

## WDE Goals

- Increasing third grade reading proficiency
- Increasing involvement in CTE Pathways
- Increasing involvement in the Hathaway Success Curriculum
- Increasing the Statewide Accreditation Score
- Increasing involvement in Online Learning Opportunities

PLAN REQUIREMENTS	REFERENCES
<p><b>Improvement Plans.</b> Required of partially meeting and not meeting expectations schools.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10)</p>
<p><b>Needs assessment.</b> Review of data to determine improvement goals.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “the plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores”.</p> <p>There is no specific documentation required, but the goal(s) indicate whether or not this evaluation took place.</p>
<p><b>Goals.</b> Address WAEA achievement, growth, equity; graduation rates and additional readiness (HS only).</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “identifies appropriate improvement goals”.</p> <p>The improvement goals should reflect the gains necessary to move from partially meeting to meeting expectations or from not meeting to partially meeting expectations.</p>
<p><b>Action Plan.</b> Typically includes strategies, implementation steps, persons responsible, resources needed, timelines, benchmarks, and evidence of implementation/evaluation.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.”</p>
<p><b>Multiple Plan Requirements.</b> Title 1 Plans may be substituted for the state plan if they meet the state criteria.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Page 12) plans submitted in compliance with 15 paragraphs (iii) through (v) and (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools.</p>



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School Name: Baldwin Creek Elementary

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Teacher Demographics		Student Demographics	
Total Teachers	24	Total Students	308
Average Total Years Teaching	11.5	Race/Ethnicity	Hispanic - 25 American Indian - 30 Asian - 2 White - 228 Two or more races - 23
National Board Certified	0	Free/Reduced	104
Master's Degree	14	IEP by Disability	51
Doctorate	0	ELL (LEP)	1
Male	3	Male	152
Female	21	Female	156



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**School Improvement Team Members:**

Students	Teachers	Administration	Community Members
	Mrs. Jordan, Media Specialist	Mr. Morton, Principal	Tracy Darr, Parent
	Mrs. Logue, Special Education Teacher		
	Mrs. Robertson, 4th Grade Teacher		
	Mr. Hitshew, 5th Grade Teacher		
	Mrs. Woodruff, Paraprofessional		

**Needs Assessment:** (WAEA - State Report Card Analysis & ESEA 1111(g) (1)(D))

	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>	<b>Source of Progress:</b>	<b>Source of Challenge:</b>
Achievement	PAWS Math for 5th grade was 75% proficient and advanced; PAWS Reading for 5th grade was 71% proficient and advanced; PAWS Math for 4th grade was 70% proficient and advanced	Our cohort data shows a consistent increase in proficient and advanced percentages from 3rd to 4th grade. Continuing that growth from 4th to 5th grade is sometimes a challenge.	Reading and Math intervention and enrichment grouping	Progress monitoring of students that fall into the “bubble” category (those who fall below the 40th percentile) to ensure they are continuing to show growth.
Growth	PAWS math for 4th grade 13% of achievement growth from 2015-16 to 2016-17.  Created a schedule that supports Professional Learning Communities (PLC), RTI and enrichment opportunities. The addition of staff also works to create a viable system.	PAWS growth in both math and reading for our consolidated subgroups as identified by the Wyoming Statewide Accountability Model.	Tier 1 teaching, differentiated instruction, and school wide systems of supports. Tier 2 - “Proficiency Power Up”; Tier 3 - Reading “Bobcat Blitz”; After school tutoring Speech Language Pathologist included in Tier 2 to increase achievement with lower language ability students.	Review of weekly, biweekly, and quarterly Common Formative Assessments, Common Summative Assessments, and Star data during PLC and collaborative time will allow for efficient progress monitoring. Consistent inclusion of all SPED students at weekly data review meetings.
Equity	PAWS Math in 4th grade	PAWS reading and math subgroups for both 4th and 5th grade as identified from the Spring 2017 PAWS assessment.	Tier 2 “Proficiency Power Up” time built into schedule. Tier 3 Reading “Bobcat Blitz” time built into schedule.	Progress monitoring will take place for the identified equity subgroup using Star Reading and Star Math Assessments throughout the 2017/2018 school year.

				Source: Spring 2017 PAWS data. Spring 2017 MAP data.
Graduation Rate (High school only)				
Additional Readiness (CTE High school only)				
Transition Needs (grades 3-4, 5-6, 8-9)	The district has invested many resources in developing vertical alignment of all curricular areas. This allows for easier transitions in curriculum between the grades and schools.	The change in curriculum from 3rd to 4th and keeping up the rigor. Ensuring that our students are middle school ready and that we keep improving the 5th to 6th transition process.	Monthly, district-wide, curricular meetings. District wide programs such as PBIS allow for consistency between buildings and grade levels.	Rigor of instruction tends to increase with each grade level. Much time is devoted at the beginning of each school year in order for students to understand they will be held to a higher expectation.
MTSS (RtI-PBIS)	Starting the vertical alignment process, so our students will benefit from familiar and consistent systems of support.	Ensuring that all staff are trained and consistent with MTSS procedures.	Resources such as Mileposts have been implemented to provide consistency.	Achievement and behavior data extracted from the Data Dashboard (Tableau).
Professional Development	Interventions: Strength in Number, Spell Links, Phonics for Reading, Rewards, PLC Institutes, and collaborative teams.	Finding the time to get all staff trained.	FCSD#1 committing time and resources to the PLC process and training.	Some staff have been trained in the specific interventions while others have not had a formal training.

**WAEA/ESEA Area of Improvement:**

<p><b>Goals for this school year:</b></p>	<p><b>SMART Goals:</b></p> <p>Increase student achievement in reading and math by 15% for the equity subgroup as identified as basic or below basic by Spring 2017 PAWS Reading and Math data and measured by the Fall to Spring growth in Star Reading and Star Math Assessments. Baseline data from Star Reading for the equity subgroup has a fall starting point of 29% proficient or advanced and a fall starting point of 25% proficient or advanced for Star Math.</p>
<p><b>Plan for this school year:</b> <u>(High leverage practices)</u></p>	<p><b>Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)</b></p> <p><b>Title I Services, Proficiency Power Groups (Tier II), Bobcat Blitz (Tier III), and Enrichment</b></p> <p>Within our system of Response to Intervention at Baldwin Creek Elementary as a building-wide or district-wide Title I program: Four times a year every student in fourth and fifth grade at Baldwin Creek Elementary are screened in Reading and Math with STAR Reading and STAR Math to determine where they are performing at the benchmark targets.</p> <p>If a student is performing at or below the 40th percentile, data is triangulated from state standardized tests, PAWS (this will be revised to WY-TOPP in 2017-2018), and district common assessments such as MAP, STAR Reading and STAR Math. Students' grades and general education teacher observations and anecdotal notes are included in this data collection. Currently at Baldwin Creek Elementary, at a building-wide level, our focus is on Language Arts and Language Arts priority standards. Students at the Tier II level are grouped by student by standard based upon current performance on grade level Common Formative Assessment (CFA) and Common Summative Assessments (CSA).</p> <p>Tier III services are skill-based and are provided for students at the 40th percentile or lower on PAWS or MAP. Other diagnostics are then utilized that are specific to reading skills to determine which reading skills are most needed for instruction and interventions. Interventions are evidence-based. Diagnostics are from AIMSweb and Really Great</p>

Reading Decoding Surveys at the first level. At the second level of diagnostics, if needed; the QRI-5 and Spell-2 assessments are provided if further, more prescriptive, diagnostics are needed to determine Reading instruction and interventions.

Movement of students Tier I through Tier III is determined from frequent data collection and progress monitoring. This data is entered in a district database system, Mileposts. At this time, progress monitoring data at Baldwin Creek Elementary is collected for Tier III students and skill-based decoding, fluency, vocabulary and word study, interventions. Progress monitoring at this intensive level is provided after approximately 10 days of instruction.

At a Title I level: In addition to co-teaching with a general education teacher and speech-language pathologist during a Tier II fourth grade priority standards focused group for 30 minutes each session five times per week, we provide Push In support for both Writing and Math to two fourth-grade classrooms and two fifth-grade classrooms.

When determining which classrooms to focus on for the 2017-2018 school year; we compiled a list of students that had been receiving Title 1 reading, writing and math services at Gannett Peak Elementary with the assistance of the RtI Coordinator as well as the most current MAP, PAWS, STAR Reading and STAR Math screening data. Students who meet the exit criteria, that is, Tier 2 students that are either performing at a level 3 on the priority standard(s), are performing at the 40th percentile on STAR Reading or STAR Math or have meet exit criteria for skill-based interventions will be exited from the intervention or reevaluated to determine if further services are required.

STAR Reading and STAR Math assessments will be administered to students four times during the 2017-2018 school year in addition to a STAR benchmark assessment that was administered at the beginning of the school year. These probes will be utilized to track the progress of BIT, General Education, and Title 1 students as well as students' most current priority standard performance and academic scores. Writing samples, anecdotal notes, and teacher observations will be applied as well.

### **Enrichment**

When a student reaches proficiency on a priority standard, he/she will join a Tier II enrichment group focused on extending the reading or writing standard during the Proficiency Power Up block. This enrichment time encourages students to incorporate skills beyond proficiency by engaging in projects that integrate standards within and among



content areas, self-directed learning, interest-based learning, making connections, and, open-ended tasks that encourage students to take risks and adjust their approaches to complete tasks.

For math enrichment we have added a half time intervention and enrichment teacher. Our enrichment selection was based on a student's achievement on the Spring MAP, STAR Math and 3rd and 4th grade PAWS assessments. This is the first year that we are implementing a program that is offered school-wide. Each group of students will receive 30 minutes of small group instruction that will allow students to become curious thinkers and achieve a deep learning in mathematics. The eight mathematical practices will drive the instruction. While attending the math enrichment group, the other students from their class may be finishing the daily math lesson, completing Khan lessons, or refining other skills. The enrichment group will not be responsible for missed work from the regular classroom. The math intervention/enrichment teacher also works with a small group of identified intervention students in a Strength in Numbers group.

#### **Schedule**

The Baldwin Creek schedule was built to provide a viable system to include time for common collaborative meeting times and time slots for tiers of interventions, enrichments and supports. Take note of our Tier II/enrichment (Proficiency Power Up) times, Tier III (Bobcat Blitz) and common planning times. We're also excited about our Tier I character traits/social skills special class delivered by our school counselor.

**Family Nights serve as a way to get stakeholder involvement in the school. These activities offer an opportunity to get parents in the door and be involved in their child's education.**

1. Standards Based Grading (2) - Engagement/Education
2. School Wide Safety - Engagement/Education
3. Family Art Night - Enrichment
4. Bingo for Books Night - Enrichment
5. Doughnuts for Dads - Family Participation
6. Muffins for Moms - Family Participation

**Projected costs and funding sources for key strategies:**

	Title I Funding Source - \$137,000 Salaries, benefits, intervention programs, after school tutoring, professional development and family engagement.	
	<b>Professional Development activities:</b>	
	Solution Tree PLC Institutes, RTI at Work and Leadership Summit, Strength In Number Math Interventions. Spell Links	
<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	STAR Assessments, Common Formative Assessments in Math and Reading, WY-TOPP and WY-ALT.	<p><b>STAR Math and Reading</b>- August 28 - September 1; October 9 - 20; December 11 - 20; February 26 - March 7; May 14 - 23.</p> <p><b>WY-TOPP</b>- Interim January 16 - February 9; Summative April 16 - May 11.</p> <p><b>WY-ALT</b>- February 26 - March 28.</p> <p><b>Common Formative Assessments</b>- Weekly, Bi-weekly and end of Units.</p>