

Wyoming Department of Education Goals

- **Increasing third-grade reading proficiency**
- **Increasing involvement in Career Technical Education Pathways**
- **Increasing involvement in the Hathaway Success Curriculum**
- **Increasing the Statewide Accreditation Score**
- **Increasing involvement in Online Learning Opportunities**

PLAN REQUIREMENTS	REFERENCES
<p>Improvement Plans. Required of partially meeting and not meeting expectations schools.</p>	<p>http://legisweb.state.wy.us/2017/Engross/HB0040.pdf (Pages 8-10)</p>
<p>Needs assessment. Review of data to determine improvement goals.</p>	<p>http://legisweb.state.wy.us/2017/Engross/HB0040.pdf (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>Goals. Address WAEA achievement, growth, equity; graduation rates and additional readiness (HS only).</p>	<p>http://legisweb.state.wy.us/2017/Engross/HB0040.pdf (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>Action Plan. Typically includes strategies, implementation steps, persons responsible, resources needed, timelines, benchmarks, and evidence of implementation/evaluation.</p>	<p>http://legisweb.state.wy.us/2017/Engross/HB0040.pdf (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>Multiple Plan Requirements. Title 1 Plans may be substituted for the state plan if they meet the state criteria.</p>	<p>http://legisweb.state.wy.us/2017/Engross/HB0040.pdf (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>



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

School Name: Lander Middle School
 Principal: Julie Shanley
 Vice Principal: Kevin Ley
 Phone: 307-332-4040
 Email: jshanley@landingschools.org
 Website: <http://www.landingschools.org/LMS/>

Teacher Demographics		Student Demographics	
Total Teachers	34	Total Students	422
Average Total Years Teaching	16.5	Race/Ethnicity	White=299 Hispanic=31 American Indian=39 Black=4 Other=49
National Board Certified	26.7%	Free/Reduced Lunch	157
Master's Degree	56.7%	Individual Education Plan by Disability	46
Doctorate	0	ELL (LEP)	1
Male	18	Male	199
Female	16	Female	223



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School Improvement Team Members:

Students	Teachers	Administration	Community Members
Mason Morton	Luke Jensen	Julie Shanley	Jeramie Prine
Kyra Simonson	Derek Peil	Kevin Ley	Tiffany Stauffenberg
Kaison McClung	Erica Parker		Jessica Firth
Rebecca Brough			KariLynn White
			Michelle Escudero

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

	Areas of Greatest Progress:	Areas of Greatest Challenge	Source of Progress:	Source of Challenge:
Achievement	6th and 8th grade Reading; 8th grade Math; 8th grade Science	6th and 7th grade Math	2017 Spring PAWS Test	3 years of trend data from WY PAWS Test; 14-15, 15-16, 16-17
Growth	6th and 8th grade Reading	6th and 7th grade Math	2017 Spring PAWS Test	2017 Spring PAWS Test
Equity		Special Education Native American Free and Reduced Lunch Subgroups	Data from IEPs; progress monitoring goals	3 years of trend data from WY PAWS tests, 14-15, 15-16, 16-17; disaggregated
MTSS (RtI-PBIS)	PLC and establishment of systematic process; Identification of necessary interventions for students in Tier 2, 3	Meeting the needs of all students who need interventions	Professional Learning Communities (PLC) and Building Intervention Team (BIT) meetings	Numerous interventions and time to provide interventions
Professional Development	PLCs, Assessment Literacy and Formative Assessment Training; Vertical Curriculum Mapping; Creating Proficiency Scales and Writing Common Formative Assessments; STAR	All certified staff received training from Marzano Research on creating proficiency scales. However, because not all content areas are in the same place in the curriculum cycle, there may be content areas that are behind.	Grade level teams Cross content teams Guiding Coalition Content Teams	

	Math and Reading Administration and Data Reports			
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WAEA/ESEA Area of Improvement:

Goals for this school year:	SMART Goals:
	(1) Improve Growth and Equity indicators for identified subgroups from not meeting targets to meeting targets on the Wyoming School Performance Report.
Plan for this school year: (High leverage practices)	Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)
	<ul style="list-style-type: none"> ● Implementation of a district approved data management system (Milepost). During the 16-17 school year, FCSD#1 purchased Milepost and all certified staff were given initial training on the tool. ● Weekly grade level data teams - meet weekly on Thursdays to analyze and discuss data from most recent administered Common Formative Assessments (CFAs) in math and language arts. Data from these assessments is used to identify students for intervention or enrichment during FLEX time. ● 30 minute FLEX period built into master schedule, 4 days a week to support student growth groups. Grade level teachers and support staff work with students on current math and/or ELA priority standards. FLEX rotations are built on a 2 week cycle. Students are given multiple opportunities to demonstrate mastery of a priority standard. Students who do not meet proficiency levels are provided with additional time and support to learn material and re-assess. Students who do not demonstrate growth on a proficiency scale after the two week intervention are referred to after school tutoring support by a teacher. We are monitoring which students respond (earn a 3.0 or higher on their additional CFA), and documenting successful strategies. Documentation is through a google doc for each grade level that lists the teacher's class, whether their

	<p>group is an enrichment or remediation Growth Group, what particular interventions are used, and whether or not the student increased their level of mastery for the priority standard.</p> <ul style="list-style-type: none"> • Additional time and support during and after the school day to provide support to students including lunch time study hall, after school tutoring, and Saturday School. • Implementation and use of STAR Reading and MATH assessments and progress monitoring. All staff have been trained on administering STAR Reading and Math assessments. All students were tested September 2017 to identify a baseline. LMS will follow the district plan of STAR testing 4 times/year. However, STAR will be used more frequently to monitor progress of students for intervention. STAR reports are used to drill-down to specific target areas with students. 	
	<p>Projected costs and funding sources for key strategies</p>	
	<p>Title I and Title IIA</p>	
	<p>Professional Development activities</p>	
	<p>Milepost initial and refresher training; Renaissance Place training and webinar coaching for STAR Math and Reading assessments; PLC training</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark</p>	<p>Timeline</p>
	<p>All LMS staff trained on the use of Milepost data management system. Teacher teams working with relevant data to inform instruction and identify students for intervention and enrichment.</p>	<p>September 2017 to May 2018</p>
	<p>All LMS certified staff and Special Education paraprofessionals trained on the use, administration, and reporting for STAR Math</p>	<p>August 16, 2017; September 27, 2017; January 2018; March 2018, and April 2018</p>

	and Reading. Coaching support is provided by Shannon Matott from Renaissance Place.	
	Create and implement an effective data process to ensure that student needs are being met and programs are effective. Every Thursday is set aside to facilitate this process. Students are identified for intervention or enrichment based on current CFA data. Intervention and enrichment groups are created every two weeks to provide additional time and/or support for students not meeting proficiency targets as well as enrichment opportunities for those students who have demonstrated mastery of priority learning targets.	Weekly; September 2017 to May 2018

Goals for this school year:	SMART Goals:
	(2) Increase percentage of 6th and 7th grade students scoring proficient and advanced on WY state assessment. Trend data for the last three years from PAWS assessments indicates that math scores for 6th and 7th grade have been below 50% of students scoring proficient and advanced.
Plan for this school year: (High leverage practices)	Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)
	<ul style="list-style-type: none"> • Use of a guaranteed and viable curriculum to include the identification and implementation of priority standards. • Develop and administer proficiency scales and common assessments aligned to priority standards. • Create and implement an effective data process to ensure that student needs are being met and programs are effective.



	<ul style="list-style-type: none"> ● Create time in master schedule and/or Wednesday early out to facilitate vertical content meetings. ● Use of STAR Math assessments and common formative assessments for student placement, scheduling, and interventions. ● Monitor and adjust curriculum, instruction and assessment in response to data from multiple benchmarks of student learning and an examination of professional practice. ● 1.5 FTE Title I Math Interventionists ● 30 minute FLEX period built into master schedule, 4 days a week to facilitate intervention for students who do not demonstrate mastery of priority learning targets. Grade level teachers and support staff work with students on current math priority standards. FLEX rotations are built on a 2 week cycle. Students are given multiple opportunities to demonstrate mastery of a priority standard. Students who do not meet proficiency levels are provided with additional time and support to learn material and re-assess. Students who do not demonstrate growth on a proficiency scale after the two week intervention are referred to after school tutoring support by a teacher. 		
	<p>Projected costs and funding sources for key strategies</p>		
	<p>Salaries for 1.5 FTE Interventionists - \$142,297 (Title I) PLC Training - \$20,000 (Title I and IIA)</p>		
	<p>Professional Development activities</p>		
	<ul style="list-style-type: none"> ● Half- day once a month set aside to facilitate continued work on priority standards, proficiency scales, and common formative assessments. This process was started at the beginning of the 2016-2017 school year and is a continuation of that work. ● All math teachers have or will attend a Solution Tree Professional Learning Communities Institute. ● All math teachers have been trained in the use and administration of STAR Math assessments and reports. 		
<p>Benchmarks for Progress</p>	<table border="1"> <tr> <td data-bbox="407 1352 1018 1461"> <p>Benchmark:</p> </td> <td data-bbox="1018 1352 1936 1461"> <p>Timeline:</p> </td> </tr> </table>	<p>Benchmark:</p>	<p>Timeline:</p>
<p>Benchmark:</p>	<p>Timeline:</p>		

	Curriculum work: (identification of priority standards, proficiency scales, and common formative assessments)	Monthly; September 2017 to May 2018
	All certified staff have received training for STAR assessments in Math and Reading as well as pulling data reports. LMS is working with Renaissance Place Coach, Shannon Matott, on this endeavor. LMS has training scheduled 3 more times this year.	August 16, 2017, September 27, 2017, January 2018, March 2018 and April 2018