



863 Sweetwater
 Lander, Wyoming 82520
 (307) 332-4711 - fax (307) 332-6671
 www.landingschools.org

School Name: Gannett Peak Elementary
 Principal: Leslie Voxland
 Vice Principal: Andrew Lanz-Ketcham
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 Email: lvoxland@landingschools.org
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| Teacher Demographics | | Student Demographics | |
|------------------------------|----|----------------------|-------|
| Total Teachers | 49 | Total Students | 541 |
| Average Total Years Teaching | 12 | Race/Ethnicity | 26%?? |
| National Board Certified | 4 | Free/Reduced | 29% |
| Master's Degree | 20 | IEP by Disability | 18% |
| Doctorate | 0 | ELL (LEP) | 0 |
| Male | 6 | Male | 293 |
| Female | 43 | Female | 248 |



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School Improvement Team Members:

| Students | Teachers | Administration | Community Members |
|----------|------------------|----------------|-------------------|
| | Keri Nachazel | Leslie Voxland | Tammy Lee |
| | Millie Abernathy | | Kate Strike |
| | Toni Hudson | | |
| | Amber Williams | | |
| | Kristi Nelson | | |
| | Jamie Bernard | | |

WAEA/ESEA Area of Improvement:

| | |
|--|---|
| <p>Goals for this school year:</p> | <p>SMART Goals:</p> <ol style="list-style-type: none"> 1. All students will reach proficiency or better in reading/language arts and mathematics. 2. Safe and drug free learning environments conducive to learning. 3. All students will graduate from high school. 4. Improve the educational results for children with disabilities. 5. All ELL students will become proficient in English and attain proficiency or better in language arts and mathematics. |
| <p>Plan for this school year: (High leverage practices)</p> | <p>Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)</p> <ol style="list-style-type: none"> 1. Quarterly SMART goals set by each grade level for reading and math 2. PLC's 3X per week with agendas and action items 3. Administering the STAR assessment to check proficiency of grade level content 4. Professional book studies 5. Focus on consistent strategies for small group reading instruction 6. Graduation year printed on each student T-shirt 7. Resource staff and interventionists trained in Strength and Number 8. Monitor tiered interventions with common assessment data 9. ALICE training 10. Love and Logic training for all staff |
| | <p>Projected costs and funding sources for key strategies:</p> |

Professional Development activities:

- Create and set SMART goals for reading and math in each grade level.
- Attend PLC meetings three days a week, follow an agenda, set action items, and continually address questions 3 and 4 of the PLC model by analyzing data.
- Analyze STAR assessment three times a year to monitor instruction and identify students who need remediation or enrichment according to the content strand.
- Attend professional book studies offered for UW credit with choice given for reading based on individual professional development.
- Practice ALICE training with students and staff. Each class will identify their rally point and practice meeting there twice during the year.
- Training by David Kilpatrick, author of *Equipped for Success*, for early phonological and phonemic awareness strategies to implement during small group reading instruction.
- Students and staff wearing their T-shirt on Friday with the year of high school graduation printed on the back. The importance of graduation discussed regularly throughout the year.
- Senior students will parade the halls in their caps and gowns in May as K-3 students observe and congratulate them.
- Strength and Number training in-district for Title and resource staff to support students with numeracy deficits.
- Once a month, Title staff will provide professional development regarding effective small group reading strategies to increase consistency both horizontally and vertically in grade levels.
- Instructional facilitator will train staff once a month with effective mathematical strategies to increase math scores.
- The counselors will train all staff in Love and Logic training once a month.

| Benchmarks for Progress | Benchmark: | Timeline: |
|--------------------------------|--|--|
| | 80% of students will be proficient on SMART goals. | End of each quarter. |
| | 75% of students will be proficient in reading and math according to the STAR assessment. | Administered in October, January, and May. |
| | Documented notes for small group reading instruction during professional development. Walk through observations by the principals. | Once a month documented notes. Observations continually throughout the year. |
| | Monthly drills written in safe and security notebook and follow-up notes. | Once a month for the entire year. |
| | Professional book studies with requirements set by UW for credit. | Schedule based on course credit and set by instructional facilitator. |
| | On-going PLC agendas and action steps documented. | Occurring a minimum of three times a week. |