

Wyoming School Comprehensive Plan



Sage Elementary

ROCK SPRINGS, WYOMING
MRS. TINA SEARLE, PRINCIPAL
2016-2017

Mission Statement

*"We are committed to providing
opportunities to learn,
succeed, and reach our personal best."*

Vision Statement

*Students and Staff will:
Succeed and
Achieve as we
Guide each other with high
Expectations*

PLAN SIGNATURES



District Superintendent



District Board Chairman



WAEA School Improvement Representative

2016-2017

Plan Year



DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p>	<p>Acceptable</p>
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Summary of Practices:

Sage Elementary utilizes the [Wyoming Content Performance Standards](#) to guide instruction. The district pathways are followed to ensure students receive appropriate interventions or enrichments beyond the core curriculum as needed.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Acceptable
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Summary of Practices:

Common Formative Assessments and Short Cycle Assessments created by Professional Learning Communities are administered and results are used to guide instruction on a regular basis. District common assessments are administered quarterly to guide instruction. Measures of Academic Progress data and Dynamic Indicators of Basic Early Literacy Skills data are analyzed to ensure students are making appropriate progress through differentiated instruction. Progress monitoring of students helps ensure they are making progress. Please view the links below for additional information.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
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Summary of Practices:

Classroom teachers are utilizing the district ELA curriculum maps to guide literacy instruction. Classroom teachers are implementing the literacy framework of Daily 5 in the core-reading block. This framework promotes student choice and goal setting, which in turns supports high motivation for reading and writing. Teachers are able to confer with individual students and meet with small groups to differentiate instruction for all students, as the other students are highly engaged in authentic reading and writing experiences. In mathematics, teachers utilize the district curriculum map based on the Wyoming Content Performance Standards as well as Eureka Math as a resource to guide instruction and ensure student achievement.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Effective Practices
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Summary of Practices:

The principal at Sage Elementary engages in regular walk-throughs as well as formal observations to provide feedback to teachers. In addition, the principal provides weekly feedback to teachers regarding their lesson plans.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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Summary of Practices:

Teachers meet in professional learning communities every six days to analyze data, discuss instructional strategies being implemented, and group students appropriately for instruction.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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Summary of Practices:

Teachers utilize the Wyoming Content Performance Standards and district curriculum maps to guide instruction. A systematic process of providing interventions and enrichments is utilized by following the district pathways.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. (3.7 Rubric)	Acceptable
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Summary of Practices: In addition to instructional facilitators, there are teacher mentors to provide new teachers extra support through our district led Teacher Assistance Program. The new teachers meet weekly with the teacher mentor. Instructional coaches are also assigned to building for additional academic support in all areas of reading. Coaches continue to receive training throughout the school year in an effort to assist all teachers with planning and implementation. Instructional coaches also support the district Early Literacy Plan through coaching, modeling lessons and researching best practices.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Effective Practices
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Summary of Practices:

Sage Elementary employs an Open Door Policy and families are always welcome. Teachers keep parents informed through newsletters, notes, e-mails, phone calls, conferences, and other meetings as needed. In addition, parents are kept updated of all school activities through the school messenger phone call system and the monthly principal newsletter. The school offers EL nights to keep families informed as well as school-wide family nights four times per year. Many activities sponsored by the Parent Teacher Organization are also offered throughout the year. The school also attends and offers support at parent meetings for new students coming to Sage through our preschool program, Head Start. Parents are informed yearly about important topics as their child transitions into Kindergarten.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric)	Acceptable
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Summary of Practices:

Students meet monthly with a small group of 8-10 students from all grade levels and an adult advocate. Students participate in activities to strengthen social skills and build relationships with one another and the adult advocate.

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	Acceptable
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Summary of Practices:

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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Summary of Practices:

Sweetwater County School District #1 [Professional Development Plan](#)

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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Summary of Practices:

Please refer to this link for additional information on the district pathways and the [Early Literacy Plan](#).

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
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Summary of Practices:

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	Acceptable
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Summary of Practices:

Sage Elementary staff focuses on program evaluation, progress monitoring, and collection of data, trends, and conditions to guide instruction. Sage Elementary support staff focuses on direct reading and math support . Identified support staff are trained in areas applicable to their job description.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	Needs Improvement
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Summary of Practices: Teachers and the instructional coach continue to work together to analyze data and place students appropriately for instruction. Currently, not all support staff are trained in data analysis.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)	Acceptable
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Summary of Practices:

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)	Effective Practices
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Summary of Practices:

The building principal communicates and implements a clear action plan focused on school performance.. Evidence to support student performance is seen on lesson plan feedback and changes, classroom walkthrough reports, implementation based on professional development learning opportunities, student data and ongoing coaching from the instructional coach.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Acceptable
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Summary of Practices:

Purpose statements are posted throughout the school. Students state the vision statement daily and discuss what it means. Meeting minutes are documented for all collaborative meetings. Vision and mission statements are posted in monthly school newsletter. The staff meets annually to review the school purpose and communication of that purpose. This work begins at our annual summer academy with the leadership team. It is then dispersed out to the staff for input and feedback via mail, email and staff meetings. Meeting minutes of staff meetings and the summer academy support the purpose revision process.

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	Acceptable
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Summary of Practices:

The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	Acceptable
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Summary of Practices:

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)	Acceptable
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Summary of Practices:

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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Summary of Practices:

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)	Effective Practices
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Summary of Practices:

The school leadership team consists of representation from all departments/grade levels. The leadership members serve as liaisons with their grade level teams and departments so all staff members have input on school wide decisions.

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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Summary of Practices:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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Summary of Practices:

Monthly newsletters are sent home with student and staff input. Parents are given an opportunity to write to the school and communicate ideas/concerns/questions to promote two – way decision making and input. The school’s active Parent Teacher Organization fosters communication and decision making processes with all school families and the community through meetings, social media and events.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)	Effective Practices
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Summary of Practices:

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric)	Needs Improvement
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Summary of Practices:

Identified support staff have been trained at the school and district level for various goals, such as direct reading instruction and special education. We are working towards including all support staff for professional development as it relates to their daily work by offering district level training, and daily school site mentoring and coaching.

At Sage Elementary our leadership team is comprised of all grade level and department leaders as well as the building principal and instructional coach. We also have a support staff member on the team. We meet bimonthly to discuss and plan for school events. We review student data and plan next steps for student success. The team supports the school's purpose, direction and educational program through our meetings and decision-making. We are able to fulfill the roles due to having representation from all grade levels/departments within the school. We have a communication flowchart so each member of the leadership team communicates to designated staff members and staff members have an opportunity for input back to the leadership team. Highly qualified staff provides all instruction at Sage as our district guidelines require it.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	Acceptable
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Summary of Practices:

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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Summary of Practices:

Sage Elementary has implemented the Standard Response Protocol (SRP) system to enhance school safety. The custodial staff participate in the department janitorial quality inspection protocol to determine and maintain building facilities.

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school’s educational programs. (4.4 Rubric)	Acceptable
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Summary of Practices:

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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Summary of Practices:

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	Acceptable
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Summary of Practices:

Sage Elementary has implemented a school wide student advocacy program. See standard 3.9 for details.

The school also supports positive behavior support through various behavior incentive programs mentioned below.

See our [school website](#) for detailed information.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Acceptable
Summary of Practices:	

Teaching and Learning Improvement Plan

GOAL(S): By the end of the 2016-17 school year, the WAEA school performance growth will increase from 50%-56%. By the end of the 2017-18 school year, the WAEA school performance growth will increase from 56-60% on the 2017-18 School Performance Report.

Performance Milestones:

- 56% - 2016-17 School Performance Report
- 60% - 2017-18 School Performance Report

MEASURES AND METHODS (INTERVENTIONS):

- Students who are below the 40th percentile on MAP and well below benchmark on DIBELS will receive the alternative reading core program.
- Students who are below grade level in reading or math will have the opportunity to receive extended day reading and math instruction.
- EL students will receive additional instruction using Imagine Learning on a daily basis.
- Students will receive daily differentiated instruction in the classroom and targeted reading interventions and enrichments based on current data.
- Students already at benchmark will receive differentiated instruction within classrooms and in enrichment groups.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Engage in Professional Learning Communities time for all grade levels/ staff will discuss effective strategies used for reading and math, using the data teams process	2016-17 and 2017-18 school year	Master school schedule	All grade level meetings are built into the master schedule Teams meet at least once every six days for 50 minutes to discuss strategies, data teams process, goal setting, and progress monitor data
Differentiate Instruction in all grade level classrooms/ provide intervention and enrichment groups to meet all students' instructional needs based on data, 2016-17 school year Planning and instruction time will address reading and math	2016-17 and 2017-18 school year	Teachers, principal, instructional coach,	Progress monitoring data bi-monthly and other classroom data used monthly to check for progress Use of MAP learning continuum reports to individualize instruction in reading and math
Implement common assessments for reading to guide instruction	2016-17 and 2017-18 school year	Teachers, instructional coach, principal	Used for ongoing formative assessment on a quarterly basis
Extended Day Learning in reading and math for identified students through our Achievement Monitoring Processing Team	2016-17 and 2017-18 school year	Teachers, AMP team, principal, Bridges Grant	Students are working towards Individual Learning Plan goals that are reviewed by Extended Day teachers monthly

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

The staff at Sage Elementary will review the student data in Professional Learning Community meetings weekly. Meeting minutes and sign in sheets from stakeholders are used as artifacts. We will use our district screening data and common assessments to drive instruction and differentiate instruction to meet the needs of all students through intervention and enrichment groups. Principal uses classroom walkthrough data, formal and informal observations and professional learning community agendas to support instruction.