

Southside Elementary School



Southside SHINES!

Student Performance Report

2018-19 and 2019-20 GOALS

Southside Elementary School
278 E. Monroe Street
Powell, WY 82435

Principal

Mr. Scott Schiller

Superintendent Park County SD#1

Mr. Jay Curtis

Assistant Superintendent Park County SD#1

Mr. Jason Sleep

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Southside Elementary School

SHINES!

Significantly Helping Individuals Nurture Educational Success!

Our MISSION:

Prepare all students to be:

Problem Solvers

Effective Communicators

Cooperative Participants

Responsible Citizens

Lifelong Learners

Future Seekers ☺

Celebrate Success

Our Commitments to each other:

- **Be a Collaborative Team that focuses on a common purpose and common goals.**
- **Seek and implement promising strategies to improve student learning.**
- **Monitor student progress.**
- **Committed to the academic success and well-being of each student.**
- **Foster a school culture that is safe for ALL learners.**
- **Celebrate!**

Our School

Southside Elementary School recently finished their fourteenth year operating as a Professional Learning Community. Looking back over the years of hard work and dedication by our students and staff, it has been very rewarding to see the growth our school continues to achieve. One of the most significant changes the staff at Southside have remained committed to, is operating as an effective Professional Learning Community. Southside staff take part in meaningful collaboration (horizontally and vertically), use data to drive instruction, focus on student learning, provide targeted and rigorous interventions, and CELEBRATE student and staff success. Overall, the foundation of our Southside Family has been sustained through the creation of our community of learners.

Southside Elementary has continued to score mostly at or above the state average on the majority of the Wyoming State Assessments over the past five years. Our Professional Learning Communities promote a team approach to educating all children. Improvement can also be seen across all grade levels as a result of an emphasis on school-wide goals as opposed to isolated improvements. We set school-wide SMART goals for Reading and Math, each grade level creates their own grade level goals based on grade level data. Teacher teams set target groups focused on those students requiring the most intensive interventions. We feel this has made a direct impact on student achievement and higher test scores. We are continually analyzing data and targeting areas of need, as well as, those who are exceeding expectations. We continue to offer rigorous instruction to our students to develop problem solvers and critical thinkers. We are most proud however, of the effect our daily 30 minute school-wide reading intervention program (based on the DIBELS & Fountas and Pinnell Benchmark Assessment) has had on our overall growth and achievement in reading. Every student is in either an intervention or enrichment program based on their individual needs. Currently, there are at least 40 schoolwide reading groups meeting the needs of all students from 8:15 – 8:45 five days a week.

Our Success

If you were to ask any student, parent, or staff member at our school what they believe about Southside Elementary School, they would tell you that we are, “a family of learners working together to meet the needs of all students.” We are proud of how far we’ve progressed together and will remain committed to continually modeling and practice what high performing collaborative teams can do to improve learning for all of our students.

Because of the dedicated work of students, staff, parents, and administration, Southside Elementary School was recognized as a National Title I Model School in 2013 and followed that award with the Blue Ribbon School of Excellence in 2014.

We will continue to grow and learn as a team, acquiring new strategies to enhance learning, and researching new intervention and enrichment programs and techniques to support instruction. Teachers are implementing higher quality assessments that incorporate critical thinking skills. Our staff promotes high-levels of trust. The staff Holding crucial conversations when necessary, celebrating our success and knowledge with others, but most importantly, we ALWAYS keep our focus on **OUR** students and their learning.

Our Collaborative Culture

We began our journey as a Professional Learning Community fourteen years ago by making a commitment to working as a high performing school in order to meet the needs of all students. We set out by creating a shared belief that all students could learn and we would do whatever it takes to achieve that belief. In order to achieve this vision schedules were changed to provide time for staff to collaborate vertically and horizontally. Reading and Math intervention times were built in for each grade level. Staff schedules were created to allow certified and classified staff to attend collaboration meetings and provide support for intervention and enrichment. In sustaining a viable curriculum, essential skills were aligned, and common assessments and rubrics were created for all subject

areas. Classified and certified staff participate in book studies and trainings to support collective inquiry among all staff. Our culture continues to emerge with the support of parents, staff, and students by providing the necessary time and support to enhance learning.

Southside Elementary School: Math Goal Review

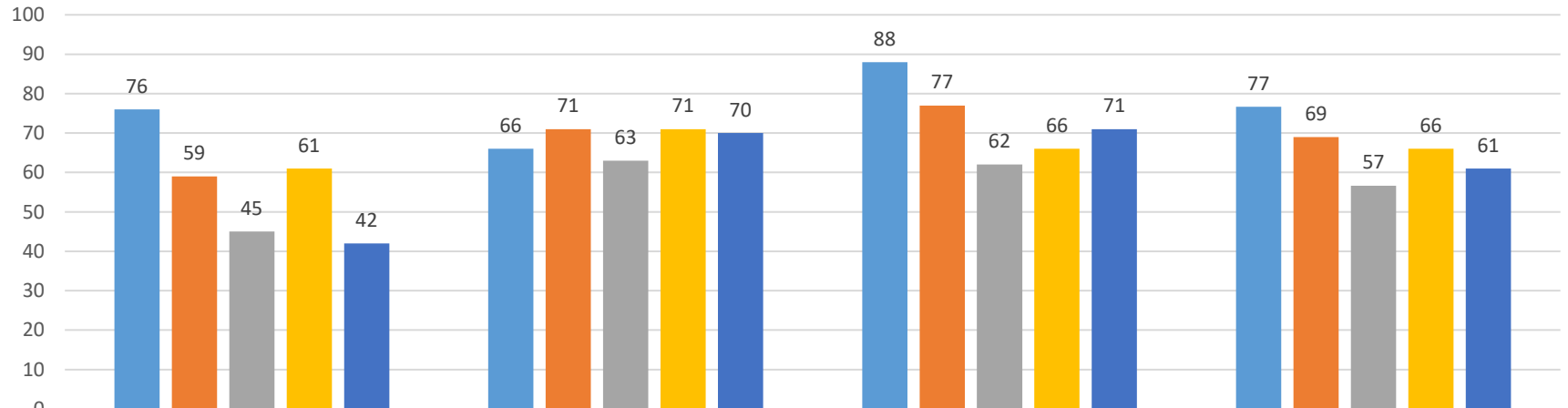
2018-2019 SMART Goal Report

District Goal: Increase student achievement by preparing students for Algebra 1.



Southside SMART Goal: Through improvements to teaching and learning in our PLC, student growth rates will increase on the WY State Growth/Achievement Report so as to reach “exceeding expectations” (70 MGP).

MATH PAWS/WYTOPP % PROFICIENT/ADVANCED



	3RD	4TH	5TH	AVERAGE
2015 PAWS	76	66	88	77
2016 PAWS	59	71	77	69
2017 PAWS	45	63	62	57
2018 WYTOPP	61	71	66	66
2019 WYTOPP	42	70	71	61

■ 2015 PAWS ■ 2016 PAWS ■ 2017 PAWS ■ 2018 WYTOPP ■ 2019 WYTOPP

SOUTHSIDE Elementary School: Math Goal Review

Improvement Strategies
<ul style="list-style-type: none"> ✓ Use the PLC process to guide instruction/interventions: <ul style="list-style-type: none"> Identified essentials within Bridges; Analyzed common formative assessment results; and Determined reteach/intervention/ enrichment groups and strategies
<ul style="list-style-type: none"> ✓ Team SMART goals focus on math achievement and growth given new curriculum materials. Teams systematically focused instruction on math essential standards and used Bridges curriculum and supplements. A new data analysis/communication protocol provides a structure to inform intervention/enrichment decision-making.
<ul style="list-style-type: none"> ✓ Instructionally, we emphasize targets and quality feedback.
<ul style="list-style-type: none"> ✓ Title I family math night with interactive math activities – usually in the spring
<ul style="list-style-type: none"> ✓ Integrated technology: Implement IXL Math: K-5, Reflex Math: 1-5
<ul style="list-style-type: none"> ✓ Celebrate math fluency milestones
<ul style="list-style-type: none"> ✓ 2019-20 iReady Math Program for at-risk math and/or BIT Students that are part of the after school program.

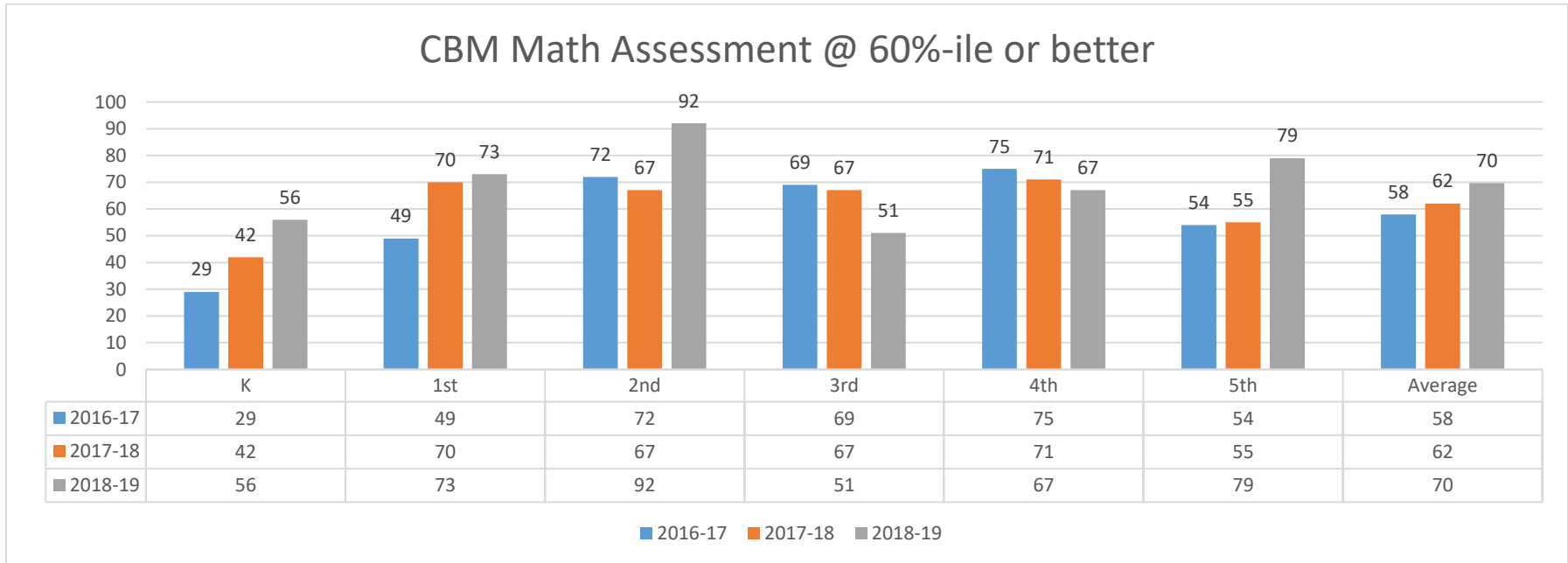
Math WYTOPP Disaggregated Results by Subgroups (yellow indicates significant gaps > 15)

	Demographic Score	School Score
Econ. Disadv.	54%	61%
IEP	27%	61%
Hispanic	39%	61%
White	62%	61%

Improvement Strategies to address Subcategory Deficiencies
SpED Team Book Study on <i>YES WE CAN</i> by Frizielle, Schmidt, and Spiller.
Newly Purchased SpED Tier 3 Curriculum for Math (2019-20) and initial training on new programs.
Designated ELL Small Group(s) during Schoolwide reading I/E (2018-19) on-going – Support math problem solving
Communicated and included the Consolidated Subgroup from (WYTOPP) into Team SMART Goals.

SOUTHSIDE Elementary School: Math Goal Review

Southside SMART Goal: Through improvements to teaching and learning in our PLC, student growth rates will increase on the Spring CBM Math Assessment from so as to reach 75% of K-5 students score at the 60%-ile or better.



NOTE: 40th %-ile is CBM's (Curriculum Based Measures) cut line for students at risk. Southside Elementary set a *higher* bar of 60%-ile as the cut line to indicate students at-risk.

SOUTHSIDE Elementary School: Reading Goal Review

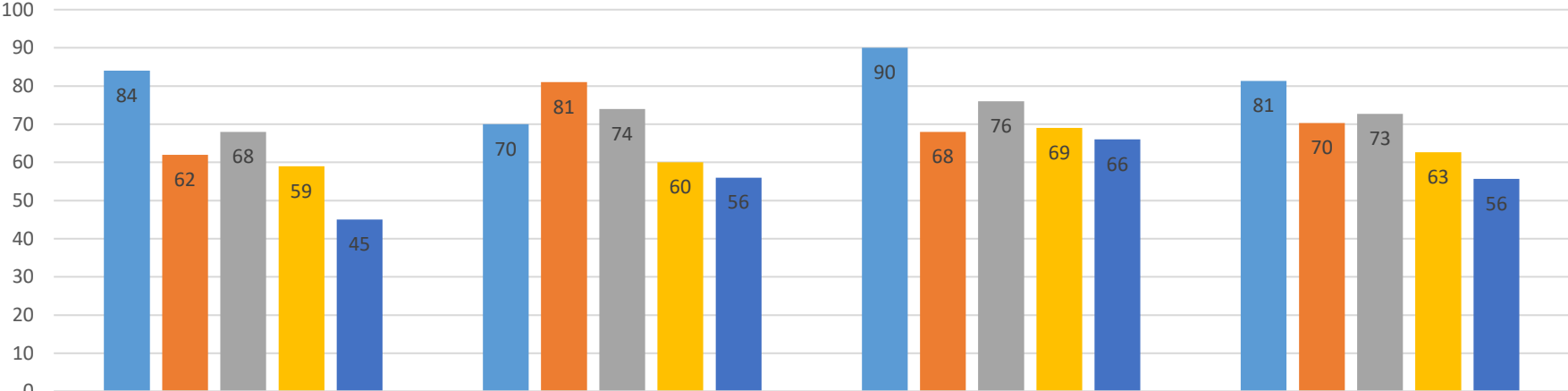
2018-2019 SMART Goal Report

District Goal: All students will be proficient in reading by the end of third grade.



Southside SMART Goal: Through improvements to teaching and learning in our PLC, student growth rates will increase on the WY State Growth/Achievement Report so as to reach “exceeding expectations (70 MGP)”

READING PAWS/WYTOPP
% PROFICIENT/ADVANCED



	3RD	4TH	5TH	AVERAGE
2015 PAWS	84	70	90	81
2016 PAWS	62	81	68	70
2017 PAWS	68	74	76	73
2018 WYTOPP	59	60	69	63
2019 WYTOPP	45	56	66	56

■ 2015 PAWS
 ■ 2016 PAWS
 ■ 2017 PAWS
 ■ 2018 WYTOPP
 ■ 2019 WYTOPP

Improvement Strategies	
✓	Implement PLC process in reading: Team collaboration around essentials, collaborative common assessments , interventions, enrichment
✓	Implemented balanced literacy using F/P Continuum strategy instruction in grade K-5: Interactive read-alouds, small guided/strategy groups, goal setting and conferencing (feedback)
✓	Provided instructional coaching/mentoring on IRAs, running records, small guided/strategy groups
✓	Implemented F/P Benchmark Assessment System Gr. Kg-5
✓	Title I Family Literacy Night celebrating Summer Readers and National Family Literacy Month
✓	2018-19: 1 st and 2 nd Grade Teachers pilot giving the BAS to each other's students (i.e. 1 st helps to administer the 2 nd grade BAS and 2 nd helps to administer the 1 st Grade BAS). This also is essential in developing a vertical conversation around the F/P Continuum and Student Growth.
✓	2019 – 20 Add Kindergarten and 3 rd grade to the teams that are now administering the BAS to other grade levels.
✓	2020-21 Add 4 th and 5 th grade to the teams that will help administer the BAS to other grade levels.
✓	Integrated technology: Implemented IXL Language, Lexia and Reading A-Z as support programs for small group instruction.
✓	2019-20: Guiding Coalition for K-5 Writing Vertical Articulation in response to only 13% of 3 rd and 5 th grade students writing at a proficient level on 2019 Spring WYTOPP.

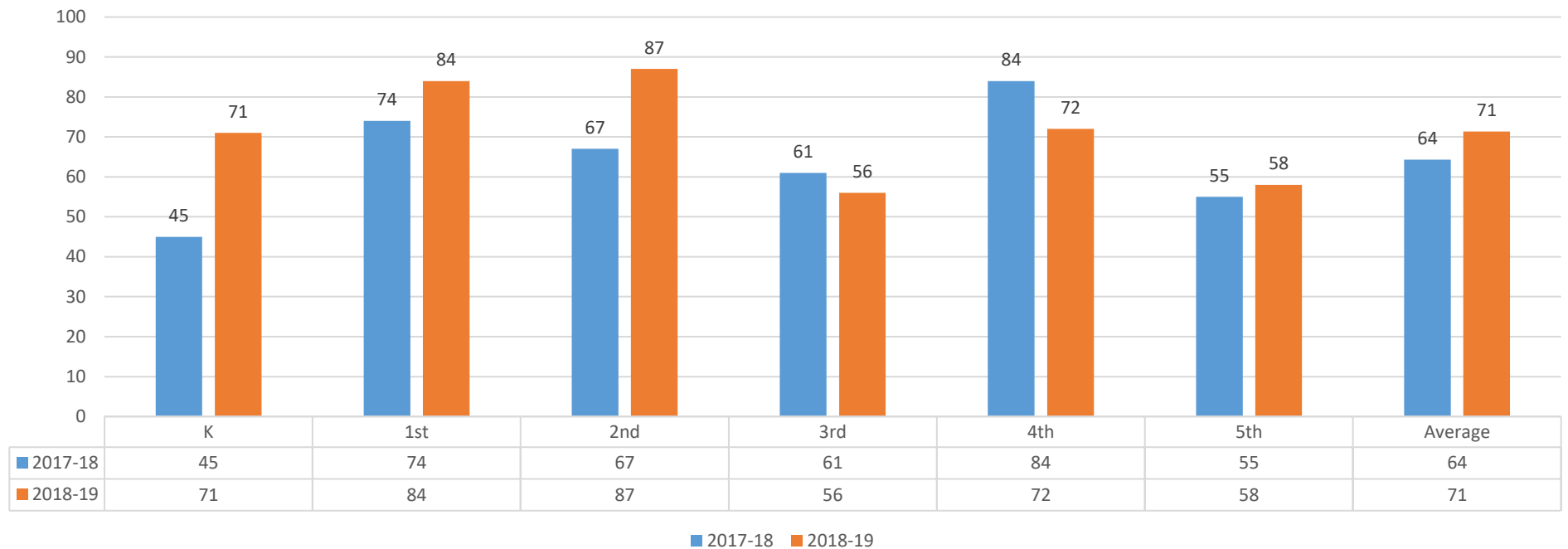
Reading WYTOPP Disaggregated Results (yellow indicates gaps)

	Demographic Score	School Score
Econ. Disadv.	54%	56
IEP	33%	56
Hispanic	33%	56
White	59%	56

Improvement Strategies to address Subcategory Deficiencies
SpED Team Book Study on <i>YES WE CAN</i> by Frizelle, Schmidt, and Spiller.
Newly Purchased SpED Tier 3 Curriculum for ELA (2019-20) and initial training on new programs.
Designated ELL Small Group(s) during Schoolwide reading I/E (2018-19) on-going
Communicated and included the Consolidated Subgroup from (WYTOPP) into Team SMART Goals.
Collective Inquiry: Book studies at each grade level for ELA strategies.

SOUTHSIDE Elementary School: Reading Goal Review: BAS

Southside Elementary Benchmark Assessment System (BAS) for Reading 2017-19
% of students at or above instructional reading level



Improvement Strategies to address deficiencies

Completed purchase of all components of F&P Classroom Balanced Literacy System for K-5

Newly Purchased SpED Tier 3 Curriculum for ELA (2019-20) and initial training on new programs.

Designated ELL Small Group(s) during Schoolwide reading I/E (2018-19) on-going

Communicated and included the Consolidated Subgroup from (WYTOPP) into Team SMART Goals.

Collective Inquiry: Book studies at each grade level for ELA strategies.

Designated small group early literacy instruction based on schoolwide BAS data.

School Improvement Plan 2018-2020



As a PLC, Southside Elementary will collaboratively engage in continuous improvement so as to achieve state benchmarks for “exceeding expectations” in achievement, growth, and equity” with a specific focus on growth.

I. Measures and Methods (Interventions): ***Southside will continue to use the PLC framework to drive continuous improvement.***

Aligns with PSCD1 Strategic Goal #1.2

Strategies	Resources	Evidence	Timeline	Progress Review
Collectively we will review our vision, mission, and redefine our commitments. We will publish, display, and hold one another accountable to these across our school.	Staff in-service	Commitment Anchor Charts Weekly Bulletin Publications of commitments School wide publications	By January 1, 2019	
Guiding Coalition will meet weekly to engage in collective inquiry on the writing process including writing essentials, writing rubrics, and professional development and communicate with grade level/dept. teams.	Mondays 3:30 – 4:15 Previous writing rubrics Essentials Map Book Study	Agendas and minutes: Writing essentials K-5 Writing rubrics k-5 Schoolwide writing prompts k-5	Sept 2019-May 2020	On-going
Schedules: Building schedule allowing for at least one collaboration meeting/week and one planning meeting/week. Intervention schedules provide ½ hr. reading and ½ hr. math	Specials schedule Recess schedule Intervention Schedule	Specials schedule Recess schedule Intervention Schedule	August 22, 2019	Completed
Grade level teams will collaborate on the following: -Annual SMART goals -Collective inquiry – Team Book Study -4 PLC questions: Essentials, CA, I/E	Weekly collaboration meeting – 45-60 min	Agendas and minutes Data analysis protocols for I/E Norms SMART goal for Math and ELA	October 2019	On-going
One team of educators (3-4) will attend a PLC Institute	Conference fee, hotel, travel	Conference registrations	By June 2020	

II. Measures/Methods: ***We will implement responsive and balanced literacy practices so that 80% of our students are reading at their instructional level by the end of the year. (Baseline 71%)***

Aligns with PSCD1 Strategic Goal #1.1

Strategies	Resources	Evidence	Timeline	Progress Review
All core classrooms will teach literacy using the F/P materials and supplements in the contexts of: Interactive Read Aloud Reading Mini-lessons Guided Reading Groups and/or Book Clubs Word Study F/P for grades K-4 (Grade 5 in 2020-21) Writing About Reading Independent Reading w/ conferring	F/P Classroom sets K-3 (2018-19) 4-5 (2019-20)	Walk throughs Lesson plans Collaboration Team Planning (Grade Level SCOOPS)	Sept-May	On-going. Grades 4-5 received their resources during 2019-20 school year.
K-5 teachers will gather formative assessment data on their readers using running records and use such information to inform groups.	Guided Reading Sets w/ running records Running record training F/P training videos	Running records maintained by classroom teacher GR groups according to RR & BAS Data	Sept-May 2020	On-going.
F/P Benchmark Assessment System will be administered to: -All 1 st -5 th gr students in the fall - K-5 students in the winter -All K-5 students in the spring	F/P BAS K-4 along with Title and IF will administer the BAS. Substitute teachers will be needed during the testing windows. Title and IF will administer the BAS for 4 th and 5 th grades.	Instructional reading level reports for fall, winter, spring	Sept 2019 Jan 2020 May 2020	September is completed.
Leveled Literacy Interventions will be provided to students during schoolwide reading I/E from 8:15 – 8:45 and during provided Title I time for early lit during the day.	LLI orange, blue, green, red, and gold materials Staff that are trained in LLI	LLI groups, schedules, reading records, GRPs	Sept 2019-May 2020	On-going.
PD: Ongoing calibration and cross training of BAS and LLI will be implemented annually via collaborative meetings, building PD on Fridays	Coordination of calibration by Instructional Facilitator (IF) and Title I teacher. Staff time and training videos	Team agendas of training	Aug-Sept Weekly Team Mtgs. Vertical (1x month) Friday Afternoons	September 2019 and on-going.
PD: Running records training	IF and Title I teacher Training video	Sign in	Sept-February 2018-19	Completed.
PD: Balanced Literacy Training (IF and consultant) 2018-19 : Pinkerton	Training video, IF, consultant	Sign in	Oct & Jan 2018-19	Completed.

III. Methods/Measures: ***We will respond to the social/emotional/behavioral needs of students through a multi-tiered system of responses to support their academic engagement and growth, and well-being.***

Aligns to PCSD1 Strategic Goal #1.4

Strategies	Resources	Evidence	Timeline	Progress Review
Implement classroom lessons to support students' social/emotional/behavioral development weekly lessons/grade for grades K-3, using Second Step, and supplements (Zones of Reg, Bullying Prevention, and others)	Second Step Counselor Zones of Regulation Bullying Prevention	Counselor schedule for K-5 for classroom guidance for all grades, K-5.	September - May	On-going.
Implement small group and individual counseling (with parent permissions) for students needing coping skills and/or supports	Parent permission Counselor Books	Counselor schedule	September - May	On-going.
Check-in/check-out Program facilitated by school counselor: meet with students 3-5 times per week (once daily); set goals and take time to build relationships with identified students.	Mentor Staff	Classroom schedules	Oct – May 2019	October 2019 and on-going.
Shine Time: conducted by classroom teacher for 15 minutes. Teacher can hold class meetings based on social/emotional/behavioral needs.	Scheduled time: 2-3 times per week per classroom	Schedule; feedback at Team Collaboration Meetings	2018-19	2018-19 and on-going.
PD: Trauma sensitivity & trauma informed practices; Trauma Sensitive Classroom Training	Counselor Staff in-service time	In-service schedules	2018- On-going	Completed.
Special Anti-Bully Assembly (Tour of Kindness)	\$\$ -- Parent Group	Toolbox Activity at Awards Assembly	October/September 2019	Completed.