



Sweetwater County School District #1

Northpark Elementary



Rock Springs, Wyoming
Carrie Ellison, Principal

2018-2019



PLAN SIGNATURES

Keeey McLouern

SCSD#1 Superintendent

Carol Jelenc

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering

Carrie Ellison

Principal

Ryan Greene

Community Member

Nicole Hardin

Parent

Maggie Coletti

Special Education Teacher

Melisa Havskjold

Third Grade Teacher

Amy Pierantoni

First Grade Teacher

Bailey Heide

Fourth Grade Teacher

State Accountability Report

District Name: Sweetwater #1
School Name: Northpark Elementary
Grades Served: K-4
Enrollment: 304

WAEA School Performance Rating = Not Meeting Expectations
 WAEA Weighted Average Indicator Score = 1.1 (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 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	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*	Below 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	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?

Currently, growth is the lowest score for Northpark Elementary School, and this is below targets on WY-TOPP

Assessment for 2017-18. Northpark went from 34.5 percent to 40 percent in the category of growth.

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?

Northpark Elementary uses DIBELS, 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 DIBELS, 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 2017-18 is 44 percent equity.

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?

DIBELS, 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 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 2019, Northpark Elementary will improve the growth indicator from 40 percent to 50 percent.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
2018 – 2019 (ongoing)	PLC Grade Levels will conduct data teams for math & ELA and selected strategies from John Hattie to improve growth.	Yes – Math No - ELA	Data team forms that include high yield strategies and spreadsheets as evidence.
2018-2019 (ongoing)	PLC at Work Training to improve the overall teaching and learning across the building.	No	Three two-day trainings, two zoom meetings, pre-needs assessment, post-assessment, PLC meetings, action plans, agendas, staff meeting minutes
2018-2019 (ongoing)	Flexible reading and math skill groups, based on standards, that change up to every six weeks.	No	Flexible groups will be based on data team review. All teachers will track this in Google Docs.
2018-2019 (ongoing)	Northpark offers extended day before or after school.	No	Individual Learning Plan or Group Learning Plan
2018-2019 (ongoing)	Grade levels will give WY-TOPP modular assessments to monitor student progress.	No	1 st through 4 th grade will give modular assessments, and PLC groups will use the data to monitor student progress.
2018-2019 (ongoing)	<u>Reading Strategies: Your Everything Guide to Developing Skilled Readers</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 choose strategies to support student learning. This will be used in conjunction with John Hattie’s books. Staff will share a grade level strategy quarterly.
2018-2019 (quarterly)	Central Administration Representative will monitor quarterly	No	Minutes with Central Administrative Representative.

GOAL #2: By June of 2019, Northpark Elementary will improve the equity indicator from 44 percent to 50 percent.

Timeline	Action Steps	Was this action step in place in 2017-2018?	Evidence of Completion
2018-2019	Highlight students who scored in the lowest 25 percent on third grade WY-TOPP reading and math assessments. Also highlight students from all subgroups in grades K-4. Monitor and create skill groups based on WY-TOPP, data teams and use research-based strategies to teach students.	No	PLC minutes and data team forms.
2018-2019 (monthly)	Title I Family Engagement	Yes	Parent sign-in sheets, newsletters, surveys
2018 -2019 (Spring 2018 & December 2018)	WDE Data Training & Drill-Down	Yes	Sign-in at CAB and representative from WDE is available to answer any questions.
2018-2019 (quarterly)	Central Administration Representative will monitor quarterly	No	Minutes with Central Administrative Representative.

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 one time in a seven-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 nights or newsletters

Class DoJo for two-way communication

Schoolway

Monthly letters from the administrator

Webpage

Parent Teacher Conferences

EL Quarterly Night meetings across the district

Principal Facebook

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.

Data Teams

PLC Cohort training

Daily Five Reading structure implementation

Second & third grade reading training

John Hattie's high-yield strategies and Reading Strategies: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo during planning in our PLC meetings

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

Identified through a data teams process

Flexible groups are formed and standards are retaught

Extended-day programs are offered before and after school

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 2017-18 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 2017-2018 meeting document this. The district employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.