

Velma Linford Elementary School

Mission Statement:

We are a supportive community committed to high levels of learning for all students.

Vision Statement:

Linford is a school that is valued and recognized for academic excellence.



Laramie, Wyoming

Mr. David Hardesty, Principal

2018-2019

GOAL(S):

- By June 2019, Velma Linford Elementary will increase the overall percentage of students who are proficient or advanced from 48% to 55% as measured by the summative WY-TOPP assessment results.
- By June 2019, Velma Linford Elementary will increase the score of our equity sub-group from the 47th percentile to the 50th percentile as measured by the summative WY-TOPP assessment results.

MEASURES AND METHODS (INTERVENTIONS):

- The staff at Velma Linford Elementary will continue the adoption of the PLC framework and expectation of teacher collaboration.
- Collaborative teaching teams at Velma Linford Elementary will participate in facilitated short-term data cycles.
- The teachers at Velma Linford Elementary will review program materials, assessments, and/or data on a weekly basis.
- The staff at Velma Linford Elementary will continue our adoption of the Multi-Tiered System of Support (MTSS) model for intervention.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Teachers will meet weekly in collaborative meetings with their teaching team. The purpose of these meetings will be to review formative assessment data, review and modify intervention groups, review and modify enrichment groups, and to identify key concepts that all students will master.	August 2018 – June 2019	Principal, Instructional Facilitator, and Building Leadership Team	We will measure our growth in this area by analyzing PLC rubrics provided by Solution Tree, and by reviewing student achievement data during regular short-term data cycles. Teams will record their progress using ATLAS Rubicon.
We will continue to implement the Multi-Tiered System of Support (MTSS) model. All students will experience Tier I instruction by their general education teacher through differentiated instruction based on their need. Students who are determined to be at “some risk” or “at risk” will be provided a Tier II and/or Tier III intervention based on their area of need.	August 2018 – June 2019	Principal, School Based Intervention Team, Building Leadership Team	A schedule will be created to allow students access to Tier I and II instruction. Students who are in need of Tier III intervention will be placed on a formal intervention and progress monitoring plan. These plans and schedules will be developed with the general education teacher, support

			staff, and the School Based Intervention Team. Our School Based Intervention Team will monitor these plans using Silverback Milepost on a 6 – 8 week basis.
Students in need of Tier III instruction in Reading and/or Math will be placed into groups using district sponsored intervention programs.	August 2018 – June 2019	Principal, School Based Intervention Team, Building Leadership Team	NLM/CUBED, Easy CBM, Add+Vantage, Quarterly District Assessments, Common Formative Assessment and WY-TOPP modular, interim, and summative data will be reviewed regularly to monitor student growth at regular School Based Intervention Team meetings.
Professional development will occur during collaborative meetings and within the PLC framework to enhance our staff's ability to implement and use the TeachingWorks - High Leverage Practices. Our primary focus will be around High Leverage Practice 13; setting long- and short-term learning goals for students. Teachers will work to establish lesson outcomes and monitor student proficiency based on those outcomes.	August 2018 – June 2019	Principal, Instructional Facilitator, School Based Intervention Team, Building Leadership Team, and Collaborative Teaching Teams	Collaborative team meeting notes, agendas, and Building Leadership Team agendas.
Professional development will occur around the adoption of the Wyoming Science Standards.	January 2019 – June 2019	Principal, Instructional Facilitator	Professional development agendas

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Evidence of the implementation will be shown through training/meeting agendas, sign in sheets, master schedule, lesson plans, and improvement in achievement