Instruction was provided in ESY based on individual student goals.

Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

Staff members at Overland Elementary recognize the inherent difficulty with keeping stakeholders consistently involved in the day-to-day activities at Overland. Therefore, Overland staff members encourage parents to become involved, or stay involved, through Parent Teacher Organization meetings, Title I or Title III parent information meetings. Staff at Overland Elementary also plan and provide a Family Night once per educational quarter, where our students and their families are encouraged to come back to the school in the evening for a meal and to participate in fun, educational activities.

Overland Elementary staff also understands that parents have commitments upon their time that prohibit them, at times, from coming to the school or meeting with staff. Therefore, parent/teacher conferences are scheduled based on parent preference or need, and classroom teachers send classroom information home in the form of notes

or weekly folders. For building wide activities and information, monthly newsletters are created, in both English and Spanish, and sent home with students. Staff members also utilize an automated telephone messaging system to notify stakeholders about upcoming events. Overland's principal maintains a Twitter account and Facebook account through which pertinent information is shared; and the Parent/Teacher Organization manages a Facebook account in which Overland activities and events are documented. Additionally, to improve student safety and stakeholder awareness, Overland Elementary School and Sweetwater County School District Number One have initiated the use of a Standard Response Protocol for emergency situations. To complement the Standard Response Protocol, community stakeholders have been encouraged to download and utilize the free SchoolWay app to be informed about developing situations within the schools.

These activities and events come about through an extensive data protocol each year. During this protocol, a school climate survey and a stakeholder survey were given to all students, staff, parents and other community stakeholders associated with Overland Elementary. We analyzed data from each of these surveys and compared areas of strengths and also identified areas to grow. Our strengths in each of these data points were similar providing a safe learning environment, parents and students felt like they were learning and that their educational needs were being met. The areas that were most in need of improvement the last two years were communication and student advocacy. Our leadership team came together to formulate a plan for how to address these needs. The leadership team is comprised of a representative from each grade level and department in our school a parent and a representative from our business partners Western Engineers and Geologists. Our advocacy groups are now running very well. The groups are meeting twice a quarter and have started off well this year. New students were introduced to their groups and the rest of the group remained intact for this school year. The implementation of parent nights has also been a success and continues to grow. Communication continues to build on social media and other formats to better inform stakeholders. Overland continues to work building a better two-way communication systems within all stakeholder groups. Overland continues to bring in outside experts when possible to assist with data protocols and systems to build capacity in our staff while utilizing in house expertise when appropriate and available. Overland is now turning its focus toward peer observation and continuing to improve our differentiated instruction practices in the data conversation to further meet students' individual needs.

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

Our belief is that Overland Elementary provides resources and services for a safe and healthy learning environment. Overland achieves this by following district established staffing, recruitment, mentoring, training and improvement guidelines. At this time, all professional and para-professional staff at Overland Elementary possesses highly qualified status.

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

Overland Elementary provides for the physical, social and emotional needs of our students through provision of a variety of services outside of traditional instruction. The PBIS team and classroom teachers implement Second Step and Stop and Think programs to address social and emotional skill development in youth through whole-class instruction. Additionally, counseling services are provided to classrooms and to individual students to support emotional needs and social behavior. Demonstrate social skills and problem solving strategies, the numbers of office referrals related to inappropriate behaviors decreases. When students are out of the classroom due to inappropriate behaviors, they are unable to access more instruction and learning. Research supports that when students possess and developmentally appropriate personal and interpersonal behaviors, their time in class and associated achievement improves. Federal funds are also used to support students through our school wide Title I program. These funds support the utilization of a variety of additional services. Overland has two fulltime teachers that focus on interventions for our students as well as the ability to purchase programs and technologies that are additional supports to what the district already provides. Overland students not only have several educational supports at the school level, they are afforded the benefit of funds used to support parents and efforts being made at home and after school. Overland conducts a variety of family nights that encourage parents and students to participate together to experience the learning that is taking place and to explore options for ways to support learning at home.

Physical education classes, and associated movement and nutrition activities are provided to encourage students to achieve and maintain healthy lifestyles that support school attendance and learning. Adaptive Physical Education services are provided so that students demonstrating physical limitations are able to participate in tasks and activities with their peers.

Overland Elementary supports the artistic growth and needs of our students by providing art classes, music classes, and a choir program with bi-annual performances. Professionals are actively discouraged from pulling special needs students from Physical Education, Art and Music classes for counseling or therapy provision, so that disabled students have opportunities to participate in activities comparably with their peers.

Overland Elementary provides for the educational needs of our students through the use of research based curriculums aligned to the Wyoming Content and Performance Standards and by allocating sufficient resources to purchase materials that support classroom instruction and student access. District pacing guides and posted lesson plans ensure adequate time for instruction, and collaborative analysis of student data supports instruction provided to meet student needs. Specialized instruction in the resource or regular education classroom is available to support students with learning needs in the areas of Reading, Written Language or Mathematics. Speech/Language

Pathology, Physical Therapy and Occupational Therapy are provided as needed to address oral communication, gross and fine-motor limitations that negatively impact an identified student's ability to access the educational curriculum.