

NCA Goals

Laura Irwin Elementary 2010-2011 Mathematics Goal

100% of Kindergarten, First, Second, Third and Fourth grade students will complete a portfolio or performance of meeting their expected growth in Mathematics by 5/27/2011 as measured by the MAP assessment.

Laura Irwin Elementary 2010-2011 Reading Goal

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency of reading in English Language Arts by 5/27/2011 as measured by DIBELS NEXT.

See *ATTACHMENT A* for the complete *Improvement Report*

Community Demographics

Big Horn County

Big Horn County is located on highway US-16/US-20/WY-789 and is centrally located east to west in the state and 58 miles south of the Montana border. Big Horn County covers an area of 3,159 Square Miles with the school district serving the southern portion of the county. The district serves the towns of Basin, Manderson and Hyattville.

Basin

Basin was created in 1890 and organized in 1896. The original name of the town was “Basin City” until about 1902 when it evolved to “Basin”. Basin became the county seat for Big Horn County on January 1897 after a forceful battle with Otto winning by 43 votes.

In 2005 the population for Basin was estimated to be 1,223. Elevation is 3878 feet. The median age of the residents of Basin is 46.4 with the household size being 2.33. Median household income is \$42,104. 87.49% of the people have a high school degree or higher with 18.27% obtaining a bachelors degree or higher. The median housing value is \$107,966 with the median rent estimated at \$421.

The city has an elected mayor and a town council to govern the policies and procedures of the city. The city has a police department, a volunteer fire department, highway department and is the site of the County Jail. The county fair grounds are located on the southwest side of the city. Adjacent to the boundaries of the city is the Wyoming Retirement Center for Wyoming. The principle business in the area is agriculture and ranching.

There are many opportunities for outdoor recreation in the Basin area. Activities include boating, fishing, hunting, camping, hiking, skiing, snowmobiling, biking, horseback riding, and exploring the regions around the city. Other opportunities include golfing, baseball, softball, and tennis.

Manderson

Manderson began its existence with the name “Alamo” but was renamed in 1889 for the chief counsel of the Burlington & Quincy Railroad, Charles Manderson.

The city is located Twenty miles north of Worland and twelve miles south of Basin. The city lies between the Big Horn River and the Nowood River. During the early 1900’s a bridge was built over the Big Horn River at Manderson making it practical for people to

travel to Worland or Sheridan on shopping sprees. The highway was first paved in 1936 creating an easier means of traveling. The railroad is what made Manderson prosperous. The 2000 census states there were 104 people and twenty-seven families residing in the town. Elevation is 3,891 feet above sea level. The average household size was 2.36 and the average family size was 3.07. There were forty-four households of which 27.3% had children less than 18 years of age. The median income for a family was \$30,357. 74.3% of the people have a high school degree or higher with 10.0% holding a Bachelor's degree or higher.

The city has an elected mayor and a town council to govern the policies and procedures of the city. The city has a volunteer fire department. The principle business in the area is agriculture and ranching.

Opportunities in Manderson include fishing, hunting, camping, hiking, skiing, snowmobiling, biking, horseback riding, and exploring the regions around the town.

Hyattville

Hyattville was originally named "Paintrock" for the Indian petroglyphs found on a cliff nearby. Hyattville got its name from the general store owner and postmaster Samuel Hyatt. The general store burned to the ground in 1900, Samuel took up ranching and was the predecessor of the agricultural community.

The town is located twenty-two miles east of Manderson and twenty-eight miles north of Ten Sleep. Situated just above the confluence of Paintrock and Medicine Lodge Creeks, Hyattville is one of the most beautiful places in Wyoming only minutes from the Big Horn Mountains.

The 2000 census states there were 73 people and twenty families residing in the town. Elevation is 4,452 feet above sea level. The average household size was 2.28 and the average family size was 2.81. There were thirty-two households of which 25% had children less than 18 years of age. The median income for a family was \$23,125. 24% of Hyattville residents age 25 and older have a bachelor's or advanced college degree.

The city has no mayor or town council to provide direction for the town. The town has a volunteer fire department. The principal business in the area is agriculture and ranching. Opportunities in Hyattville include fishing, hunting, camping, hiking, skiing snowmobiling, biking, horseback riding, and exploring the regions around the town and in the mountains.

School Demographics

Class Population

Laura Irwin Elementary (LIE) began the 2010-2011 school year with an enrollment count of 107 students. LIE ended with the enrollment of 112 students. The 2011 2012 school year began with 125 students. The classroom sizes for the 2011-2012 school year consist of Kindergarten 26 students, 1st grade 26 students, 2nd grade

22 students, 3rd grade 29 students, and 4th grade 22 students.

Special Population

The students at Laura Irwin Elementary are eligible to receive services from the SES Program, the IEP Program, and the Title I Program. The SES includes breakfast in the mornings.

SPECIAL SERVICES AT LAURA IRWIN ELEMENTARY TABLE 1

<u>Special Service Programs</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
SES (Free/Reduced Lunch Program)	54	57	60	54	60
IEP (Special Education)	40	40	26	31	33
TITLE I	64	63	61	57	70
ELL	N/A	N/A	N/A	4	4

82% of Laura Irwin Elementary students fall in the non-Hispanic or Latino Ethnicity (October 3, 2011).

Attendance

The average daily attendance at Laura Irwin Elementary is 95.62% (October 3, 2011).

Bus Students

Approximately 59 students ride the bus to and from Laura Irwin Elementary (October 3, 2011).

Building Intervention Team (BIT)

There are currently three (3) active BIT cases.

Behavior Education Plan (BEP)

There are currently

Unique Local Insight

Teacher Experience & Teacher Education Level

Laura Irwin Elementary Certified Staff Experience 2010-2011

The Majority of our staff has four or less years of teaching experience. The rest of the staff ranges from five years to thirty plus years.

Level of Education of Certified Staff at Laura Irwin Elementary 2010-2011

Laura Irwin Elementary surveyed 17 certified staff members. The staff included 14 classroom teachers (General, Special Education, Title I), 1 administrator (Principal), 1 District Facilitator and 1 Speech/Language Therapist.

Laura Irwin Elementary has 1 Principal, 7 classroom teachers, 1 reading specialist, 2 special education resource teachers, 1 title I teacher (shared with district), 1 art teacher (shared with district), 1 music (shared with district), 1 physical education teacher (shared with district), 1 counselor (shared with district), 1 nurse (shared with district), 1 speech/language therapist (shared with district), 1 secretary, 4 paraprofessionals, 1 media specialist, 1 tech coordinator (shared with district), and 1 custodian.

Discipline/Student Expectations

Laura Irwin Elementary implemented the PBIS (Positive Behavior Interventions and Supports) for the 2011-2012 school year.

What is a REFOCUS?

REFOCUS is taken from the Time to Teach model that is based on the premise that expected behaviors need to be systematically taught. An instructional approach to discipline introduces and fortifies essential skills that every student must have in order to be a successful learner and sets the stage for successful classroom management.

There are three critical elements for dealing with students' noncompliance.

1. The first element centers on reducing or eliminating warnings and/or repeated requests with early intervention.
2. The second element focuses on an extinction process or contingent withdrawal of attention when a problem behavior occurs.
3. The final element centers on a combination of procedures to achieve self-directed behavior and behavioral momentum called REFOCUS.

REFOCUS is when the student is directed to another classroom or at the back of the classroom. During REFOCUS the student must answer four questions, either in writing or orally, depending on the grade level.

1. What did you do? (What was I doing that interrupted the teacher's ability to teach?)
2. What did you want?
3. What will you do next time?
4. Can you do it?

There are some behaviors which require immediate intervention. These behaviors are referred to as "absolutes", and we *never* use REFOCUS when an absolute has been violated. More severe consequences are used to deal with absolutes. The administrator or administrative designee may suspend or recommend expulsion of a student who violates one or more of the following standards of conduct while on school grounds, during a school sponsored activity, or during a school related activity.

1. Causes or attempts to cause damage to school property or steals or attempts to steal school property.
2. Causes or attempts to cause damage to private property or steals or attempts to steal private property.
3. Causes or attempts to cause physical injury to another person, except in self-defense.
4. Possesses or transmits any firearms, knives, explosives, or other dangerous objects.
5. Possesses uses, transmits, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.

6. Continued willful disobedience or open and persistent defiance of proper authority.

7. Behavior that is inimical to the welfare, safety, and morals of other students.

If a student breaks an absolute the parent or guardian will be called and the student will be removed from school for the remainder of that day. Further consequences may result depending on the severity of the incident and may vary from a partial day of in-school suspension up to 10 days of out of school suspension as per school board policy. At the discretion of administration or the administrative designee, law enforcement or other outside agencies may be contacted. Serious or repeated violations of Laura Irwin Elementary “absolutes” may result in recommendation to the board of trustees for expulsion. Parents will be notified in all instances.

2010-2011 REFOCUS/ABSOLUTE TABLE 1

<u>REFOCUS/ABSOLUTE EVENT</u>	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	Total
REFOCUS - OFF TASK	0	1	1	1	4	1	3	0	3	3	17
REFOCUS - TALKING	0	3	4	5	2	6	1	1	1	1	24
REFOCUS - NOT LISTENING	1	8	0	0	4	4	2	4	2	4	29
REFOCUS - DISTRACTING OTHERS	0	6	3	4	0	2	3	1	0	3	22
REFOCUS - NOT FOLLOWING INSTRUCTIONS	1	14	6	9	7	21	13	13	14	10	108
ABSOLUTES - STUDENT SUSPENSIONS	0	2	2	0	3	1	0	3	0	0	11
TOTAL	2	34	16	19	20	35	22	22	20	21	211

2009-2010 REFOCUS/ABSOLUTE TABLE 2

<u>REFOCUS/ABSOLUTE EVENT</u>	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	Total
REFOCUS - OFF TASK	0	2	3	2	2	2	8	2	4	2	27
REFOCUS - TALKING	0	26	13	5	3	9	5	4	9	0	74
REFOCUS - NOT LISTENING	0	4	5	2	8	4	1	6	1	0	31
REFOCUS - DISTRACTING OTHERS	0	12	7	6	4	3	5	1	2	4	44
REFOCUS - NOT FOLLOWING INSTRUCTIONS	0	19	39	17	19	14	10	33	19	11	181
ABSOLUTES - STUDENT SUSPENSIONS	0	9	2	0	1	2	0	1	1	5	21
TOTAL	0	63	67	32	36	32	29	46	35	17	378

Data Collection Instruments

Title I

The Title I program at Laura Irwin Elementary uses various strategies to help students achieve proficiency on state standards and benchmarks. Title I has moved to a direct instruction model supplemented with a variety of researched based computer software programs focusing on reading and math skills at Laura Irwin Elementary. Programs specific to LIE Title I include Fundation Reading and direct instruction for target math groups, along with several computer programs including Read Naturally, Read Write and Type, Lexia, Earobics, Accelerated Reader and IXL Math.

The WYRE program has been implemented at Laura Irwin Elementary as a tier three intervention for reading. This program provides individualized direct instruction for those students that are identified as at risk readers. LIE uses the computer programs Study Island and Skatekids.

Student progress is monitored using the data provided by the NWEA **MAP** test which is administered in the fall, winter and spring of each year. To use this data in the most efficient manner, Title I will address the MAP Strands, which enables instruction to be targeted to the specific skills and concepts the individual students need help mastering. The expectation is that each student meets their expected growth by the spring MAP test, and this is determined by the RIT score (based on expected student growth). **Star Reading** and **Star Math** test are also used as another measure of student achievement. **DIBELS** assessments are used to determine reading fluency and **PAWS** scores are used to determine proficiency in reading, writing and math. Scores from these assessments will be recorded and analyzed to determine individual growth as well as to assess the effectiveness of the Title I program. The 2009-2010 test scores will provide the baseline from which to measure improvement from Title I students.

NWEA MAP Test Results

(graphs are available in hared copy file)

The class of 2019 made gains in the area of mathematics. Minimal gains were made in the area of statistics and probability.

The class of 2019 made gains in all reading areas.

The class of 2019 made gains in all areas of math from the spring of 2009 to the Fall of 2010.

Again, gains were made in all areas of language usage test from the Fall of 2009 to the Fall of 2010.

The class of 2020 is making gains in all areas of mathematics from the Fall of 2008 to the Spring of 2010.

The class of 2020 is making gains in all areas of reading from the Fall of 2008 to the Spring of 2010.

The class of 2020 is scoring highest in the areas of geometry and data analysis & probability. The lowest area is number concepts and operations.

The class of 2020 is scoring the highest in understanding and interpreting literature. Comprehension was the lowest area.

The class of 2020 scored the highest in students use conventions. Students tested the lowest in applying writing skills.

Students in the class of 2021 have made gains in all mathematical areas from the Fall of 2008 to the Spring of 2010.

Students in the class of 2021 have made gains in all reading areas from the Fall of 2008 to the Spring of 2010.

The class of 2021 is scoring the highest in the area of geometry. The lowest area is number concepts and operations.

The class of 2021 is scoring the highest in understanding and interpreting literature. Decoding and vocabulary was the lowest area.

The class of 2021 scored the highest in students writing expressive pieces. Students tested the lowest in the area of applying writing skills.

The class of 2022 is making progress in all areas of mathematics.

The class of 2022 is making progress in all areas of reading.

The class of 2023 scored the highest in the area of measurement and geometry.

The class of 2023 scored the highest in the area of comprehension.

All grades at Laura Irwin Elementary are making progress from year to year on MAP testing. We notice a summer decline as student start the new school year.

PAWS Test Results

(graphs are available in hared copy file)

2007 showed that 95% of our third graders were proficient in math. 2009 showed that only 55% of our third graders were proficient in math.

Between 2006 and 2007 there was a significant increase of proficiency. There has been a significant decrease on reading proficiency scores between the years of 2007 and 2009.

2007 showed that 79.2% of our third graders were proficient in writing. In 2009 only 25% of our third graders were proficient in writing.

In 2006, 66.7% of the males were proficient in math and 75% of females were proficient.

In 2007, 90% of males were proficient and 80% of females were proficient. In 2008, 80% of males and females were proficient in math. 2009 showed that 50% of the males were proficient and 60% of the females were proficient.

In 2007, 90% of the free and reduced lunch students were proficient in math and 90% of the non-free and reduced lunch students were proficient in math. In 2008, 80% of the free and reduced lunch students were proficient and 90% of the non-free and reduced lunch students were proficient in math. In 2009, 66.7% of the free and reduced lunch students were proficient in math and 45.45% of the non-free and reduced lunch students were proficient in math.

In 2006, 44.4% of Title I students were proficient in math and 80% of the non-Title I students were proficient in math. In 2007, 90% of both Title I students and non-Title I students were proficient in math.

In 2006, 33.3% of males were proficient in reading while 62.5% of females were proficient in reading. In 2007, 90% of the males were proficient in reading while 77.8% of females were proficient. In 2008, 62.5% of males were proficient while 77.8% of females were proficient in reading. In 2009, 50% of males and females were proficient in math.

In 2007, both 90% of free and reduced lunch students and non-free and reduced lunch students were proficient in reading. In 2008, 71.4% of free and reduced lunch students were proficient and 70% of non-free and reduced lunch students were proficient in reading. In 2009, 66.7% of free and reduced lunch students were proficient in reading and 36.36% non-free and reduced lunch students were proficient in reading.

In 2006, 20% of our Title I students were proficient in reading while 80% of our non-Title I students were proficient. In 2007, both 90% of both Title I students and non-Title I students were proficient in reading.

In 2006, 20% of males and 37.5% of females were proficient in writing. In 2007, 73.3% of males and 80% of females were proficient in writing. In 2008, 75% of males and 55.6% of females were proficient. In 2009, 10% of males and 40% of females were proficient in writing.

In 2007, 90% of free and reduced lunch students were proficient in writing and 69.2% of non-free and reduced lunch students were proficient in writing. In 2008, 71.4% of free and reduced lunch students were proficient and 60% of non-free and reduced lunch

students were proficient. In 2009, 22.2% of free and reduced lunch students were proficient in writing and 27.3% of non-free and reduced lunch students were proficient in writing.

In 2006, 20% of Title I students and 42.9% of non-Title I students were proficient in writing. In 2007, 58.3% of Title I students and 90% of non-Title I students were proficient in writing.

There was a significant increase in the fourth grade proficiency math scores from 2006-2007. There has been a decline in proficiency scores from 2007-2009.

In 2006, 47.1% of our fourth graders were proficient in reading. In 2007, 73.7% of our fourth graders were proficient in reading. In 2008, 62.5% were proficient and in 2009, 90% of our fourth graders were proficient in reading.

In 2006, 23.5% of fourth graders were proficient in writing. In 2007, 57.9% of fourth graders were proficient in writing. In 2008, 41.7% of fourth graders were proficient in writing. In 2009, 35.3% of fourth graders were proficient in writing.

In 2006, 71.4% of males and 50% of females were proficient in math. In 2007, 90% of males and 80% of females were proficient in math. In 2008, 64.3% of males and 70% of females were proficient in math. In 2009, 42.9% of males and 70% of females were proficient in math.

In 2006, 70% of free and reduced lunch students and 42.9% of non-free and reduced lunch students were proficient in math. In 2007, 90% of free and reduced lunch students and 80% of non-free and reduced lunch students were proficient in math. In 2008, 64.3% of free and reduced lunch students and 70% of non-free and reduced lunch students were proficient in math. In 2009, 42.9% of free and reduced lunch students and 70% of non-free and reduced lunch students were proficient in math.

In 2006, 50% of Title I students and 71.4% of non-Title I students were proficient in math. In 2007, 80% of Title I students and 90% of non-Title I students were proficient in math. In 2008, 50% of Title I students and 75% of non-Title I students were proficient in math.

In 2006, 71.4% of males and 30% of females were proficient in reading. In 2007, 80% of males and 66.7% were proficient in reading. In 2008, 64.3% of males and 60% of females were proficient in reading. In 2009, 80% of males and 90% of females were proficient in reading.

In 2006, 50% of free and reduced lunch students and 42.9% of non-free and reduced lunch students were proficient in reading. In 2007, 72.7% of free and reduced lunch students and 75% of non-free and reduced lunch students were proficient in reading. In 2008, 63.6% of free and reduced lunch students and 61.5% of non-free and reduced lunch students were proficient in reading.

In 2006, 30% of Title I students and 71.4% of non-Title I students were proficient on reading. In 2007, 44.4% of Title I students and 90% of non-Title I students were proficient in reading. In 2008, 50% of Title I students and 68.8% of non-Title I students were proficient in reading.

In 2006, 20% of males and 30% of females were proficient in writing. In, 2007 60% males 55.6% of females were proficient in writing. In 2008, 28.6% of males and 60% of females were proficient in writing. In 2009, 20% of males and 50% of females were proficient in writing.

In 2006, 10% of Title I students and 42.9% of non-Title I students were proficient in writing. In 2007, 33.3% of Title I students and 80% of non-Title I students were proficient in writing. In 2008, 20% of Title students and 56.3% of non-Title I students were proficient in writing.

DIBELS Testing

The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS were developed to measure recognized and empirically validated skills related to reading outcomes. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The DIBELS measures were specifically designed to assess the Big Ideas of early literacy: **Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension**. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency. Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress. The purpose of the DIBELS Benchmark goals is to provide educators with standards for gauging the progress of all students. The Benchmark goals represent minimum levels of performance for all students to reach in order to be considered on track for becoming a reader. The DIBELS goals and cut scores are research-based, criterion-referenced scores. They indicate the probability of achieving subsequent early literacy goals. Benchmark goals for each measure and time period were established using a minimum cut point at which the odds were in favor of a student achieving the next benchmark goal. For a score to be considered a benchmark goal, at least 80% to 85% of students in the sample with that score at that point in time had to achieve the next goal. So, for a child with a score at or above the benchmark goal at a given point, the probability is high for achieving the next goal; the probability of need for additional support to achieve the next goal is low. In addition to these goals, DIBELS also include cutoff scores where the odds against achieving subsequent literacy goals are indicated. These cutoff points represent scores at which 20% or fewer students typically achieve subsequent goals. Students with scores at or below these cutoff points are extremely unlikely to meet subsequent early literacy goals unless additional instructional support is provided.

A unique feature of the DIBELS benchmark decision rules is the inclusion of a zone where a clear prediction is not possible. Scores that fall between the benchmark goal and the cutoff score represent patterns of performance where approximately 50% of students achieved subsequent literacy goals. Students with scores in this category require strategic planning on the part of educators to determine appropriate strategies to support the students to meet subsequent early literacy goals.

To demonstrate the instructional utility nature of these decision rules, look at the figure below, demonstrating the relation of kindergarten phonological awareness and first grade alphabetic principle on end-of-first-grade reading proficiency.

The Role of Phonological Awareness in Kindergarten on End-of-First-Grade Reading Proficiency

The scatterplot below displays an example of all first grade students in a school using their Kindergarten May phonological awareness performance (measured by PSF) with their end-of-first-grade accuracy and fluency with connected text performance (measured by ORF). Each dot represents an individual student. If you track down from a dot, you will get that student's end of Kindergarten performance on the PSF measure (horizontal axis). If you track left to the vertical axis, using the same student, you will get that child's end of first grade ORF score. The green lines within the plot depict the benchmark goal levels for each measure. In this example, the green vertical line is at 35 because that is the goal level for all children to be at or above on the PSF measure by the end of kindergarten. Any child to the right of the green vertical line met the end of kindergarten goal on phonological awareness. The green horizontal line is at 40 because that is the goal level for all children to be at or above on the ORF measure by the end of first grade. Any child above the green horizontal line has met the end-of-year ORF goal. The red line depicts the scores that are predictive of later reading difficulty. Children to the left of the red vertical line had a score of less than 10 on the PSF measure and are at serious risk for reading difficulties without a change in instructional program. Students below the red horizontal line had a score of less than 10 on ORF at the end of first grade and are considered to be non-readers.

The relation between the PSF and ORF measures illustrates the way in which DIBELS benchmark goals may be used to allocate resources and plan student support. For example, for the students finishing Kindergarten established on phonological awareness, 84 percent of them were established readers by the end of first grade. This means that the *odds are in the child's favor* of being a reader in first grade if they have established PA in kindergarten. Conversely, the *odds are stacked against* students finishing kindergarten with a score of 10 or less on PSF. Only 16 percent of those students were established readers at the end of first grade.

First grade teachers can use students' kindergarten performance to identify students who will most likely require more intensive instruction at the beginning of first grade to prevent the likelihood of being a non-reader at the end of first grade. The figures on this page also demonstrate how much kindergarten instruction impacts later reading performance.

Because the goals and cut scores are based on longitudinal predictive probabilities, they are not set in stone. A score at or above the benchmark indicates an 80% probability of achieving the next goal; but it is not a guarantee. Rather, we recommend that educators carefully consider the progress of all their students on all measures administered as they evaluate their instruction. Most students who meet a benchmark goal will need continued, high-quality instruction to hit the next target. However, the odds are that approximately 20% of students who achieve scores at or above the benchmark goal may still need supplemental support to achieve the next goal. Teachers should use additional information that they have about their students, as well as a pattern of performance across all of the DIBELS measures, to plan support for their students.

Students at Laura Irwin Elementary DIBELS test every Fall, Winter and Spring. The following tables show, by grade, the percentage of students that are Benchmark, Strategic and Intensive according to the Composite score for the DIBELS test.

Class of 2023 DIBELS

School Year	Grade	Testing Period	Number of students tested	Students Benchmark	Students Strategic	Students Intensive	Percent Benchmark	Percent Strategic	Percent Intensive
2010-11	KG	Fall	28	5	8	15	18%	29%	53%
2010-11	KG	Winter	26	17	8	1	65%	31%	4%
2010-11	KG	Spring							
2011-12	1	Fall							
2011-12	1	Winter							
2011-12	1	Spring							

Class of 2022 DIBELS

School Year	Grade	Testing Period	Number of students tested	Students Benchmark	Students Strategic	Students Intensive	Percent Benchmark	Percent Strategic	Percent Intensive
2009-10	KG	Fall	19	8	8	3	42%	42%	16%
2009-10	KG	Winter	20	12	5	3	60%	25%	15%
2009-10	KG	Spring	18	11	4	3	61%	22%	17%
2010-11	1	Fall	18	9	4	5	50%	22%	28%
2010-11	1	Winter	20	15	2	3	75%	10%	15%
2010-11	1	Spring							

Class of 2021 DIBELS

School Year	Grade	Testing Period	Number of students tested	Students Benchmark	Students Strategic	Students Intensive	Percent Benchmark	Percent Strategic	Percent Intensive
2009-10	1	Fall	30	21	8	1	70%	27%	3%
2009-10	1	Winter	30	19	9	2	63%	30%	7%
2009-10	1	Spring	27	18	8	1	67%	30%	3%
2010-11	2	Fall	18	9	4	5	50%	22%	28%
2010-11	2	Winter	26	18	3	5	69%	12%	19%
2010-11	2	Spring							

Class of 2020 DIBELS

School Year	Grade	Testing Period	Number of students tested	Students Benchmark	Students Strategic	Students Intensive	Percent Benchmark	Percent Strategic	Percent Intensive
2009-10	2	Fall	23	6	12	5	26%	52%	22%
2009-10	2	Winter	22	11	8	3	50%	36%	14%
2009-10	2	Spring	19	9	6	4	47%	32%	21%
2010-11	3	Fall	19	15	2	2	79%	11%	10%
2010-11	3	Winter	19	15	0	4	79%	0%	21%
2010-11	3	Spring							

Class of 2019 DIBELS

School Year	Grade	Testing Period	Number of students tested	Students Benchmark	Students Strategic	Students Intensive	Percent Benchmark	Percent Strategic	Percent Intensive
2009-10	3	Fall	22	5	8	9	23%	36%	41%
2009-10	3	Winter	20	7	7	6	35%	35%	30%
2009-10	3	Spring	17	7	5	5	42%	29%	29%
2010-11	4	Fall	20	10	3	7	50%	15%	35%
2010-11	4	Winter	22	13	4	5	59%	18%	23%
2010-11	4	Spring							

Early Development and Kindergarten Screening Programs

Big Horn County School District #4 has been designated a *One Before Two School* by Child Development Services of Wyoming. Public and Private Schools across Wyoming can achieve *One Before Two School* status by promoting early screening for developmental delays in infants and toddlers.

Since 90% of brain development occurs before the age of five, it is essential that children who might be experiencing developmental delays receive quality interventions before they arrive in kindergarten. Developmental delays are commonly experienced by approximately 1 in 10 children. The most common delays are found in speech and language. The earlier children receive interventions the stronger their foundation is for future learning.

Parents in the community are encouraged to contact Children's Resource Center to access free screening and free developmental services for their children under the age of five.

Laura Irwin Elementary uses the Kindergarten Readiness Test through Scholastic Testing Services, Inc to screen students prior to entering Kindergarten. This test provides an individual readiness skills rating in

vocabulary, identifying letters, visual discrimination, phonemic awareness, comprehension and interpretation, and mathematical knowledge. It also provides an overall readiness rating and a national percentile ranks for the total raw score. 19 students were screened for kindergarten readiness for the 2010-2011 school year.

Accelerated Reading (AR) Program

The main objective of the Accelerated Reader Program is to improve reading. Other objectives include: instill a love of reading, develop lifelong learners and critical thinkers, and improve test scores. The student chooses a designated AR book, reads the book, takes the test and earns points. The test consists of 5, 10, or 20 questions and the points of each book vary. Points can be redeemed for prizes. The program does a good job of getting reluctant readers to read. The students who participate in this program have shown advancement on their reading levels.

District Assessments

Students in grades 1-4 use District Assessments in reading and math. These district assessments are given at different times throughout the year. All assessments are aligned to our standards and each grade level makes sure they assess a majority of benchmarks within each standard three times.

Special Programs

LIE has several special programs in place aimed at rewarding exceptional or preventive behaviors, academic progress and good decision making/problem solving skills.

Reading Grandmas

Fifteen "grandmas" from the community spend 30 minutes each week reading with Kindergarten, first, second, third, and fourth graders.

Popcorn with the Principal

Every Friday one student from each grade enjoys popcorn with the principal. Teachers choose students who have shown outstanding behavior for the week.

Summer Reading Program

Laura Irwin Elementary participates in the Wyoming Association of Elementary and Middle School Principals (WAEMSP) summer reading program. Students keep track of the number of minutes that they read over the summer and are encouraged to read as much as possible. Students who participate in the program receive special recognition at a school assembly and also a certificate of participation from the WAEMSP.

Students Spotlight

Each month about 12-15 students will be in the "Student Spotlight" for that month. These students will be asked to fill out a flier and have it posted on the bulletin board just inside the main entrance of the school. The fliers will remain up for the entire month. The last month will be reserved for a special spotlight of the 4th grade as they prepare to leave Laura Irwin Elementary and move on to the 5th grade. In addition, parents of the spotlighted students will be invited to have lunch at school with their student on the third Wednesday of the month. The Parent Teacher Organization (PTO) will pay for two adult lunches for each student: additional lunches can be purchased for others at the regular lunch prices.

Spirit Day

Spirit Day is a day to appreciate the success at Laura Irwin Elementary. Student Council comes up with the Spirit Days. Some examples of Spirit Day would be: wearing school colors, Western Day, and Hat Day.