

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>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:
 Principal:
 Vice Principal:
 Phone:
 Email:
 Website:

Teacher Demographics		Student Demographics	
Total Teachers	41	Total Students	506
Average Total Years Teaching	13	Race/Ethnicity	68.97% W
National Board Certified	3	Free/Reduced	23%
Master's Degree	22	IEP by Disability	40
Doctorate	0	ELL (LEP)	2
Male	23	Male	241
Female	18	Female	265



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School Improvement Team Members:

Students	Teachers	Administration	Community Members
Student Council Members	Building Leadership Team	Brad Neuendorf	PIE Parents
		Daryl Michael	

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	Continually meet the requirement of the state in proficiency in all areas as measured by the ACT and greatly outpace the state average in ELA, especially Reading.	Scoring below the state average on the Science portion of the ACT.	A comprehensive district effort and focus on ELA, especially reading which has led to great growth and results.	Focus on hands on and application of science rather than what is tested on ACT. Emphasis on reading and math in early grades?
Growth	Great growth on Aspire for our 10th grade students	Changing the measure.	A particular focus on our scores in the lower levels to ensure growth in the early years.	State changed the testing instrument thus it will be hard to measure growth from WY-Topp to ACT.
Equity	Outpaced the state average in this area by 9 percent	Changing the measure	Our total system for ensuring our struggling students are receiving intervention. BIT, MTSS, PBIS, SRB etc...	State changed the testing instrument thus it will be hard to measure growth from WY-Topp to ACT.
Graduation Rate (High school only)	A focus on our credit attainment as freshmen and multiple credit recovery opportunities to ensure they are on track to graduate	Continuing to meet the increasing demands of our at-risk students as they transition from middle school to high school. We often have students who have failed all/most of their core classes yet they come	The understanding of the importance a high school diploma has for our students and the dedication of our staff to do better for ALL students.	Lack of a credit/accountability measure at the middle school level.

		to high school and will now need those classes for credits to graduation.		
Additional Readiness (CTE High school only)	Added new Pathway in Visual Arts. Working to align CTE standards and NOCTI testing instruments	Keeping pace with industry and demand to ensure our students are graduating with the skills necessary to be successful in career.	New teacher who offered classes in this area and dedication from admin and central office to expand offerings for students in Career/Technical areas	Fast pace of technology and the limited human resources available with all the different potential areas.
Transition Needs (grades 3-4, 5-6, 8-9)	Added LVHS Jumpstart program June 2017 which was a summer school/transition program for targeted students. Have freshmen transition with rock climbing /teambuilding component for all students.	Continuing to meet the increasing demands of our at-risk students as they transition from middle school to high school. We often have students who have failed all/most of their core classes yet they come to high school and will now need those classes for credits to graduation.	Commitment to improve graduation rate. Standards Based Grading and Credit Recovery approach.	The Bridges funding for summer school being put into the model. Lack of a credit/accountability measure at the middle school level.
MTSS (Rti-PBIS)	Very effective School Wide PBIS system in place since 2012-13 school year. Have an effective dedicated time for students for catch-up and intervention (SRB)	Meeting the needs of our Tier 3 students while maintaining the electives which bring them to school.	Teachers commitment to do better for students. Block schedule which created a designated time for intervention and credit recovery.	Intervention at this level is a fine balance between improving skills and creating and teaching adaptive methods. Time that it takes usually impacts elective schedule which may be what brings student to school.

	since 2015-16 school year.			
Professional Development	Most of our instructional staff has been to a PLC Institute and have completed the 5 day Kagan Cooperative Learning Training	Maintaining high level professional development with decrease revenue sources.	A commitment from central office to have our staff trained in the PLC process and the time designated for leaders to be in a district-wide PLC.	Current economic and political situation.

WAEA/ESEA Area of Improvement:

Goals for this school year:	SMART Goals:
	Refine PLC process to ensure ALL students are learning at high levels.
Plan for this school year: (High leverage practices)	Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)
	<ol style="list-style-type: none"> 1) Data Analysis Protocols to ensure teachers are looking at Common Formative Assessment Data and adjusting instruction based on data reviews. 2) Improve our SRB system for intervention to ensure all students not mastering priority standards are referred and receiving interventions. 3) Continue to grow and refine our systems of enrichment for those students who have already mastered the priority standards.

	Projected costs and funding sources for key strategies:	
	1) \$24,000 - Estimated cost to get rest of my staff (16 teachers) to PLC Institute. -- Title I	
	Professional Development activities:	
	1) Have remaining staff members attend PLC Institute 2) Differentiation/Scaffolding Methods	
Benchmarks for Progress	Benchmark:	Timeline:
	1) All Common Assessments for all SBG Classes completed. 2) Data Analysis Protocols following each Common Assessment. 3) Tableua Vis' created for each class 4) 100% attendance for SRB Referrals 5) Fewer SRB referrals. 6) Higher Graduation Rate.	1) End of 2017-18 School Year 2) After each Common Assessment 3) ASAP -- Currently being created 4) End of 2017-18 School Year 5) End of 2017-18 School Year 6) End of 2018-19 School Year

WAEA/ESEA Area of Improvement:

Goals for this school year:	SMART Goals:
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	Increase the percentage of grade 9 students earning $\frac{1}{4}$ of the credits needed for graduation from 90% to 95% in the 2017-18 collection year.	
Plan for this school year: (High leverage practices)	Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)	
	<ol style="list-style-type: none"> 1) Refine Summer School Credit Recovery Process 2) Improve our SRB system for intervention to ensure all students not mastering priority standards are referred and receiving interventions. 3) Seek ways to better utilize Title I monies to ensure target population needs are being met 	
	Projected costs and funding sources for key strategies:	
	<ol style="list-style-type: none"> 1) \$160,000 estimated cost of intervention Literacy and Math teacher. We currently have literacy teacher in place but need to work towards a Math Interventionist. 	
	Professional Development activities: <ol style="list-style-type: none"> 1) Better training for Summer School Staff, especially those not already teaching at LVHS. 2) Differentiation/Scaffolding Methods 	
Benchmarks for Progress	Benchmark:	Timeline:
	<ol style="list-style-type: none"> 1) Work with Central and Summer School Admin to define Summer School Mission, Vision, Values and Goals. 2) Retain and train staff to meet Summer School Mission, Vision, Values, and Goals. 3) Create systematic approach to summer school referral and ensure students are here. 	<ol style="list-style-type: none"> 1) March 2018 2) April 2018 3) April 2018 4) Dec 2017 5) Dec 2017 6) Dec 2017

	<ul style="list-style-type: none"> 4) Investigate merits of Title I School-wide application 5) Meet with Math team and decide on best course for Math Intervention 6) Meet with Language Arts team to evaluate current Literacy Intervention and talk about plan moving forward. 	