

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>



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SY 2019-20

School Name: Baldwin Creek Elementary

Principal: Mr. Morton

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Teacher Demographics		Student Demographics	
Total Teachers		Total Students	254
Average Total Years Teaching		Race/Ethnicity	Hispanic - 16 (6.3%) American Indian - 20 (7.9%) Asian - 10 (4%) Black - 0 Pacific Islander - 0 White - 196 (77.2%) Two or more races - 21 (8.3%)
National Board Certified		Free/Reduced	78 (30.7%)
Master's Degree		IEPs	36 (14.2%)
Doctorate		ELL (LEP)	1 (.4%)
Male		Male	130 (51.2%)
Female		Female	124 (48.8%)

School Improvement Team Members:

Students	Teachers	Administration	Community Members
Kennedy Brown, Student Representative	Nicole Jordan, Media Specialist	Mr. Jade Morton, Principal	Traci Darr, Parent
	Lisa Haase, Special Education Teacher		
	Jill Robertson, 4th Grade Teacher		
	Megan Park, 5th Grade Teacher		
	Therese Woodruff, Paraprofessional		
	Robin Hopkins Guse, Reading Specialist / Title I		

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	<p>WYTOPP Math for 5th grade was 60% proficient and advanced while the state average was 55% proficient and advanced; WYTOPP Reading for 5th grade was 60% proficient and advanced while the state average was 55% proficient and advanced.</p> <p>Baldwin Creek was recognized as a National Title I Distinguished School by the WDE and ESEA under Category 3 for closing the gap with our subgroups in 2018.</p>	<p>Longitudinal 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.</p> <p>Behavioral data shows that Social Emotional Behavior negatively affects student achievement.</p>	<p>Reading and Math intervention and enrichment grouping. Addition of Tier 2 instruction for SEL.</p> <p>MTSS</p> <ul style="list-style-type: none"> ● BIT/504 ● Intervention Team ● Tier 2 ● Tier 3 ● Collaborative teams ● IEP team ● Guiding Coalition 	<p>Progress monitoring of students that fall between the 35th and 45th percentile, to ensure they are continuing to show growth.</p>
Growth	<p>The 2019 WYTOPP Math for 4th grade was 46% proficient and advanced with an increase of 7% from the Spring 2018 WYTOPP which was 39%.</p>	<p>Maintaining WY-TOPP performance growth in both math and reading for our consolidated subgroups as identified by the Wyoming Statewide Accountability Model. Increase overall achievement on WY-TOPP</p>	<ul style="list-style-type: none"> ● Tier 1 - differentiated instruction and school-wide systems of supports. ● Tier 2 - "Proficiency Power Up" ● Tier 3 - Reading "Bobcat Blitz" ● Language Literacy Specialist included in 	<p>Review of weekly, biweekly, and quarterly Common Formative Assessments, Common Summative Assessments, and Star data during PLC and collaborative time allows for efficient progress monitoring.</p>

			<p>Tier 2 to increase achievement with lower language ability students</p> <ul style="list-style-type: none"> • After school tutoring • SEL program 	Consistent inclusion of SPED staff at weekly data review meetings.
	Areas of Greatest Progress:	Areas of Greatest Challenge:	Source of Progress:	Source of Challenge:
Equity	<p>According to the 2018-19 School Performance Report, Baldwin Creek Elementary met the targets for Growth, Equity, Achievement according to the WAEA target level. In the ESSA Norm Category, Baldwin Creek scored Above Average for Growth and Average for Equity and Achievement.</p>	<p>The spring 2019 WY-TOPP summative assessments were reviewed to identify students who were in the bottom 25% of statewide performance. Seventeen percent of our current 4th graders fall into the equity subgroup for ELA while 18% are identified for Math. Eleven percent of 4th grade students were identified for both ELA and Math. Twenty-four percent of our 5th graders were identified in the equity subgroup for ELA while 23% were identified for Math. Thirteen percent of 5th grade students were identified for both ELA and Math.</p> <p>An area of concern based on the 2019 Summative WYTOPP assessment is the SpEd/IEP subgroup. The percentage of proficiency for both Math and</p>	<p>Tier 2 “Proficiency Power Up” time built into the schedule. This time includes standards recovery, enrichment and social skills. Tier 3 Reading “Bobcat Blitz” time built into the schedule.</p> <p>Math interventionist addresses non IEP students identified through BIT and progress monitoring. Progress monitoring will be used for the identified equity subgroup using Star Reading and Star Math Assessments throughout the 2020/2021 school year.</p>	<p>Increased numbers within some subgroups. Many of the students in the identified equity category also fall into these subgroups.</p>

		ELA fell below the state average.		
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 the increased level or rigor Ensuring that our students are middle school ready and that we keep improving the 5th to 6th grade 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 for students to understand they will be held to higher expectations.
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 the Mileposts data management system have been implemented to provide consistency. <ul style="list-style-type: none"> ● BIT ● Intervention team ● Collaborative teams ● IEP team 	Achievement and behavior data extracted from the Data Dashboard (Tableau).
	Areas of Greatest Progress:	Areas of Greatest Challenge:	Source of Progress:	Source of Challenge:
Professional Development	Interventions: Strength in Number, Spell Links, Phonics for Reading, Rewards, Boost, Lexia, PLC Institutes, and collaborative teams.	Finding the time for classified staff training.	FCSD#1 has committed 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>Goals for this school year:</p>	<p>SMART Goals:</p> <p>Based on the WDE School Performance Report, the equity indicator will increase from Meets Target to Exceeds Target according to the WAEA Target Level and from Average to Above Average in the ESSA Norm Category as measured by the Spring 2021 Summative WY-TOPP Assessment.</p>
<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> <p>Title I Services, Proficiency Power Up (Tier II), Bobcat Blitz (Tier III), PBIS, Collaborative Teams, Intervention Team, Professional Development, and Enrichment</p> <p>We utilize a Building Intervention Team (BIT) process that uses a data tracking system to track and document a student’s process longitudinally. This team is led by the Title I teacher and consists of classroom teachers, Title I Reading Teacher, Title I, Language/Literacy Specialist, School Counselor, Principal, School Psychologist, Special Education Case Manager, Dropout Prevention Coordinator, and Native American Liaison. The team meets weekly on the caseload and reviews strategies on what needs the student has. We then use our wrap around services to develop solutions to meet those needs both academically and emotionally. We then progress monitor the student periodically.</p> <p>Push In and Pull Out Title 1 services are provided to individual students and classrooms based on academic need. Classrooms that receive Push In Title 1 services are prioritized by the number of at risk students enrolled in each classroom. Title 1 support is provided for Reading, Writing, and Math.</p> <p>BCE is continuing to refine the academic and social-emotional systems of support for all students. Data sources such as STAR Reading, STAR Math, WY-TOPP, DESSA, and grade-level common assessments are used to determine needs for intervention and enrichment. The analysis of these data points determine placement in the tiered supports. Movement of students Tier I through Tier III is determined from frequent data collection and progress monitoring.</p>

School improvement efforts are continually addressed during staff meetings, Wednesday Early Out (WEO) professional development time, PLCs, MTSS, and weekly grade level data review team meetings. A master schedule is developed every spring with input from staff that allows for interventions and enrichment opportunities for students.

To ensure that classroom instruction and interventions are delivered methodically and systemically, grade level data review meetings are scheduled every week. In the course of the meeting, critical conversations occur around many data points including grade-level common assessments, Star Assessments, and WY-TOPP. Furthermore, the continuity of delivering curriculum and assessment with fidelity, plus best instructional practices are woven into the meeting time. The data review agenda is set at the prior week's meeting with teacher input. The BCE Instructional Facilitator provides feedback to teams about curriculum development, data analysis, team interactions, and on-going professional learning.

Tier I: Initial Instruction

All students, except those receiving instruction on alternate standards through an IEP, receive initial instruction across grade-level standards based on the expectations and rigor of the Wyoming State Standards. Instructional sequences and pacing are based on the grade-level team's decisions about how to provide instruction that allows students to connect their learning across standards. Grade-level teams have selected priority standards and, through the collective development of proficiency scales, articulated the prerequisite skills for the standard, built shared knowledge about mastery, and articulated ways students can move beyond proficiency. Teams work to ensure learning of the priority standards through differentiation and by providing students with multiple opportunities for mastery. Priority standards are assessed unobtrusively and obtrusively. Students are provided feedback about their progress toward/beyond the standard and parents receive feedback on these standards through Infinite Campus Parent portal updates and formal processes such as quarterly report cards. When designing instruction, grade-level teachers utilize our core resources: Journeys, Step Up to Writing, and IntoMath. In addition, they may supplement instruction with other resources including novels, teacher-developed materials, language-supports, Google Classroom, and web-based programs such as IXL, Lexia, Reflex Fact Fluency, and Khan Academy.

As part of our specials class rotation, all students attend Character Traits where they receive one hour per week of social-emotional learning (SEL). The Character Traits teacher uses Second Step as the core resource which aligns with our powerful PBIS school-wide common expectations. The focus of the instruction is to support students in

developing empathy, gaining skills to support their academic learning, developing abilities to manage emotions, and developing problem solving skills. These SEL opportunities are vital in developing a school in which students feel safe in their learning environment.

Our master schedule dedicates time for teams to meet two times a week to discuss curriculum design and student progress on common assessment measures. Teachers reflect on the impact of the instruction by reviewing their data with teammates, sharing effective strategies, and designing intervention/enrichment T2 opportunities.

Tier 2: Intervention

The schedule at BCE includes thirty minutes five days a week of intervention based on grade-level standards and/or social-emotional needs. For academic interventions, teams utilize this time to collectively respond to their data by providing targeted interventions to students who have not mastered the focus priority standard and enrichment to students who are ready to move beyond the standard. Tier II (referred to as Proficiency Power Up) groups are flexible and students move fluidly between groups based on their mastery of the instructional focus. For social-emotional interventions, our counselor reviews data from the DESSA, behavior data, and teacher recommendations and groups students for additional support.

Tier 3: Intensive Intervention

BCE has thirty minutes, four days/week, dedicated to intensive academic interventions. Students who are performing below the 40th percentile on the screener, STAR Reading, are identified as in need to receive intensive, targeted instruction on foundational reading skills. Once students are identified by the screener, a team of interventionists, which is comprised of special education teachers, paraprofessionals, a reading specialist, and a language specialist, administer diagnostic assessments to gain insight into areas of instructional need. Areas of instructional need include phonological awareness, orthographic knowledge, mental-orthographic imaging, morphological awareness, semantics, and/or comprehension strategies. Students are then placed in targeted intervention groups with varying levels of intensified instruction using evidence-based programs. Progress monitoring at this intensive level is provided after approximately 10 days of instruction. This data is entered into a district database system, Mileposts.

Our school counselor provides Tier III supports for students in need of intensive social-emotional interventions. A majority of the Tier III supports take place in a 1:1 setting; however, if students show similar needs (ex: social language, connecting with peers, social interactions) students may work in small groups.

Enrichment

When a student reaches proficiency on a priority standard, he or she will join a Tier II enrichment group focused on extending the reading, writing, or math standards 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 Tier III math enrichment we have a half-time enrichment teacher. Our enrichment selection was based on student achievement on the Spring STAR Math and 3rd and 4th grade WY-TOPP assessment. Each group of students receives 30 minutes of small group instruction that allows them to become curious thinkers and achieve a deep learning in mathematics. The eight mathematical practices drive the instruction.

Because a standards-based approach to grading and learning is used, all students have an opportunity to show proficiency levels at a 4.0. The opportunity to demonstrate this depth of knowledge allows for enrichment in all school settings.

As staff and students, we value and embrace technology integration across all disciplines. Teachers use technology for engagement strategies and differentiation. At the fifth grade level, Chromebooks are available on a one-to-one basis. The fourth grade is nearly one-to-one with devices. Students utilize iPad apps and audiobooks for further enrichment.

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.

We also utilize Title I funds to enhance our parent and community engagement through monthly offerings. Our PIE (Parents In Education) works closely with our staff to create fun, engaging, and educational opportunities throughout the year. Our Library Media Specialist also adds in student reading engagement by promoting Accelerated Reader, book clubs, and other book fairs and nights. Our library circulation rates and AR points are impressive.

	<p>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 to be involved in their child’s education.</p> <ol style="list-style-type: none"> 1. Bingo for Books Night - Enrichment 2. Student Council and Parents In Education sponsored family nights - Family Participation 3. Bobcat News - Weekly Broadcast 4. PIE (Parents In Education) Meetings, fundraising and learning community interactions <ol style="list-style-type: none"> a. Donuts with Cowboys b. Donuts with Cowgirls c. Scholastic Book Fair d. Movie Nights 	
	<p>Projected costs and funding sources for key strategies:</p>	
	<p>Title I Funding Source - \$137,000 Salaries, benefits, intervention programs, after school tutoring, professional development and family engagement.</p>	
	<p>Professional Development activities:</p>	
	<p>US Math Recovery Conference, Spell Links Conference, Dare to Lead Leadership Training</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>STAR Assessments, Common Formative Assessments in Math and Reading, WY-TOPP and WY-ALT. STAR Math and Reading</p> <ul style="list-style-type: none"> ● August 28 - September 15; ● December 7 - 11; ● March 16 - 25. <p>WY-TOPP- Interim January 14 - February 7; Summative April 14 - May 8. WY-ALT- March 3 - April 22. Common Formative Assessments- Weekly, Bi-weekly and end of Units.</p>	

School Improvement Budget - Federal Funds:

WAEA Performance Level:

ESSA Performance Level:

Goals	Activities	Budget Amount	Budget Source/Code
To help support and facilitate early intervention systems of support for all students and specifically the equity consolidated sub group. Oversee and support our MTSS system.	Salaries and benefits: Title I Teacher/Reading Specialist Language Literacy Specialist 504 Coordinator BIT Coordinator	\$100,000.00	
To provide professional development opportunities to support building wide SMART goals.	Professional Development:	\$10,000.00	
To provide a curriculum materials to support our intervention team in delivering a Tier 3 system of support	Supplies:	\$5,000.00	

Federal Programs Performance Goals

T-I: 1. All students will reach proficiency or better in reading/language arts and mathematics; 2. All EL students will become proficient in English and reach proficiency or better in reading/language arts and mathematics; 3. All students will be educated in learning environments that are safe, drug free, and conducive to learning; 4. All students will graduate from high school; 5. Improve the educational results and functional outcomes for all children with disabilities; 6. Develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

T-II: 1. Increase student achievement consistent with challenging State academic standards; 2. Improve the quality and effectiveness of teachers, principals, and other school leaders; 3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; 4. Provide low-income and minority students greater access to effective teachers, principals and other school Leaders.



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T-IV: 1. Provide all students with access to a well-rounded education; 2. Improve school conditions for student learning; 3. Improve the use of technology in order to improve their academic achievement and digital literacy of all students.

Statewide Pillars of Support: 1. Cultivating exceptional leadership, 2. Improving teaching and learning, 3. Developing a high-performance culture, 4. Developing effective structures and processes, 5. Engaging families and community.

Budget Codes

T-I: 703 = 2019, 803 = 2020

T-II: 704 = 2019, 804 = 2020

T-IV: 720 = 2019, 820 = 2020

319 = Professional Technical Service (registrations, guest speakers)

332 = Travel (plane tickets, hotels, per diem)

410 = Supplies

111 = Salaries/Benefits