

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>

SY 2019-2020

School Name: Lander Middle School

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Teacher Demographics		Student Demographics	
Total Teachers	34	Total Students	457
Average Total Years Teaching	16.5	Race/Ethnicity	White=346 American Indian=46 Other=29
National Board Certified	26.7%	Free/Reduced Lunch	157
Master's Degree	56.7%	Individual Education Plan by Disability	61
Doctorate	0	ELL (LEP)	0
Male	18	Male	228
Female	16	Female	229

School Improvement Team Members:

Students	Teachers	Administration	Community Members
Connor Higginbotham	Devan Leonard	Julie Shanley	Mindy Clancy
Willow Wells	Jennifer Young	Kevin Ley	Melissa Hertler
Meesha Prine	Derek Peil	Ken Nielsen	Pam Frederick

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, 7th, and 8th grade Reading; 6th and 8th grade Math; 8th grade Science ESSA subgroups meeting expectations: Achievement: Asian, F/R, Hispanic, Native American, Two or more races, white	7th grade Math ESSA subgroups not meeting expectations: Achievement: IEP	2019 WyTopp Summative Test; WAEA School Performance Report	4 years of trend data from WY PAWS Test; 14-15, 15-16, 16-17; 2 year of WYTopp Summative (18, 19)
Growth	ESSA subgroups meeting expectations Growth: Asian	The mean student growth percentile in reading and math combined for all students in grades 4-8 from prior year WyTopp to current year WYTopp; Score 42 ESSA subgroups not meeting expectations Growth: F/R, Hispanic, IEP, Native American Two or more races, white	2019 WYTopp Summative Test; WAEA School Performance Report	2018, 2019 WYTopp Test
Equity	ESSA subgroups meeting expectations	Consolidated Sub Group as identified on 2019	Wyoming State Performance Report	4 years of trend data from WY PAWS tests, 14-15,

	Equity: Hispanic	WyTopp test. ESSA subgroups not meeting expectations Equity: F/R, IEP, Native American, Two or more races, white	(SPR); 2018 WYTopp Summative Test	15-16, 16-17; disaggregated; 2 years of WYTOPP data, disaggregated
MTSS (RtI-PBIS)	PLC and establishment of systematic process; Identification of necessary interventions for students in Tier 2, 3; Second year implementation of Standards Based Grading.	Identifying and implementing a systematic Tier 3 Reading intervention program building wide. Creating and implementing an intervention tracker for students in the Consolidated Sub group. Documenting interventions in MilePost. Implementing a behavior/SEL side of the RTI pyramid.	Professional Learning Communities (PLC) implementation as determined by the evaluation tools in <i>Learning By Doing</i> (DuFour et al., 2016) and Building Intervention Team (BIT) meetings self-evaluations and RTI as evaluated by the tools provided in <i>Taking Action</i> (Buffum, Mattos, & Malone, 2017).	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	Grade level teams Cross-content teams Guiding Coalition Content Teams	

	Math and Reading Administration and Data Reports	are behind.		
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WAEA/ESSA Area of Improvement:

<p>Goals for this school year:</p>	<p>SMART Goals:</p> <p>(1) Improve growth and equity targets for consolidated sub group students from below targets to meeting targets on the 2020 Spring WYTopp.</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> <ul style="list-style-type: none"> • Reader’s Workshop Implementation - All six English Language Arts teachers at LMS attended a week long intensive workshop at Columbia University in August 2019 to learn the components of Reader’s Workshop. Since then, all six have implemented the program with fidelity in their classrooms. LMS has made it a priority to purchase books to support students at their reading level. We have also begun training one of our Special Education teachers in Reader’s Workshop for grades 3, 4, 5, to support those students that are below grade level in reading. • Students who fell in the bottom 25% of WyTopp scores in math and reading, approximately 67 students at LMS, were identified as part of a consolidated sub group. Score reports were pulled from WyTopp and STAR. Students were identified in Milepost for Tier 3 in math, reading or both. • During the 16-17 school year, FCSD#1 purchased Milepost and all certified staff were given initial training on the tool. During the 17-18 school year, Mileposts was used more widely throughout the building and was the data management system used for Summer School. During the 18-19 school year, staff continued to use Milepost to document RtI. Students that were identified for summer school were followed in Milepost for progress monitoring. Milepost has some great training videos on the homepage. Here’s a link to documenting interventions. In the 17-18 school year, 3 teachers were identified at each grade level and given more extensive training on Mileposts. These three teachers are the primary representatives for Mileposts in their respective grade level. They help other classroom teachers with uploading and documenting intervention information in the system. • Weekly grade and content level data teams - In the 18-19 school year, data teams met weekly on Tuesdays to analyze and discuss data from most recent administered Common Formative Assessments (CFAs). Data from these assessments are used to identify students for intervention or enrichment during FLEX time.

	<p>Teams also use Thursday team meetings to work through action plans that were created on Tuesday. For the 19-20 school year, data teams will be restructured to</p> <ul style="list-style-type: none"> ○ Identification and implementation of school wide Literacy standards. ELA department along with building principal, identified 6 priority ELA standards that will be supported in other content areas besides ELA. Content teachers will identify school wide literacy standards they are supporting on their proficiency scales as well as on CFAs. ○ Math has been restructured into a content team so that all 3 math teachers are teaching the same grade level at the same time. Teachers will be able to collaborate on proficiency scales and CFAs as well as make instructional decisions based on student progress. Math PLC Running Agenda ● 30 minute FLEX period built into the master schedule, 4 days a week to support student growth groups. Grade level teachers and support staff work with students on targeted math and/or ELA standards based on assessment data. FLEX rotations are built on a two-week cycle. Teachers will use intervention trackers to track and record student progress of targeted objectives. ● Implementation and use of STAR Reading and MATH assessments and progress monitoring. All staff have been trained in administering STAR Reading and Math assessments. All students were tested September 2019. LMS will follow the district plan of STAR testing 2 times/year. However, STAR will be administered and used to progress monitor students for intervention purposes. STAR reports are used to drill-down to specific target areas with students. Other progress monitoring tools will include Read Works, AimsWeb, and EasyCBM. ● In addition to using standardized assessment data, teachers will also analyze content level CFA data to ensure students are mastering standards. ● Moby Max, Legends of Learning, Khan Academy, MyOn are used for intervention supports. ● Students who have been identified below grade level in reading are receiving support through their ELA class as well as through FLEX. FLEX teachers are using materials aligned to student's current reading level.
<p>Projected costs and funding sources for key strategies</p>	
<p>Title I and Title IIA</p>	
<p>Professional Development activities</p>	

	<p>Milepost refresher training (on-going) STAR refresher training (on-going) Marzano Phase I, II, III training (on-going) Columbia Reader's Workshop Institute (August 2019)</p>	
Benchmarks for Progress	Benchmark	Timeline
	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.	On-going
	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 that are identified as part of the Consolidated Sub Group will be the focus of Tuesday's data team meetings. We will look closely at those students and use STAR and WYTopp information to provide Tier 3 intervention.	Weekly; September 2019 to May 2020

<p>Goals for this school year:</p>	<p>SMART Goals:</p> <p>(2) Increase the percentage of 7th-grade students scoring proficient and advanced in math on WY state assessment. Trend data for the last four years from PAWS assessments and 2018 WYTopp summative test indicates that math scores for 7th grade have been below the state average for students scoring proficient and advanced.</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> <ul style="list-style-type: none"> ● Math has been restructured into a content team so that all three math teachers are teaching the same grade level at the same time. Teachers will be able to collaborate on proficiency scales and CFAs as well as make instructional decisions based on student progress. ● 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. Team members have a time designated daily to facilitate data team meetings. This time is also being used for co-planning for proficiency scales, common formative assessments, and lessons. ● Create time in the master schedule and/or Wednesday early out to facilitate vertical content meetings. ● Use District identified curriculum days as well as the additional 3 professional learning days to support content work. ● 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. ● 1.0 FTE Title I Math Interventionist ● 30 minute FLEX period built into the 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.

	<ul style="list-style-type: none"> FLEX rotations are built on a two-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 the 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 1.0 FTE Interventionists Program costs for Renaissance STAR 360 Reading and Math and MyOn, Moby Max and Legends of Learning. WDE Statewide Systems of Support; Marzano Training Phase I, II, III, and IV - travel and lodging only</p> <p>Information regarding projected costs is on the School Improvement Budget page.</p>	
	<p>Professional Development activities</p>	
	<ul style="list-style-type: none"> Additional time set aside to facilitate continued work on priority standards, proficiency scales, and common formative assessments. All math teachers have attended a Solution Tree Professional Learning Communities Institute. All math teachers have been trained in the use and administration of STAR 360 Math assessments and reports. All math teachers and special education teachers supporting math have been trained in the use of Legends of Learning. Math teachers attended Solution Tree Math at Work Institute, April 2019. 	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>Curriculum work: (identification of priority standards, proficiency scales, and common formative assessments)</p>	<p>Monthly; September 2019 to May 2020</p>

Goals for this school year:	SMART Goals:
	(3) Increase and strengthen parent and community engagement and support to enhance relationships between parents, families, school, and community.
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"> ● Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. ● Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school. ● Engage parents in the school’s volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities. ● Respond to parent concerns and/or complaints to ensure each child’s educational needs are met. ● Comply with all FCSD #1, State, and Federal requirements regarding parent involvement. ● Work closely with the FCSD #1 Community Relations Coordinator to identify areas of improvement for parent engagement. ● Work closely with FCSD#1 Community Relations Coordinator to identify and implement solutions or programming to address parent engagement needs. ● Create a school-based needs assessment to survey parents to determine concerns that are most relevant to them. Title I Parent Engagement Survey ● Identify parent advocates to work with and assist those parents with specific school based resources. ● Work closely with district community engagement specialist to identify opportunities to engage with community. ● Provide dinner and child care for parents to attend school based evening meetings.
	Projected costs and funding sources for key strategies
	<ul style="list-style-type: none"> ● \$2,000 for supplies for family nights. <ul style="list-style-type: none"> ○ Projected costs for food will be taken from the School’s general fund.

	Professional Development activities	
	<ul style="list-style-type: none"> • None at this time 	
Benchmarks for Progress	Benchmark:	Timeline:
	Parent Surveys after events	November 2019 to May 2020

School Improvement Budget - Federal Funds:

Key Strategies (Listed above)	Activities	Budget Amount	Budget Source/Code
Continuous improvement of Growth and Equity indicators	<ol style="list-style-type: none"> 1. WDE Systems of Support - Marzano Phase I, II, and III training for identified staff 2019-2020 2. Identification and implementation of school wide literacy standards for the 2019-2020 school year. 3. Implementation of Reader's Workshop strategies to support literacy standards. 4. Identification of intervention resources for Reading and Math 	\$5,000 \$5,000	803-332 803-410
Increase the percentage of 7th-grade students scoring proficient and advanced in math on WY state assessment.	<ol style="list-style-type: none"> 1. Full-time Title I math Interventionist 2. Implementation and use of STAR 360 Math, Moby Max, and Legends of Learning with fidelity to support math interventions. 	\$102,676 \$22,000	803-111 803-410
Increase and strengthen parent and community engagement and support to enhance	<ol style="list-style-type: none"> 1. Family Game Nights run by Student Council 2. Family STEM Nights - 2 scheduled for 2019-2020 school year 	\$1,000 \$1,000	803-410 and 319

relationships between parents, families, school, and community			
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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.

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.

Budget Codes

- T-I:** 803 = 2020
- 319** = Professional Technical Service (registrations, guest speakers)
- 332** = Travel (plane tickets, hotels, per diem meals)
- 410** = Supplies
- 111** = Salaries/Benefits