

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>

SY 2021-22

School Name: Baldwin Creek Elementary

Principal: Analysisia Heikkila

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Teacher Demographics		Student Demographics	
Total Teachers	22	Total Students	236
Average Total Years Teaching	15	Race/Ethnicity	Hispanic - 12 (5%) American Indian - 26 (11%) Asian - 1 (<1%) Black - 0 Pacific Islander - 0 White - 174 (74%) Two or more races - 23 (10%)
National Board Certified	2	Free/Reduced	78 (30.7%)--2019/2020
Master's Degree	11	IEPs	39 (17%)
Doctorate	0	ELL (LEP)	1 (<1%)
Male	3	Male	130 (55%)
Female	20	Female	106 (45%)

School Improvement Team Members:

Student Representatives	BCE Team Members	Community Members
Callie Bauer, 5th Grade Cedar Darr, 4th Grade	Analysisia Heikkila, Principal Nicole Jordan, Media Specialist Marissa Powell, Instructional Facilitator Jill Robertson, 4th Grade Teacher Hannah Huff, 4th Grade Teacher Hailey Reiter, 5th Grade Teacher Angie Stephen, 5th Grade Teacher Gena Robinson, Special Education Teacher Courtney Widhalm, Art Teacher Therese Woodruff, Paraprofessional	Traci Darr, Parent Haley Peters, Parent

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

Achievement	
Areas of Greatest Progress	<p>The 2021 WYTOPP Math for 5th grade was 61% proficient and advanced while the state average was 52% proficient and advanced; WYTOPP Reading for 5th grade was 58% proficient and advanced while the state average was 55% proficient and advanced. 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>The 2021 WY-TOPP ELA for 4th grade was 52% proficiency and advanced showing an increase of 7% from spring 2019 which was 45%. The 4th grade also showed an increase of 2% in the 2021 Math WY-TOPP assessment with 47% proficient and advanced. The 2021 WY-TOPP Math for 5th grade showed an increase of 2% from 59% proficient and advanced in 2019 to 61% proficient and advanced in 2021.</p>
Source of Progress	<p>Reading and Math intervention and enrichment grouping. Addition of Tier 2 instruction for SEL. MTSS</p> <ul style="list-style-type: none"> ● BIT/504 ● Intervention Team ● Tier 2 ● Tier 3 ● Collaborative teams ● IEP team ● Guiding Coalition
Areas of Greatest Challenge	<p>The 2021 WYTOPP Math for 4th grade was 46% proficient and advanced which fell below the state average of 50%.</p> <p>Behavioral data shows that Social Emotional Behavior negatively affects student achievement.</p> <p>An area of concern based on the 2021 Summative WYTOPP assessment is the SpEd/IEP subgroup. The percentage of proficiency for both Math and ELA fell below the state average.</p>
Source of Challenge	<p>Progress monitoring of students that fall below the 25th percentile, to ensure they are continuing to show growth.</p>

Growth

Due to the COVID pandemic, the Summative WY-TOPP was not given in the spring of 2020.
Data for growth is not available.

**Areas of
Greatest
Progress**

**Source of
Progress**

**Areas of
Greatest
Challenge**

**Source of
Challenge**

Equity

Due to the COVID pandemic, the Summative WY-TOPP was not given in the spring of 2020.
Data for equity is not available.

**Areas of
Greatest
Progress**

**Source of
Progres**

**Areas of
Greatest
Challenge**

**Source of
Challenge**

Transition Needs	
Areas of Greatest Progress	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.
Source of Progress	Monthly, district-wide, curricular meetings. District wide programs such as PBIS allow for consistency between buildings and grade levels.
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 Title services. An MTSS Coordinator position was added to the staff this year to focus on the creation and alignment of these systems.
Source of Progress	Resources such as the Infinite Campus Intervention Module data management system and Shared Google Drives have been implemented to provide consistency. <ul style="list-style-type: none"> ● BIT ● Intervention team ● Collaborative teams ● IEP team ● Curriculum and Assessment
Areas of Greatest Challenge	Ensuring that all staff are trained and consistent with MTSS procedures.
Source of Challenge	Achievement and behavior data extracted from the Data Dashboard (Tableau).

Professional Development	
Areas of Greatest Progress	Interventions: Add+Vantage Math, Reflex Math, Spell Links, Lexia, Read Naturally, Next Step Forward in Guided Reading, Executive Functioning, Morphological Awareness, and collaborative teams.
Source of Progress	FCSD#1 has committed time and resources to the PLC process and training.
Areas of Greatest Challenge	Finding the time for classified staff training. Implementation of Programs with Fidelity (Time) to match effectiveness studies.
Source of Challenge	Some staff have been trained in the specific interventions while others have not had a formal training.

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 2021 WYTOPP summative assessment.</p> <ul style="list-style-type: none"> • Baseline data for 4th grade ELA is 57% proficient/advanced based on 3rd grade 2021 Summative WY-TOPP Assessment. • Baseline data for 5th grade ELA is 52% proficient/advanced based on 4th grade 2021 Summative WY-TOPP Assessment. <p>Increase the percentage of students scoring proficient or advanced in Math by 10% in comparison to the cohort's 2021 WY-TOPP summative assessment.</p> <ul style="list-style-type: none"> • Baseline data for 4th grade Math is 55% proficient/advanced based on 3rd grade 2021 Summative WY-TOPP Assessment. • Baseline data for 5th grade Math is 47% proficient/advanced based on 4th grade 2021 Summative WY-TOPP Assessment.
<p>Key Strategies to Achieve Goals</p>	<p>Plan for this school year: (High leverage practices)</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 School Counselor and consists of classroom teachers, Title I Reading Teacher, Language/Literacy Specialist, Principal, School Psychologist, and Native American Liaison. The team as needed and reviews strategies on what needs the student has. We use our wrap around services to develop solutions to meet those needs both academically and emotionally. Data from progress monitoring for these students is periodically reviewed.</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 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 and analysis and progress monitoring allows for movement of students through Tier I and Tier III. Social emotional needs are identified using DESSA screener which assesses eight social and emotional competencies.</p>

School improvement efforts are 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 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. 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 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: Journeys, 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, teacher-developed materials, language-supports, Google Classroom, and web-based programs such as IXL, Lexia, NewsELA, 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. One meeting each week is dedicated to content 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 T2 opportunities. The other weekly meeting is dedicated to the entire grade level team. During this meeting teams focus on SEL for students in their pods and collaborate on work together.

Tier II: Intervention

Proficiency Power Up is a Tier II intervention that is scheduled for thirty minutes, two days a week, which is an 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 groups are flexible and students move fluidly between groups based on their mastery of the instructional focus. As a covid precaution, students are grouped based on their level of mastery only within their homeroom class and not the entire grade level pod. For social-emotional interventions, our counselor reviews data from the 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

BCE has thirty minutes, five days/week, dedicated to intensive academic interventions. Students who are performing below the 25th 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 shared with appropriate staff through a google document.

Students who are not in a Tier III group, during our assigned Tier III time, are working with their homeroom teacher for Tier 1 instruction on Morpheme Magic. Morpheme Magic is a program that builds morphological awareness and is taught 3 days a week for 30 minutes. During this time, the remaining 2 days, students are working on Lexia or in small groups for more morphological support.

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

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.

For Tier III math enrichment we have a half-time math enrichment teacher. Our enrichment selection is 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.

As staff and students, we value and embrace technology integration across all disciplines. Teachers use technology for engagement strategies and differentiation. Chromebooks are available on a one-to-one basis for both fourth and fifth grade. 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.

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.

1. Executive Functioning Family Presentations - Family Participation
2. Bingo for Books Night - Enrichment
3. Student Council and Parents In Education sponsored family nights - Family Participation
4. Bobcat News - Weekly Broadcast
5. PIE (Parents In Education) Meetings, fundraising and learning community interactions
 - a. Scholastic Book Fair

	b. Movie Nights	
	Projected costs and funding sources for key strategies:	
	Title I Funding Source - \$137,000 Salaries, benefits, intervention programs, after school tutoring, professional development and family engagement.	
	Professional Development activities:	
	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	
Benchmarks for Progress	Benchmark:	Timeline:
	<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 30 - September 17; ● December 6 - 10; ● March 14 - 18. <p>WY-TOPP- Interim January 11 - February 4; Summative April 12 - May 6.</p> <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	Supplies:	\$5,000.00	

intervention team in delivering a Tier 3 system of support			
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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.

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