U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet[X] Choice

Name of Principal <u>Mrs. Anna Lavin</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name <u>Sagewood Elementary School</u>
(As it should appear in the official records)

School Mailing Address <u>2451 Shattuck Avenue</u>
(If address is P.O. Box, also include street address.)

City <u>Casper</u>   State <u>WY</u>   Zip Code+4 (9 digits total) <u>82601-5059</u>

County <u>Natrona</u>

Telephone <u>(307) 253-3300</u>   Fax <u>(307) 253-3303</u>
Web site/URL
<u>https://sites.google.com/myncsd.org/sagewoodeleme
ntaryschool/home</u>   E-mail <u>anna_lavin@natronaschools.org</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent* <u>Mr. Michael Jennings</u>   E-mail <u>michael_jennings@natronaschools.org</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Natrona County School District #1</u>   Tel. <u>(307) 253-5200</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Raymond Catellier</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   20 Elementary schools (includes K-8)
   (per district designation):   4 Middle/Junior high schools
                                        3 High schools
                                        1 K-12 schools

                                        28 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	33
K	51
1	43
2	44
3	45
4	48
5	46
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	310

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of
the school (if unknown, estimate):

13.5 % American Indian or Alaska Native
1.8 % Asian
1.5 % Black or African American
0.4 % Hispanic or Latino
0.3 % Native Hawaiian or Other Pacific Islander
75 % White
7.5 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2021 until the end of the 2021-2022 school year	4
(2) Number of students who transferred *from* the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2021	307
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandarine, Thai

English Language Learners (ELL) in the school: 1 %

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 126

8. Students receiving special education services with an IEP: 22 %
                        Total number of students served   68|

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

1 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	0 Other Health Impaired
4 Developmental Delay	32 Specific Learning Disability
4 Emotional Disturbance	26 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   2 %
                        Total number of students served: 7

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	95%	95%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes ___   No <u>X</u>

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Empowering a community of learners and leaders.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.natronaschools.org/apps/pages/index.jsp?uREC_ID=2070138&type=d&pREC_ID=2128462

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Natrona County School District has open enrollment that is supported at the district level. During the enrollment window families select four schools as their choices for enrollment for the upcoming school year. When this window closes, students are placed in buildings based on their choice. This is an open enrollment process for all students regardless of location they live in the city.

PART III – SCHOOL OVERVIEW

Sagewood is a small neighborhood school in a large school of choice district. There are teachers with great history in the building, working here almost the entirety of the school being open. Sagewood has families that continue to send their children here for the family feeling at a school and because they attended here as well. We have parents and families that are motivated and involved in student success. This is shown in their willingness to attend school activities both during and outside of the school day. Our families support their children and the school as a whole. Sagewood hosts parent activities within the school day that are reflective of learning celebrations.

Sagewood made the journey to becoming a Title I school five years ago through targeted assistance. This has supported staff to access more professional development opportunities in English Language Arts (ELA), Math and Social/Emotional Learning (SEL). Title I has also supported an increase in opportunities for family events outside of the school day in addition to parent teacher conferences. Annual family nights are reflective of families learning about SEL, math concepts and engaging in reading outside of school. We have also been able to have family connection mornings. Staff take turns greeting families at drop off and thanking them for bringing their children to school.

Core Values are a large component of the climate and culture at Sagewood. These were established five years ago and are reviewed annually by all staff. These are the six areas that we feel have the greatest impact on our professional community. Our core values are trust, professionalism, communication, perseverance, compassion and integrity. Core values define how we will carry ourselves as a community with the same focus, students. Systems at Sagewood are set through the structures of a leadership team that flows to goal teams. This structure sets the pace for the building as a whole with the focus being on teaching and learning, in all areas of a child. Goal teams drill into data specific to their area, ie. Math, ELA and SEL, and use this to impact next steps, not just for staff with professional learning, but for students as well with structures of instruction that will come from professional learning. Sagewood has an established inverted pyramid that maps out what each tier looks like for Math, ELA and SEL. This supports consistency and understanding of the next layer to support at risk students.

The base of all learning at Sagewood is rooted in our master schedule. This master schedule maps out our Galaxy group time for all classrooms. This is thirty minutes of enrichment or intervention and is based on the needs of each student. In this master schedule, we have art, music and PE scheduled to support student access to these content areas, but these are also a critical part of our Multi Tier System of Support (MTSS) structure. Every six weeks, each grade level meets to determine needs as a whole all the way to individual needs both academically and socially. Our master schedule has embedded professional learning days in addition to a PreK through 5th grade Professional Learning Community (PLC) to support vertical alignment in the building.

Sagewood's mission states, "Empowering a community of learners and leaders". We are able to support this with different opportunities provided for students. Fifth Grade Leaders, Ag Club, American Sign Language Club, Girls on the Run, and Crochet/Art Club are a few other opportunities in and outside the school day for students to connect with teachers and different interests. Sagewood's Ag Club partners with the University of Wyoming Extension Office for hands-on learning in addition to supporting the building of a chicken coop for the school. The chicken coop is maintained by Ag Club members but integrated into multiple content areas. Our teachers are encouraged to support field trips or partnerships that will enhance the learning opportunities for students and enrich their learning. Casper Mountain Science School has partnered closely with 3rd grade to provide, not only time on the mountain, but also in the classroom through hands-on activities that connect to our science curriculum. Artcore is selected by our music teacher and specific to each grade level for an opportunity to engage in performances outside the classroom and school. Hogadon and Biathlon are opportunities for our 4th and 5th grade students yearly as well.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The district curriculum in Natrona County is aligned to state standards. These standards are taught and tested in kindergarten through fifth grade. All teachers at Sagewood have collaboratively unpacked their identified priority standards including identified supporting standards, and they use these cyclically to support student learning.

The main structure of our reading block is a reader's workshop in the format of Daily 5. This provides consistent instruction with focus lessons directly attached to standards and independent time for students to either confer with teacher or work in small groups during instruction. During the focus lessons, teachers balance phonological awareness skills, phonics, and comprehension. In addition, Marzano's instructional strategies are verbalized in PLC and utilized to meet all learners' needs during reading instruction. All teams have common formative assessments they administer for data purposes. Assessment protocols are utilized with each common formative assessment to support the next step conversation in all PLCs for instruction as well as for grouping of students within the classroom for reteaching and co-teaching purposes. Furthermore, teachers utilize formative assessments to inform both whole class and individualized instruction. At the end of a learning cycle, teachers administer summative assessments to determine levels of mastery.

Likewise, writing instruction is based on the standards and delivered through the structure of Writer's Workshop. Teachers use this format because it is like the reading structure, allowing for both a focus lesson and independent time for students. Again, during independent time teachers confer with students and work with them to deepen their level of writing. By conferencing with students both individually and in the small group setting, students can discuss their writing and work together to revise content and peer edit. By giving students the opportunity to verbalize their decision making during the writing process, teachers are better able to make instructional adjustments and offer specific strategies to improve students' writing.

Ultimately, our structures in ELA were built collaboratively and continue to grow based on our professional learning as a team. We chose these approaches, in both reading and writing, because they allow for student choice within a structured environment. These structures support the gradual release of responsibility allows us to meet the needs of students in the tier one environment.

1b. Mathematics curriculum content, instruction, and assessment:

Based on our state assessment data, math has been prioritized over the past three years. Teachers identified and unpacked priority standards which are aligned to the district's priority standards and the 2018 state math standards. Specifically, at Sagewood, we have 90 minutes of daily math instruction in kindergarten through fifth grade. We utilize Bridges in Mathematics, and staff support students' conceptual understanding in math concepts through the use of manipulatives, strategies and explanations of thinking.

Standards are the root of our instruction and the resource we use supports our students with hands on learning opportunities through engaging games that support different math concepts. These games reinforce concepts for students in a collaborative and engaging manner. Whole group instruction involves the gradual release of responsibility to support students in a systematic environment. Students can engage in learning with the instructor in addition to participating in collaborative learning with partners or teams.

Every class has at least 30 minutes of routine instruction daily. This involves calendar markers, problem strings, calendar collector, and computational fluency. Different skills are highlighted during the routines portion of the day to spiral and support both teaching and reteaching grade level standards.

Just like in ELA, all grade levels utilize common formative assessments that are developed collaboratively and scored through common proficiency scales. Again, teams developed common assessment protocols and

these formative assessments drive instructional decisions based on student scores. Led by the math goal team, Sagewood has established a consistent methodology for students to use for story problems. Every month, teachers collect a story problem sample from students and use the data to determine the next steps in instruction and analyze the growth we have made in math.

1c. Science curriculum content, instruction, and assessment:

Last year, Sagewood staff unpacked the science standards and created proficiency scales connected to each standard. Again, our school priority standards are aligned to district and state standards. By maintaining this process throughout all content areas and grade levels, a systematic and consistent approach for student success and teacher efficacy is established.

Last year, we created a web to map our vertical alignment of science standards to show where concepts are connected and the importance of depth at each grade level for future learning in science. Teachers utilize science texts to support both reading informational standards and writing standards. Furthermore, our district assessment system is utilized to support teachers with assessing science standards. Teachers also create common formative assessments based on priority standards to inform instructional strategies for differentiation.

Specifically, science instruction at Sagewood utilizes two resources to meet the standards: Elevate Science and Generation Genius. Teachers take a hands-on approach to science concepts balanced with videos, books and research around different science concepts that are directly related to their standards. In addition, grade levels utilize Casper Mountain Science School to reinforce and support students with different science standards. Interns from CMSS come to Sagewood and students take trips to the mountain to engage in learning there. This is extremely engaging, and students commit to the learning process through real life connections.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Priority standards have been identified at each grade level and social studies instruction is based on mentor texts specific to the priority standards. At present, teachers are in the process of unpacking and creating proficiency scales for their selected priority standards aligned to district and state standards. Each grade level integrates social studies into their reading and writing units as well to make connections in learning across content areas.

Students are engaged in learning and progressing through the social studies standards because they are given the opportunity to explore various avenues to demonstrate learning. For example, students work collaboratively and creatively on projects. Teachers also use strategies such as choice boards and station rotation to increase engagement and offer active learning. Students can make connections relevant to their own lives because teachers tie in the history of Casper and the surrounding areas during this time. Field trips are supportive of all social studies standards kindergarten through fifth grade. The use of local museums and guest speakers emphasize concepts taught.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Sagewood is home to two half-day district preschool programs. Enrollment is supported through the district enrollment process and includes children ages three through five years. Sagewood provides early literacy and math instruction through hands-on exploration and aligned phonemic awareness, phonics, and handwriting instruction. In addition, early math skills are developed through hands-on activities in workplaces and daily instruction with calendar routines. Preschool students at Sagewood have access to art, music and PE one time a week. During these times, the classroom teacher partners with the specials teacher to emphasize and reinforce different early readiness standards for students.

In a district of open enrollment, not all students who attend preschool at Sagewood stay here for their elementary years. Of the fourteen to sixteen students that stay at Sagewood, we consistently see that they are prepared for kindergarten based on their fall Fastbridge assessment scores in math and reading. The alignment of social and emotional learning that is provided to our preschoolers is also evident in their success in the kindergarten programs based on positive behavioral intervention support.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students, preschool through fifth grade have access to art and music every week. Preschool has 30 minutes each week of art or music, in addition to a rotation with physical education. Kindergarten through fifth grade have 60 minutes each week of art and 60 minutes each week of music. Students receive instruction specific to their grade level standards aligned to state standards. To highlight student success, students' work is displayed in the halls and there are specific pieces of art that are recognized as "Masterpieces of the Month" and displayed by the office. There are music programs and performances for second and fourth grade annually in addition to a winter sing along for all students and staff to participate in. The music teacher also sets up opportunities for classes to attend Artcore and observe different visual and performing arts through a field trip.

2b. Physical education/health/nutrition

All students, preschool through fifth grade have access to physical education weekly. Kindergarten through fifth grade have an hour a week of PE. Preschool students have thirty minutes a week of physical education that rotates with music and art.

Sagewood's school nurse provides health and nutrition training monthly to all classes. Monthly topics and themes are aligned to state health standards. Lessons are taught by the school nurse and shared with families for their reinforcement outside of school.

2c. Foreign language(s), if offered (if not offered, leave blank)

Sagewood selected American Sign Language as our foreign language focus. This is integrated and aligned vertically in the building for who owns the introduction of vocabulary and concepts all the way to who owns the mastery of vocabulary and concepts. Third grade virtually meets with high school ASL students weekly to develop their skills and vocabulary.

2d. Technology/library/media

Sagewood is one-to-one with devices for students. These are sent home daily and utilized instructionally during the school day to support a blended learning environment. Teachers and students utilize Google Classroom as the platform for blended learning. All grade levels instruct on digital citizenship to support students with online platforms. All classes attend the library once a week for thirty minutes with our library media tech. During this time, they check out books, work on digital literacy concepts, and have activities around finding books in the library through online programs.

2e. Any other interesting or innovative curriculum programs you would like to share

Sagewood has many innovative programs. One of the most innovative programs in our district is the chicken coop at Sagewood. This project came from an all-staff book study. Chickens were hatched in multiple classrooms and live streamed for all students to view. Four chickens were successfully moved into the chicken coop on school campus after a partnership with Pathways Innovation Center, a branch of both local high schools. This coop is now providing farm fresh eggs to families through drawings and a learning opportunity for all students and staff.

3. Academic Supports

3a. Students performing below grade level:

Any student performing below grade level is grouped in a Galaxy Group to support the areas that are the highest need. This is determined by multiple data points through our MTSS process. Tutors are supportive of students who need a tier 3 intervention. For students performing below grade level, we utilize different evidence-based interventions. For example, Leveled Literacy Intervention, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Leveled Literacy Intervention, Intensive Phonics, and Gate to name a few. Students that are performing below grade level in math are provided with evidence-based interventions such as Bridges Intervention, Advantage Math and Do the Math.

Students performing below grade level are in Galaxy Groups like their peers, but they will have smaller groups to work on their lagging skills. Data for tiered students receiving tutoring interventions are reviewed every six weeks for tiered intervention moves and flexibly throughout the use of common formative assessments. Teams collaborate to ensure needs are met for all students with staff that show strength to support students. Inclusion support is also used to impact students performing below grade level. Inclusion tutors and classroom teachers collaborate to determine what form of co-teaching will be utilized, parallel teaching, station teaching, or one teach, one assist, to impact the groups of students they are serving.

3b. Students performing above grade level:

Any student performing above grade level is grouped in a Galaxy Group to support enrichment in addition to receiving opportunities in class for a deeper level of understanding of grade level standards. Students who are considered above grade level are also discussed every six weeks to ensure that they are showing progress in areas they are being enriched. Students performing above grade level are pushed to a deeper level with grade level standards. We work toward a deeper rigor and depth within the standard. This is done through Galaxy groups and inclusion support with co-teaching. Enrichment groups are pulled to support next level learning on standards. Due to our current data, we will be increasing our focus on enrichment for students that are performing above grade level through our next professional development plan. Data shows these students are maintaining but growing at a slower rate. This will be addressed to support teachers to meet their needs.

3c. Students with disabilities:

Sagewood works with the inclusion model as the main focus for students on Individual Learning Plans. IEPs are based on student needs and data. Students with IEPs are also included in our MTSS structure. Teams collaborate to ensure needs are met for all students with staff that show strength to support students.

The special education team at Sagewood meets monthly to review structures of support, concerns and collaborate to ensure consistency for all students that are receiving. This allows all special education teachers to discuss specific goals, student progress or struggles they are having to support students.

3d. English Language Learners:

Sagewood has a small population of English Language Learners. We have one tutor who is specific to supporting ELL needs and providing support to students and teachers with ELL students. This includes access to sheltered instruction observation protocol. ELL students' needs are met through our MTSS process that is outlined for students that are performing above, on or below grade level.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Sagewood has STAR expectations for all areas of the building. STAR stands for safety, teamwork, accountability and respect. Annually we update these expectations to positively support all areas. Twice a year we have a rotating schedule for staff to support the review of expectations in all areas and it is on a rotating schedule for staff to emphasize an area with students. Every classroom uses STARbucks to reinforce positive behaviors in addition to having a ladder that has positive consequences and interventions for students who are struggling. STARbucks are collected and used to set class goals for behaviors, individual random drawings for a starburst from the office and collected STARbucks are drawn for random class prizes.

Every day, every classroom begins with community time. During this time students check in and are given time to regulate to start the day on a positive note. All classrooms support a schedule review and a community building activity that is reflective of the classes' community. Students receive social and emotional instruction that is reflective of our monthly focus as a building and tiered intervention is provided to students based on data during Galaxy Groups. We have a buddy structure in the building that meets monthly for thirty minutes. These buddies are also the support of our third through fifth graders during testing for motivation.

Consistency with behavior is important. To support this we have a magnitude scale and a flow chart. The magnitude scale provides a list of interventions specific to the magnitude a behavior would be. This allows consistency but also allows teachers to have a toolbox to support students in the classroom before having to get support or send them out of the classroom. The flow chart shows the process to ensure a student's needs are met before there is major consequence.

2. Engaging Families and Community:

Families are connected to teachers through the use of a consistent communication app. There is a Sagewood page that is used for building specific communication and every teacher has an individual page for their community to connect. We sync this with Infinite Campus to ensure that parents stay connected even when email addresses change or phone numbers change.

Wyoming Food for Thought is an agency that has supported weekend food bags for students. As our population needs have increased, they have supported this on an ongoing basis. For the past five years we have partnered with a local bank. They have partnered with our "One book, One School" project where we adopt a book that connects to our school focus for the year. They ensure a funding match with Title I funds for every child to have their own copy of the book. They have also supported our chicken coop project with a solar panel battery and volunteered at our family nights. Our Ag Club has consistently partnered with the University of Wyoming Extension Office to provide in depth, hands-on learning around agriculture in Wyoming. Since adopting ASL as our foreign language, we have had a partnership with a local high school to support students and staff to continue their ASL learning. Last, Casper Mountain Science School has been a big part of our school to support science topics to be engaging and visiting the mountain to reinforce science concepts.

3. Creating Professional Culture:

Core values are the root of our positive culture at Sagewood, they support our professional interactions and care for each other. We have our collective commitments that are supportive of the work we do to impact students daily. Staff shout outs and "cheers for peers" are specific to sharing success out weekly to other staff members and we have a traveling microphone to celebrate others. This microphone is based on core values and staff who receive the mic pass it on with words to the receiving staff member.

Our professional development focus at Sagewood is strong and intentional. We not only have our annual

professional development plan that is aligned to district expectations, we have weekly vertical alignment mornings that are embedded professional learning and vertical alignment. Monthly we have professional learning mornings that are teacher and goal team driven. Goal teams determine next steps based on the annual professional development and what is aligned to our strategic plan. They plan professional learning and provide this learning to their colleagues with the help of the principal and instructional facilitator.

Building walks and peer observations are a big part of the culture of learning at Sagewood. Multiple times a year, goal teams and the principal plan walks for teachers to engage in learning and see all the great things that are happening in the building. Book studies are part of the ongoing learning at Sagewood as well. We have completed book studies with reading, writing, math, trauma, behavior supports and even conferring as the focus. These are open to certified and classified staff to participate in.

The principal and an Instructional Facilitator attend all PLCs. From these PLCs there are many cycles of feedback for all staff. The principal observes weekly and leaves feedback specific to structures and instruction. Most recently these have been based in Marzano's Art and Science of Teaching. Environmental feedback is provided to staff and collected as a building to determine areas of focus for proactive classroom management.

Classified staff is supported through professional development at the start of the school year and during the school year. They have all been trained in phonics instruction, participated in building STAR expectations, provided behavior and trauma training to ensure they are capable and know how to support children.

4. School Leadership:

The principal at Sagewood believes in shared leadership and empowering staff to guide the work. This is demonstrated through staff ownership of what is happening in all aspects and collectively working to meet student needs. There is a leadership team that has two representatives from each goal team. The leadership team has a mission that is reviewed annually and it states, "Systematically guiding the work to reach our goals by bringing the voice of our collaborative teams to and from leadership and creating ownership in the building." Each goal team has a representative from all teams in the building preschool through fifth grade, tutors, AMPE, and special education.

The budget process is another example of the shared decision making and processes we have at Sagewood. Annually we collect feedback from parents and staff for the use of the upcoming budget. There is a budget team that has representatives from certified staff, classified staff, and parents that collaborate on ideas and discuss the parent compact, strategic plan and create a list of items that will support the school.

Every spring, grade level teams send a representative to a scheduling meeting. This meeting sets the master schedule for the upcoming school year. This schedule is a random draw of who gets to select their special and galaxy group first. At the end of this, the schedule as a whole is reviewed to determine if it meets the needs of students and if there are changes that could be or need to be made to support students.

5. Culturally Responsive Teaching and Learning:

Social Emotional Learning (SEL) is a big focus at Sagewood. How a student comes to school will determine how they learn. We intentionally start the day checking in to ensure students are ready to learn and if they are not, we make sure they have what they need to get there. All students are asked if they have had breakfast before starting their day. If they haven't we send them to the cafeteria. If the cafeteria has already sent the food back to the kitchen, we have a closet of food to support them. This closet also supports students throughout the day that might not have snacks or are extra hungry.

Students are taught regulation strategies every year and know what zone they are in, what strategy could help them and how to access these supports wherever they are in the building. All classrooms have a calming corner that supports students as well. Every classroom has a star student, the name could be different but they celebrate students weekly and highlight their families and interests. A lot of classes also use the closing circle strategy at the end of the day or even a community time after a big transition such as

lunch.

Every teacher connects with families monthly through positive phone calls home. This is a time for teachers to share great things with families that their child is doing at school and connect with families to ensure they are part of the team. This builds great relationships between families and school. It also opens up conversations between families and school to support knowing who we are teaming with to support students in all areas of life.

One full day of our annual professional development at Sagewood is geared towards team building and connecting as a staff. Every year, our focus begins with our strengths through a strengths finder survey and the results are the base of the focus. We work to not only understand each other's strengths but also how our strengths work with each other. Building an awareness of the strengths we all bring to the team supports us to understand where each person comes from and how they approach their work with students and each other.

We have created different items to display to support this as a symbol and a reminder of the work that started off the year. Two examples are wind chimes with stars attached to a twig, stick, small piece of wood that was a symbol of them. The stars were painted how each staff member wanted and had their different strengths listed. At the conclusion of the painting and creation of the chimes, we presented our stars, the choices we made in color and how it was reflective of our strengths. Another activity we participated in was a creation of a thinking map with our team members. We made double bubbles that were reflective of our strengths and had to connect them to our team members. This was a visual of our similarities and differences. When we enclosed our double bubbles, each team created a statement that represented their strengths and the team as a whole. Each year is a celebration of our individual strengths and these are a highlight to kick off the year to see how all our strengths work together to make the great team that we have.

PART VI - STRATEGY FOR EXCELLENCE

There an many practices at Sagewood that impact student achievement. If we have to choose one practice that has had the greatest impact on the school success, it would have to be our goal oriented PLC process. This is at multiple levels in our building. Our structure of leadership to goal teams to PLC teams is the base of our structure to support all we do at Sagewood. Our grade level PLC process is called "team time," and it is prioritized in the master schedule before any other items are added to the schedule. This allows teachers to have a common meeting time for team time.

During our team time we are systematic with gaining or reviewing standards to increase our depth with grade level content but then matching content to instructional strategies that will support students' learning. This is all captured in our summary sheets. These documents are a one stop shop for a standard review and the four questions of PLC. Assessment protocols are used to support the consistent review of data and are designed to align data with next steps for individual students and for teachers instructionally. Social and emotional needs are aligned in our PLC process as well, this is a big part of meeting all the needs of students to allow them to feel success. Another aspect of our team time is vertical alignment. This is critical to support our team to continue to learn and grow as professionals in supporting our students while impacting the journey a child takes during their time at Sagewood.

Staff come prepared everyday and intentionally implement our collaboratively agreed upon systems to impact student achievement and success. Even though this takes a lot of time, we have a willingness to do what it takes to meet the needs of students and families daily and impact them in a positive way that will truly empower them to be successful.

Through the PLC process, we take care of each other as teammates but also as human beings. We are a family.