



Sweetwater County School District #1

Stagecoach Elementary



Home of the Stallions

Rock Springs, Wyoming

Jennifer Martin-Palacios, Principal

2018-2019



PLAN SIGNATURES

Keey McJouern

SCSD#1 Superintendent

Carol Jones

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering Committee Signatures

Jennifer Martin-Palcios

Principal

Jack Costantino

Community Member

Ron Gatti

Parent

Andrea Urlacher

Kindergarten Teacher

Jordan Orozco

1st Grade Teacher

Rebecca Doshier

2nd Grade Teacher

Kendra Peltier and Whitney Fotheringham

3rd Grade Teachers

Lindsay Parks and Jordan Erspamer

4th Grade Teachers

Weston Lamb

Music Teacher

State Accountability Report

District Name: Sweetwater #1
School Name: Stagecoach Elementary
Grades Served: K-4
Enrollment: 300

WAEA School Performance Level = Meeting Expectations
 WAEA Weighted Average Indicator Score = 2.3 (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 = 3.0
 ESSA Average Growth & Achievement Score = N/A

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

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 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.

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

Needs Assessment

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

-Based on the state accountability report Stagecoach's lowest area is **achievement** with score of 58.

-The goal for achievement is to be at 68 percent to reach distinguished. We are currently performing at 58 percent and will need a 10 percent increase.

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?

Stagecoach has been open for 3 years and is starting our fourth

DIBELS: for overall composite scores Fall/Winter/Spring P/+: Proficient or advance

	15-16			2016-17			2017-2018			2018-2019
K	36%	52%	61%	44%	50%	77%	0%	92%	86%	39%
1	67%	67%	67%	55%	59%	56%	68%	72%	66%	55%
2	66%	76%	59%	64%	59%	48%	60%	62%	57%	75%
3	56%	48%	53%	7%	60%	66%	58%	62%	59%	65%
4	N/A	N/A	N/A	N/A	N/A	N/A	68%	62%	72%	50%

State assessments MAPS/ PAWS/ Wy-TOPP NP: Not Proficient P/+: Proficient or advance

Reading Spring

15-16 MAP/PAWS

K 45% NP 55% P/+

1 30% NP 62% P/+

2 21% NP 79% P/+

3/4 overall PAWS 55% NP 45% P

3rd

4th

16-17 MAP/PAWS

56% NP 44% P/+

47% NP 53% P/+

41% NP 59% P/+

59% NP 41% P/+

17-18 WY-TOPP

37% NP 63% P/+

38% NP 62% P/+

47% NP 53% P/+

48.5%NP 51.5%

43.1%NP 56.9%P/+

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

Our second lowest area is **growth** with a score of 57. Stagecoach will need a score of 60 to be distinguished.

The goal for growth is to increase 3 to reach a score of 60 at a exceeding.

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?

Stagecoach's 3 year data trend for **growth** based off of state assessment : P/+: Proficient or advance

2015-2016: 45% P/+

2016-2017: 41% P/+

2017-2018: 57% P/+

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

GOAL #1: Achievement: Increase student achievement for Reading and Math on the State Accountability Report from 58% to 68% within the 2018-2019 school year as measured by WY-TOPP.

GOAL #2: Growth: Increase growth for Reading and Math on the State Accountability Report from 57% to 60% within the 2018-2019 school year

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: Increase student achievement for Reading and Math on the State Accountability Report from 58% to 68% within the 2018-2019 school year as measured by WY-TOPP.

Timeline	Action Steps	Was this action step in place in 2018-2019	Evidence of Completion
PLC/Data teams 18-19 school year	Grade Level Data team meetings. Review data from current standards being taught and will backwards plan using curriculum maps. Staff can also choose to watch teaching videos around high yield effect sizes . As teams discuss the gathered data and input into charts, they will engage in analysis of data for root causes to the missed items or needed acceleration. Teams will then create a SMART goal with a researched based strategy from John Hattie. Teams will come back in approximately 2 weeks to review goal, gathered data and review if a different strategy or more in-depth intervention needs to occur.	yes	Agendas in grade level Google team drives Meetings take place Every Day 1 & 7

<p>Collaboration 18-19 school year</p>	<p>Bi-weekly collaboration with PLCs, Title and SPED. This collaboration time ensures the classroom teachers, Title teachers and Special Education teachers can discuss upcoming standards, expectations, teaching strategies and any academic concerns or enrichments that need to be made in reading and math. During these meetings all teachers have an opportunity to discuss students' data and movement.</p>	<p>yes</p>	<p>Collaboration notes are uploaded into team drives. TCP verification as well.</p>
<p>Skill Groups 18-19 school year</p>	<p>Grade level reading/math skill groups. Students will be monitored based of current data from CFAs and current standards. Students not meeting expectations will receive the high yield strategy goal setting .56 and feedback .73 per John Hattie. Students will have whole group instruction within the general education classroom and skill groups with Special Education if on an IEP and Title teachers.</p>	<p>yes</p>	<p>Grade level data kept in Google teams.</p>
<p>Modulars/ CBMs 18-19 school year</p>	<p>-WY-TOPP modular and CBMs will be given to assess current student level on understanding. Students will set goals and track growth for interium assessments.</p>	<p>No</p>	<p>Teachers will keep a document and will present at summative evaluations. Grade level Google team drives.</p>

GOAL #2: Growth: Increase growth for Reading and Math on the State Accountability Report from 57% to 60% within the 2018-2019 school year

Timeline	Action Steps	Was this action step in place in 2016-2017?	Evidence of Completion
AMP/MTSS Team 18-19 school year	-AMP team to monitor students with academic concerns and students that are in need of acceleration and GT testing. According to research from John Hattie acceleration for gifted students has an effect size of .88 .	yes	AMP Google team drive
DIBELS Progress Monitoring 18-19 school year	-DIBEL data and progress monitoring in identified area of deficit. DIBELS is used to ensure reading skills are set, appropriate grade level fluency, comprehension skills and vocabulary skills for grade level. All students	Yes	Teachers will keep track in a document and will present at summative evaluations. Grade level Google team drive
Staff Book Study 18-19 school year	-Differentiation Book Study Professional Development has an effect rate .62. Due to our vast population staff will focus on how to meet all student needs within the general education classroom.	No	Each grade level will present at a monthly staff meeting.
Peer Observation 18-19 school year	-Staff will have the opportunity to visit one another classrooms to look for	No	Notes kept from peer observations and presented at Summative Evaluations

	the implementation of high yield strategies.		

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.

- Stagecoach Title 1 teachers and paraprofessionals use research based programs and strategies to provide interventions for all students. Stagecoach uses push-in services during core instruction. Extended day programs and in-class support are provided as appropriate based on student need. When pullout interventions are provided, they are not provided during core instruction time

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 teachers have embedded Professional Learning Community time in the schedule to use assessment data to improve instruction and monitor student performance. Title 1 teachers receive additional time to monitor the progress of Title 1 identified students and make instructional decisions to improve 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.)

-The Title 1 staff and identified Title 1 parents have developed a compact and parental involvement policy for the Title 1 program at Stagecoach Elementary. The compact and policy are reviewed with the parents and staff annually. Quarterly parental engagement meetings are held at the school. Topics covered are the Title 1 program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title 1 program. Stagecoach has a title committee that meets monthly to discuss title activities. Stagecoach Elementary provides an interpreter and translated materials for any parent. All parents have access to (title) app.

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

- Stagecoach Elementary participates annually in the Head Start Transition program. Stagecoach also participates in the Early Literacy Plan developed by the district. Stagecoach Elementary also participated in the Jump Start into kindergarten program hosting all area pre-schools and kindergarten age parents to provide information for appropriate placement of students

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

-The district provides training for all teachers and staff, including Title I teachers and paraprofessionals, in the use of research based intervention programs.

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

-Title I students receive research-based interventions in accordance with the district decision rules. All students receive reading instruction and reading interventions from highly qualified classroom teachers, highly qualified interventionists and highly qualified paraprofessionals under the supervision of the interventionists. The Sweetwater #1 Early Literacy plan provides the format for the district reading instruction.

<http://www.sweetwater1.org/www/sweetwatercsd1/site/hosting/Departments/Curriculum/Curriculum/SCSD%231EarlyLiteracyPlan1516.pdf>

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

-During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title 1 Parent Advisory Council, the Parent Teacher Organization and school staff provides input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment and Title 1 staff provides targeted services based on those prioritized needs

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

-The district employs many strategies to recruit highly qualified teachers to work in the Title 1 schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Title 1 teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement.

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

-The District employs a Grant Coordinator to ensure compliance and coordination within all programs. As a Title 1 school, Stagecoach Elementary benefits from additional programs, including Title II, Title III, BOCES and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.