



863 Sweetwater
 Lander, Wyoming 82520
 (307) 332-4711 - fax (307) 332-6671
 www.landingschools.org

SY 2020-21

School Name: Jeffrey City School

Principal: Andrew Lanz-Ketcham

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Teacher Demographics		Student Demographics	
Total Teachers	1	Total Students	3
Average Total Years Teaching	26	Race/Ethnicity	100% white
National Board Certified	0	Free/Reduced	0
Master's Degree	0	IEP by Disability	0
Doctorate	0	ELL (LEP)	0
Male	1	Male	2
Female	0	Female	1



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School Improvement Team Members:

Students	Teachers	Administration	Community Members
	Scott Hemingway	Andrew Lanz-Ketcham	

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	Meets state WAEA targets for achievement	Meeting the diverse needs of students with limited staffing Adopting 2 new math resources in the same year.	Improved knowledge and ability to integrate technology to support differentiated learning and student engagement. The new math resources should improve achievement and transitions.	Small school, with only 1 certified teacher.
Growth	Not enough students to measure.	Not enough students to measure.	Not enough students to measure.	Not enough students to measure.
Equity	Not enough students to measure.	Not enough students to measure.	Not enough students to measure.	Not enough students to measure.
Transition Needs (grades 5-6)	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. This information is communicated to the school.	Ensuring that our students are middle school ready and that we keep improving the 5th to 6th transition process.	Once a semester, district-wide, curricular meetings. District wide programs such as PBIS allow for consistency between buildings and grade levels. Spending time to bring the students into town to get to know their grade level peers. Being intentional about building independence with students.	Not only are students transitioning from an elementary to middle school environment, they are also transitioning from being the only student in their grade, to one of 140+.

MTSS (RtI-PBIS)	Targeted small group instruction	Maintaining rigor for independent work.	Hiring 1 highly qualified staff member, trained and experienced with research based primary and elementary reading and math.	Widely diverse learning needs.
Professional Development	Improving communication between 4th and 5th grade to Jeffrey City.	Finding relevant small school PD.	New staff members with existing relationships in those grades.	While not unique, Jeffrey City has unusual needs.

WAEA/ESEA Area of Improvement:

Goals for this school year:	SMART Goals:
	100% of students will meet their growth goals according to STAR on reading and math.
Plan for this school year:	Key strategies to achieve goals: (Must be research based i.e. MTSS)(consider PLCs processes)
	Continue regular collaboration with a collaborative team as a member of a PLC.
	Continue to work with instructional facilitator to improve teaching practices.
	Consistently utilize and maintain individual learning plans for all students.
	Implement regular targeted interventions with a highly qualified paraprofessional.
	Projected costs and funding sources for key strategies:
	Zero extra costs, staffing and time already allotted.
	Professional Development activities:

	Regular Wednesday early out professional development. Embedded professional development through the PLC process. Paraprofessional will be a member of the PLC and attend Wednesday early out professional development. Regular communication with administrator and instructional facilitator for feedback.	
Benchmarks for Progress	Benchmark:	Timeline:
	Parents and community members' input sought to determine additional areas of need.	October, and February parent teacher conferences October newsletter
	Create individual learning plans	By September 30th 2020
	-individual learning plans reviewed	<i>September 2020, January 2021, and May 2021 and ongoing</i>
	-plans shared with parents	<i>October 2020, and February 2021 (Parent teacher conferences)</i>
	-Individual learning plans reviewed and updated regularly	<i>Ongoing 2020-2021 school year</i>
	-Determine if additional interventions are necessary for students to show adequate growth and proficiency.	<i>Ongoing and January 2021 and May 2021</i>
	Establish regular targeted interventions to meet the needs of individual students.	<i>Starting August 2020, ongoing through May 2021</i>