

Wyoming Department of Education (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 Wyoming Accountability Education Act (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 2022-23

School Name: Baldwin Creek Elementary

Principal: Analysisia Heikkila

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Teacher Demographics		Student Demographics	
Total Teachers	23	Total Students	199
Average Total Years Teaching	15	Race/Ethnicity	Hispanic - 10 (5%) American Indian - 13 (6%) Asian - 0 (<1%) Black - 0 (<1%) Pacific Islander - 0 (<1%) White - 159 (80%) Two or more races - 17 (9%)
National Board Certified	2	Free/Reduced	61 (26%)
Master's Degree	11	IEPs	44 (18%)
Doctorate	0	ELL (LEP)	1 (<1%)
Male	3	Male	134 (56%)
Female	20	Female	104 (44%)

School Improvement Team Members:

Student Representatives	BCE Team Members	Community Members
Paxton Hopkin, Student Council President Grace Lancaster, Student Council Representative	Analysisia Heikkila, Principal Nicole Jordan, Media Specialist Marissa Powell, Instructional Facilitator Leann Sebade, Interventionist Cindy Stigers, 4th Grade Teacher Alexis Schneider, 5th Grade Teacher Audrey Logue, Special Education Teacher Courtney Widhalm, Art Teacher	Erika Hopkin, Parent Staci Lancaster, Parent

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

Achievement	
Areas of Greatest Progress	<p>According to the 2022-23 WAEA School Performance Report, Baldwin Creek Elementary is Meeting Expectations.</p> <p>The 2023 WY-TOPP Math for 5th grade was 65% proficient and advanced which was an increase of 15% from 50% on the 4th grade 2022 WY-TOPP.</p> <p>The 2023 WY-TOPP ELA for 5th grade was 68% proficient and advanced which was an increase of 5% from 63% on the 4th grade 2022 WY-TOPP.</p> <p>The 4th grade scored at 60% proficient and advanced in ELA on the 2023 WY-TOPP Assessment which was 15% higher than the state average and 55% proficient and advanced which was 5% higher than the state average.</p> <p>The 4th grade continues to outperform the state in Science with 64% proficient and advanced while the state average was 50% proficient and advanced.</p>
Source of Progress	<p>Multi-Tiered Systems of Support</p> <ul style="list-style-type: none"> ● Content Team Collaboration ● Schoolwide Screening, Diagnostics, and Progress Monitoring ● Data-Based Decision Making ● Tier II Focused on Additional Opportunities to Master or Enrich Grade-Level Standards ● Tier III Focused on Intensive Intervention Below Grade Level ● Special Education/IEP Teams ● Guiding Coalition Focused on Professional Learning Community Development ● Addition of Tier II SEL/Executive Functioning Interventions ● Enrichment Opportunities in Reading and Math ● Collaboration Within/Across Teams
Areas of Greatest Challenge	<p>Students who fall into the Basic category on WY-TOPP may only be a few points from a Proficient score based on the cut scores. Many of these students show proficiency in the classroom, but fail to perform at a Proficient level on WY-TOPP.</p> <p>Behavioral data shows that social/emotional needs, disruptive behavior, and chronic absenteeism negatively affect student achievement.</p>
Source of Challenge	<p>Students are not always able to transfer their knowledge and skills from the classroom to the testing environment and to real world situations.</p>

Growth	
Areas of Greatest Progress	<p>According to the 2022-23 WAEA School Performance Report, Baldwin Creek Elementary is Meeting Expectations.</p> <p>The 2023 WY-TOPP Math for 5th grade was 65% proficient and advanced which was an increase of 6% from 59% on the 4th grade 2022 WY-TOPP.</p> <p>The 5th grade also maintained a high level of performance in ELA with 70% proficient and advanced on the 2022 WY-TOPP and 68% proficient and advanced on the 2023 WY-TOPP.</p>
Source of Progress	<p>Departmentalization of subjects in both grade levels has allowed teachers to specialize in their content areas. This structure enables content teachers to reflect on and refine their teaching practices which improves student outcomes. In addition, we have a Language-Literacy Specialist that provides ongoing, embedded professional development to teachers in order to support students in language fundamentals necessary to access instruction.</p>
Areas of Greatest Challenge	<p>Continuing to achieve high levels of growth in both Math and ELA as students transition between schools and grade levels within the school is a challenge.</p>
Source of Challenge	<p>Transition between the schools shows greater areas of growth than does the transition between grade levels within the school.</p>

Equity	
Areas of Greatest Progress	<p>According to the 2022-23 School Performance Report, Baldwin Creek Elementary met the targets for Equity according to the WAEA target level.</p>
Source of Progress	<p>With an emphasis on SEL, students feel safe, are more likely to make staff connections, and utilize a growth mindset. Content-focused instruction along with a focus on both word level and sentence level comprehension/written expression have given all students equitable access to the curriculum. A focus on executive functioning has allowed many students to access skills needed to be successful with the academic demands of a classroom setting.</p>
Areas of Greatest Challenge	<p>An area of concern based on the 2023 Summative WYTOPP assessment is the Low SES subgroup. The percentage of proficiency for both Math and ELA fell below the state average. Meeting the needs of all students with the number of staff available is a consistent area of challenge. Many students in these subgroups have significant attendance issues as well as a lack of adequate sleep and physiological needs.</p>
Source of Challenge	<p>There has been an increased number within some subgroups. Many of the students in the identified equity category also fall into these subgroups.</p>

Transition Needs	
Areas of Greatest Progress	The district has allocated many resources in developing vertical alignment of all curricular areas. This allows for smoother transitions in curriculum between the grades and schools.
Source of Progress	District wide programs such as PBIS allow for consistency between buildings and grade levels. The middle school has reported that the structure of our schedule, departmentalization, and explicit instruction in executive functioning has students better prepared for the transition to sixth grade.
Areas of Greatest Challenge	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.
Source of Challenge	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.

Multi-Tiered Systems of Support (MTSS)	
Areas of Greatest Progress	In the process of creating systematic and systemic supports that include data-based decision making for screening, progress monitoring, and multi-leveled prevention systems. This work includes alignment between Tier I Instruction, Special Education, and Intervention services. Our MTSS Coordinator has become an integral position to focus on the creation and alignment of these systems.
Source of Progress	<ul style="list-style-type: none"> ● MTSS Coordinator ● Master Schedule to Optimize Human Resources to Support Students ● Intervention Team ● Embedded Content Team Collaborations ● Departmentalized Special Education Teachers ● Student Support Teams to Monitor Response to Intervention and Intensify as Needed
Areas of Greatest Challenge	Students were being pulled for intervention and specially-designed instruction for the last half of the block which created inequity and a lack of exposure to curriculum. Ensuring that all staff are trained and consistent with MTSS procedures.
Source of Challenge	Our master schedule did not allow all students receiving SDI in a pull-out setting to participate fully in core instruction. Insufficient staffing and resources create a challenge in meeting the needs of all students.

Professional Development	
Areas of Greatest Progress	<p>Professional Development Aligned to Current Research</p> <ul style="list-style-type: none"> ● Program Specific Professional Development for Interventions ● Language/Literacy Specialist Providing Ongoing, Embedded PD to Increase Access to Learning ● Content Focused Instruction ● Components of Skilled Reading <p>Professional Development Aligned to Professional Learning Communities</p> <p>Embedded Collaboration Within and Across Teams</p>
Source of Progress	<p>FCSD#1 has committed time and resources to the PLC process and professional development.</p> <p>Leadership Team Working Collaboratively to Review Data and Determine Next Steps in PD</p>
Areas of Greatest Challenge	<p>Finding the time for classified staff training.</p> <p>Implementation of Programs with Fidelity (Time) to match effectiveness studies.</p>
Source of Challenge	<p>Some staff have been trained in the specific interventions while others have not had a formal training.</p>

WAEA/ESEA Area of Improvement:

<p>SMART Goals:</p>	<p>Goals for this school year:</p> <p>Increase the percentage of students scoring proficient or advanced in ELA by 10% in comparison to the cohort's 2024 WY-TOPP summative assessment.</p> <ul style="list-style-type: none"> • Baseline data for 4th grade ELA is 54% proficient/advanced based on 3rd grade 2023 Summative WY-TOPP Assessment. • Baseline data for 5th grade ELA is 60% proficient/advanced based on 4th grade 2023 Summative WY-TOPP Assessment. <p>Increase the percentage of students scoring proficient or advanced in Math by 10% in comparison to the cohort's 2024 WY-TOPP summative assessment.</p> <ul style="list-style-type: none"> • Baseline data for 4th grade Math is 56% proficient/advanced based on 3rd grade 2023 Summative WY-TOPP Assessment. • Baseline data for 5th grade Math is 55% proficient/advanced based on 4th grade 2023 Summative WY-TOPP Assessment. <p>Increase the percentage of students scoring proficient and advanced by 10% in both ELA and Math in the Low SES Subgroup. This will lead to an increase in the overall percentages.</p> <ul style="list-style-type: none"> • Baseline data for 4th grade Low SES ELA is 41% proficient/advanced based on 3rd grade 2023 Summative WY-TOPP Assessment and Math is 30% proficient/advanced. • Baseline data for 5th grade Low SES Math is 38% proficient/advanced based on 4th grade 2023 Summative WY-TOPP Assessment and Math is 32% proficient/advanced.
<p>Key Strategies to Achieve Goals</p>	<p>Plan for this school year: (High leverage practices)</p> <p>Intervention Services, Proficiency Power Up (Tier II, Tier III), PBIS, Collaborative Teams, Intervention Team, Professional Development, and Enrichment</p> <p>Push in and pull out services are provided to individual students and classrooms based on academic need. Classrooms that receive push in services are prioritized by the number of at risk students enrolled in each classroom. Intervention is provided for reading and writing.</p> <p>BCE is continuing to refine the academic and social-emotional systems of support for all students. Data sources used to determine needs for intervention and enrichment include, but are not limited to: Star Reading, Star Math, WY-TOPP, and grade-level common assessments. Frequent data collection/analysis and progress monitoring allows for movement of students through Tier II and Tier III. Social-emotional needs are identified using the DESSA screener which assesses eight social and emotional competencies.</p>

School improvement efforts are addressed during staff meetings, professional development time, PLCs, MTSS, and weekly grade-level data review team meetings. A master schedule is developed each 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. Critical conversations occur around data points including grade-level common assessments, Star Assessments, and WY-TOPP. These meetings focus on delivering instruction and assessment with fidelity while providing the best instructional practices. 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 ongoing 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 content 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 content teams utilize our core resources: Step Up to Writing, and IntoMath. Our grade level teams reviewed all content areas and created content focused units for each quarter. These content focused units keep our contents connected even though we are departmentalized. In addition, they may supplement instruction with other resources including novels, Writing Revolution, Reading Comprehension Blueprint, teacher-developed materials, language supports, Google Classroom, and web-based programs such as IXL, NewsELA, and Khan Academy.

As part of our special classes rotation, all students attend Character Traits where they receive a half hour per week of social-emotional learning (SEL). The Character Traits teacher uses the CharacterStrong curriculum 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. Meetings are dedicated to content and grade level teams where teachers reflect on the impact of the instruction by reviewing their data with the team, discuss how to respond to this data, share effective strategies, and design intervention/enrichment Tier II opportunities. The grade level meetings also focus on SEL for students in their pods.

Tier II: Intervention

Proficiency Power Up is a Tier II intervention that is scheduled for thirty minutes; four days a week for math and five days a week for reading. These interventions are 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 instruction to students who have not mastered the focus priority standard and enrichment to students who are ready to move beyond the standard. Tier II groups are flexible and students move fluidly between groups based on their mastery of the instructional focus. Using universal screeners, teacher input, and diagnostic tools, students are grouped based on their level of mastery and work in small to larger groups in classrooms throughout the building. For social-emotional interventions, our counselor reviews data from the Devereux Elementary Student Strengths Assessment (DESSA), behavior data, and teacher recommendations and groups students for additional support. These social-emotional groups can encompass students from all classrooms, because of students' specific needs.

Tier III: Intensive Intervention

A process is in place at BCE to determine the targeted reading and math interventions students need if they have gaps in the knowledge/skills of foundational skills. ESSER funds are again being used to increase the number of students receiving targeted interventions in both reading and math. Universal screeners include STAR Reading and Math, the Elementary Spelling Inventory (ESI), a writing sample, and an end-of previous year standards-based math assessment. Cut scores have been determined for each of the universal screeners and further diagnostic testing is completed by our team of interventionists. Diagnostics include an analysis of the ESI across a five-block model, an analysis of the writing sample, decoding surveys, ORF for rate and accuracy. If needed, additional diagnostics include the PAST, Spell 2, a reading inventory, and/or the DYMOND. Data is used to determine the intensity of the interventions, resources, and groups. Families are notified using an FAQ that was developed by the Intervention Team.

The DESSA is used as our SEL universal screener. Grade-level teachers also meet every two weeks to discuss ways to support students who are exhibiting SEL needs. Based on the results, executive functioning and social-emotional interventions are determined. The SEL intervention team that includes our Character Traits teacher and our school counselor provide interventions in small group and individual settings.

Student Support Team (SST)

With an increased focus on our systems of support being systematic and systemic, we have implemented a Student Support Team (SST) to respond when students are not making adequate progress in their interventions. This team is led by the MTSS Coordinator and consists of classroom teachers, interventionists, our Language/Literacy Specialist, Principal, School Psychologist, Attendance Coordinator, and our Native American Liaison. Once a student has been referred to the SST, the team reviews academic, behavior, attendance, and anecdotal data to determine additional supports that can be provided to ensure student success.

Enrichment

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. Enrichment for students exceeding the standards takes place during scheduled "Power Up" (Tier II/Tier III) blocks for Math and ELA.

For math enrichment, students are identified based on achievement on the Spring STAR Math assessment and 3rd/4th grade Math WY-TOPP assessment. Advanced students receive 30 minutes of small group instruction which allows them to become curious thinkers and achieve a deep learning in mathematics. The eight mathematical practices, per the Common Core State Standards Initiative, drive the instruction.

The Bobcat News is an ELA enrichment for 5th grade students. Students are identified based on the Spring STAR Reading percentile, the 4th grade spring WY-TOPP assessment, and teacher surveys. Students develop skills in writing, journalism, and technology which allows them to become leaders in their school.

All students have the opportunity for reading enrichment through Newbery Book clubs which take place in the library. The Library Media Specialist also promotes reading through Accelerated Reader, giving Baldwin Creek the highest circulation rates and AR points per number of students in the district.

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. The schedule also ensures adequate core instruction can be provided in reading, writing, math, social studies, and science.

Baldwin Creek offers after school tutoring based on student need.

	<p>We utilize Title I and ESSER funds to enhance our parent and community engagement. Our PIE (Parents In Education) works closely with our staff to create fun, engaging, and educational opportunities throughout the year.</p> <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. Executive Functioning Family Presentations - Family Participation 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. Scholastic Book Fair b. World's Finest Chocolate Fundraiser <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>Add+Vantage Math Course 1 and Course 2, Dare to Lead Leadership Training, Plain Talk Literacy Conference, Math Video Nights, Fundamental Five, Content Focused Instruction, LETRS, ISTE</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark: _____ Timeline: _____</p>	
	<p>STAR Assessments, Common Formative Assessments in Math and Reading, WY-TOPP and WY-ALT.</p> <p>STAR Math and Reading</p> <ul style="list-style-type: none"> ● August 28 - September 6 ● December 11 - 15 ● May 6 - 10 <p>WY-TOPP</p> <ul style="list-style-type: none"> ● Summative Writing March 4-15, 2024 ● Summative ELA, Math, and Science April 16 - May 10, 2024 <p>WY-ALT- March 1 - April 22.</p> <p>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 III 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.

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