



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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Teacher Demographics		Student Demographics	
Total Teachers	49	Total Students	523
Average Total Years Teaching	11	Race/Ethnicity	21.4%
National Board Certified	6	Free/Reduced	33.8%
Master's Degree	23	IEP by Disability	18.5%
Doctorate	0	ELL (LEP)	1
Male	5	Male	295
Female	44	Female	228



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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		
	Kristy Nelson		
	Jamie Bernard		
	Zac Fisher		

**WAEA/ESEA Area of Improvement:**

<p><b>Goals for this school year:</b></p>	<p><b>SMART Goals:</b></p> <ol style="list-style-type: none"> <li>1. 60% of third grade students will be proficient or advanced on the spring WY-TOPP reading and math.</li> <li>2. 70% of K-3 students will be on or above the 50th percentile according to the spring STAR reading and math assessment.</li> <li>3. 90% of students on an IEP will make progress towards their academic goals.</li> <li>4. All students will receive Social Emotional Learning (SEL) lesson each week.</li> </ol>
<p><b>Plan for this school year:</b> <b>(<a href="#">High leverage practices</a>)</b></p>	<p><b>Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)</b></p> <ol style="list-style-type: none"> <li>1. Unit SMART goals set by each grade level for reading and math.</li> <li>2. Follow the master schedule so all students have access to Tier 1 instruction, and tier 2 and/or 3 if further support is needed.</li> <li>3. PLC's 3X per week for classroom teachers with agendas and action items documented.</li> <li>4. Weekly SPED and Title PLCs with agendas and action items.</li> <li>5. Use common formative assessment data to check student understanding and identity tier 2 and 3 students.</li> <li>6. Administer the STAR assessment to check proficiency of grade level content 3X/yr and use the data to make instructional changes for Tier 1, 2, and 3.</li> <li>7. All staff will read <i>The Next Step Forward in Guided Reading</i>.</li> <li>8. All staff train in Strength and Number strategies and use purchased supplies to administer in classrooms.</li> </ol>

9. Address the social emotional learning (SEL) for all students through daily and weekly lessons.
10. Attend Solution Tree Conferences, including PLC's at Work and Assessment Institute, to increase shared knowledge and remain focused on the four PLC questions.

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

- \$1500 mandatory book study, *The Next Step Forward in Guided Reading*, Title 1 budget
- \$2000 Strength and Number supplies, Title 1 budget
- \$15,000 Solution Tree Conferences, Title 1 budget
- \$5000 SEL, *In Focus*, curriculum, Title IV budget

**Professional Development activities:**

- Create and set unit SMART goals for reading and math in each grade level. All other areas (specials classes, interventionists, special education staff, principals) will post quarterly SMART goals.
- Celebrate SMART goals by posting results and dedicating time quarterly to celebrate as a staff.
- Classroom teachers will 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 at least two 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 mandatory as well as choice given for reading based on individual professional development.
- Focus on consistent strategies for small group reading instruction through professional development training and format provided in staff book study of *The Next Step Forward in Guided Reading*.
- Strength and Number training for all staff during WEO time at least four times throughout the year.
- The counselors will teach an SEL lesson once a week and classroom teachers daily to improve emotional learning and reduce behavior write ups.
- Attend Solution Tree conferences (Assessment Institute and Professional Learning Communities).
- Milepost training for teachers to document Tier 2 and 3 strategies as well as progress monitoring data.

<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	80% of students will be proficient on SMART goals.	End of each quarter.
	70% of students will be proficient (50th percentile or above) in reading and math according to the STAR assessment.	Administered in December 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.
	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.
	Progress notes for IEP goals documented and sent home every quarter.	Every quarter

**Timeline of events over the past three school years:**

<b>School year 2016-17</b>	<b>School year 2017-18</b>	<b>School year 2018-19</b>
19 new staff (9 new classroom teachers)	2 classroom teacher hires	No new classroom teacher hires
New principal	Master schedule with Tier 1, 2, 3 built in	Master schedule and early out same as previous year
Created Guiding Coalition (4 classroom teachers, 1 Title, 1 Sped)	Common planning for 7 to 8 grade level teachers	Social Emotional Learning taught to ALL students
Jeff Flygare, from Marzano Research, provided training on proficiency skills and assessments	PLC's occurring 3 times/week during the school day	Art twice a week for 2nd and 3rd grades (para staffing)
Only 4 out of 8 teachers/per grade level planning at one time	Early release Wednesday at 1:00	Computer paras only in the PM
Board approved master schedule change for 2017-18 (early release 1:00 on Wed and 80 min. common planning time 4X/wk)	Art only once/week for 2nd and 3rd due to staffing	All certified staff read <i>The Next Step Forward in Guided Reading</i>
Teachers meeting after school for PLC time	Computer class part of special rotation	Book studies offered for credit throughout school year
Approximately 60% of 3rd grade students proficient on PAWS reading; 40% math	Phonemic awareness training by Dr. Kilpatrick for ALL staff	Phonics training for ALL staff
Seven collective commitments decided upon by ALL staff	Book studies offered for credit throughout the school year	Strength and Number training for ALL staff
10 staff attended Rtl at Work (San Antonio)	39% of 3rd grade students proficient on WYTOPP for both reading and math	Classic kindergarten provided for students scoring low on screener plus no previous formal schooling
Principals (2) and guiding coalition (6) attended PLC Institute	Curriculum planning days for each content area	Standards Based Grading report card

Jeff Flygare provided training on proficiency skills and assessments	Work continued for proficiency scales and common assessments	Work continued for proficiency scales, scoring guides and common assessments
Only 4 out of 8 teachers/per grade level planning at one time	Preschools and daycares partnered with kindergarten teachers to prepare students for kindergarten	Tiger Tot teacher became the liason for the district with preschools and daycares by providing PD regularly each week
Board approved master schedule change (early release 1:00 on Wed.)	8 staff attended PLC Institute (Salt Lake)	Swimming removed from schedule for 2nd and 3rd grade to increase academic time
		6 staff attended PLC Institute (Long Beach)
		12 staff attended Assessment Institute (Long Beach)
		Guiding coalition team observed White River School District with Supt. Janel Keating.