



Sweetwater County School District #1

Walnut Elementary

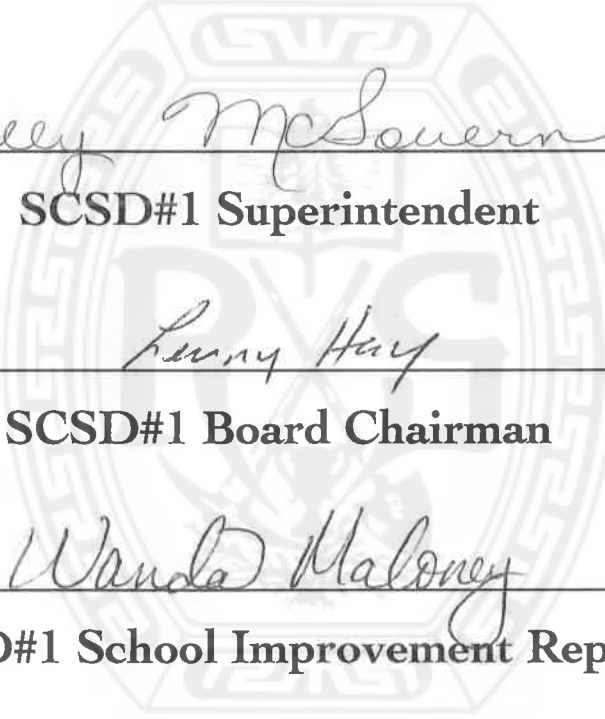


Home of the Squirrels

Rock Springs, Wyoming
Kris Cundall, Principal

2017-2018

PLAN SIGNATURES



Kelley McSauer

SCSD#1 Superintendent

Lenny Hay

SCSD#1 Board Chairman

Wanda Maloney

WAEA SCSD#1 School Improvement Representative

School Improvement Steering

Committee Signatures

Kris Cundall

Principal

Kassia Capozzoli

Community Member

Corie Bell

Parent

Nanette McCurdy

Teacher

Misty A. Walker

Teacher

Crystal Richardson

Teacher

State Accountability Report



2016-17 School Performance Report For Elementary and Middle School Grades

District Name: **Sweetwater #1**
 School Name: **Walnut Elementary**
 Grades Served: **K-4**
 Enrollment: **218**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance			
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
Growth	Meeting Targets	49	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	10	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Meeting Targets	79	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

Contact Information: Julie Magee 307-777-8740	Page 1 Of 2	Print Date 10/6/2017 8:05 AM
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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 - we saw a large drop in growth from the previous year. Additionally, our growth subgroups show that we scored lower than the state in math subgroups

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?

Our IEP students and white students scored growth scores below the state average. Our growth score was not very far into the meeting targets range while our equity score was closer to the exceeding targets range.

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

Both our equity and achievement scores were very nearly exceeding targets.

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?

The break downs by equity subgroup show similar results as the growth subgroups. The building is setting a goal for growth from the fall to winter WY-TOPP interim assessment which 3rd and 4th grade students will complete.

GOAL #1: __The growth subgroup will increase from 45.5 to 61 for the school year 2017-2018. This will move the Growth Indicator from Meeting Targets to Exceeding Targets.

Timeline	Action Steps	Was this action step in place in 2016-2017?	Evidence of Completion (Submitted artifacts housed in SharePoint)
August/September			
	Daily 5 Implementation – teachers will use differentiated strategies based on student need to help students grow in reading	No	Professional Development Request
	Title I Push-In – teacher and paraprofessional provide support in reading and math classrooms to identified students to ensure academic growth	No	Title Teacher Schedule
	PTO Reading Night – parents learn reading strategies to help students increase reading growth	Yes	School Calendar
	Title I Parent Reading Night - parents learn reading strategies to help students increase reading growth	No	School Calendar
October			
	Co-teaching training – general education, special education and Title I teaching staff learn strategies to co-teach so that ALL students can grow because of better instructional practices	No	Professional Development Request
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans

November/December			
	Extended Day Program – Students are identified to participate in reading and/or math groups if said student needs more instruction to grow academically.	Yes – but in a different format	Student list of attendees, progress monitoring of reading students
	Co-teaching partially implemented in classrooms	No	Resource Teacher Schedule, Lesson plans
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Co-teaching partially implemented in classrooms	No	Resource Teacher Schedule, Lesson plans
January			
	PTO Math Night - – parents learn math strategies to help students increase math growth	Yes – but in a different format	School Calendar
	Co-teaching training	No	Professional Development Request
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Extended Day Program	Yes – but in a different format	Student list of attendees, progress monitoring of reading students
February	Meet with SLT evaluator to review plan implementation and needed adjustments		
	Daily 5 Implementation	No	Professional Development Request
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans

	Co-teaching implemented in classrooms	No	Resource Teacher Schedule, Lesson plans
	Extended Day Program	Yes – but in a different format	Student list of attendees, progress monitoring of reading students
March			
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Co-teaching implemented in classrooms	No	Resource Teacher Schedule, Lesson plans
	Extended Day Program	Yes – but in a different format	Student list of attendees, progress monitoring of reading students
April			
	Co-teaching training	No	Professional Development Request
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Extended Day Program	Yes – but in a different format	Student list of attendees, progress monitoring of reading students
	Co-teaching implemented in classrooms	No	Resource Teacher Schedule, Lesson plans
May			
	Daily 5 Implementation	No	Lesson plans, CC Pensieve data
	Title I Push-In	No	Title Teacher and Paraprofessional Schedule, Title I Collaboration minutes, Lesson plans
	Co-teaching implemented in classrooms	No	Resource Teacher Schedule, Lesson plans

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.

Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title I teachers and paraprofessionals use research based programs and strategies to provide interventions for eligible/identified Title I students. Extended day programs and in-class support are provided as appropriate based on student need. When pull-out 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 Communities (PLCs) time in the schedule to use assessment data to improve instruction and monitor student performance. Title I teachers receive additional time to monitor the progress of Title I identified students and make instructional decisions to improve student achievement. Additionally, all teachers participate in a facilitated Data Teams Process to review student data and plan instruction utilizing high yield instructional strategies.

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 I staff and identified Title I parents have developed a compact and parental involvement policy for the Title I program at Walnut 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 I 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 I program. Walnut Elementary provides an interpreter and translated materials for any parent.

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

Walnut Elementary participates annually in the Head Start Transition program. Walnut 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. Resource paraprofessionals are receiving training in Direct Instruction programs with in-program progress monitoring and external progress monitoring probes. The building BOCES paraprofessional received training in Powerschool, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). English Language Learners (ELL) paraprofessionals attend on-going training for strategies to support ELL students.

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

Identified 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.

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 I Parent Advisory Council, the Parent Teacher Organization (PTO) and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment, and Title I staff provide 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 I 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 I teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement. As a Title I Targeted Assistance school for 2017-2018, Walnut hired a teacher and a paraprofessional.

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. In addition to being a Title I Targeted Assistance school for the school year 2017-2018, Walnut Elementary benefits from additional programs, including Title II, Title III, Sweetwater Board of Community Education Services (BOCES) and district grant funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.