

# Wyoming School Improvement Plans

PLAN REQUIREMENTS	REFERENCES
<del>Communication plans. No longer required per 2017 legislation.</del>	<a href="#">State of Wyoming House Bill No. HB0040</a> (Page 7)
<b>Improvement Plans.</b> <del>No longer required of meeting expectations schools.</del> Required of partially meeting and not meeting expectations schools.	<a href="#">State of Wyoming House Bill No. HB0040</a> (Pages 8-10)
<b>Needs assessment.</b> Review of data to determine improvement goals.	<a href="#">State of Wyoming House Bill No. HB0040</a> (Pages 8-10) “the plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores”.  There is no specific documentation required, but the goal(s) indicate whether or not this evaluation took place.
<b>Goals.</b> Address WAEA achievement, growth, equity; graduation rates and additional readiness (HS only).	<a href="#">State of Wyoming House Bill No. HB0040</a> (Pages 8-10) “identifies appropriate improvement goals”. The improvement goals should reflect the gains necessary to move from partially meeting to meeting expectations or from not meeting to partially meeting expectations.
<b>Action Plan.</b> Typically includes strategies, implementation steps, persons responsible, resources needed, timelines, benchmarks, and evidence of implementation/evaluation.	<a href="#">State of Wyoming House Bill No. HB0040</a> (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.”
<b>Multiple Plan Requirements.</b> Title 1 Plans may be substituted for the state plan if they meet the state criteria.	<a href="#">State of Wyoming House Bill No. HB0040</a> (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.

# Wheatland Middle School

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### WAEA - State Report Card Goals

Goals	Description
Achievement	Below Target (42%): We did not meet the target of >52% in achievement as measured by our state testing (PAWS).
Growth	Below Target (43.0): We did not meet the target of >45 for our median growth percentile as measured through PAWS.
Equity	Meeting Target (49): We met the target in equity.
Graduation Rate (High school only)	Not Applicable
Additional Readiness (High school only)	Not Applicable

### Data:

<a href="#">Grade Distribution vs PAWS 2017</a>	<a href="#">Wheatland Middle School Report Card 2016-2017</a>
35 of this year's 7 & 8 graders had an F in Q4 of 2016-17 School Year; 26 students in 7 <sup>th</sup> and 8 <sup>th</sup> with an F at the end of Q1 in the 17-18 School Year	

# Wheatland Middle School

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### Goal #1: Increase the Growth of WMS Students in All Grades and Raise Our MGP to 50

**Implications for Professional Development:** Instructional Strategies, Professional Development/Workshop Sharing, Best Practices

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
<b>Teach Like a Champion 2.0 Strategies</b>	Strategies Discussed at Bi-Monthly Teacher Meetings	Strategies used in the classrooms as witnessed in Walk-Thurs	Teach Like a Champion website, IFs, PCSD1 PD Website	Cory J. Dziowgo (Principal)	Ongoing
<b>What I Need Program</b>	Students utilizing a WIN period during the day to get assistance	Growth shown in coursework as well as progress monitoring (testing)	FAST Bridge testing, PowerSchool, Staffing	Cory J. Dziowgo (Principal); WMS Interventionists (2); Classroom Teachers	June 1, 2018 (review if program will be continued)
<b>IXL.com</b>	Implementation of IXL in Reading and Math	Diagnostics in Math, skills mastered; progress through content standards (Math and Reading)	IXL.com; Teachers; Technology	Classroom Teachers	Ongoing
<b>PEAK Plans for Students between 20<sup>th</sup>-40<sup>th</sup> percentile in Summative Assessments</b>	Students in this range in the PAWS and NWEA MAP were placed on PEAK Plans (ILP) to address their deficiencies	Progress Monitoring of students;	MilePost, Time, PLC Time	Teachers, Cory J. Dziowgo	Ongoing

### Implications for Family Involvement:

Parents will be kept up-to-date on the progress of their student(s). Their support of student work and involvement in the educational process will be paramount in the completion of this goal. Parents will need to be informed of the happenings at the school and will need to be reassured that the doors are open for communication from the home. During our PEAK time on Thursday, our students are communicating home to their parents about the current standing in their grades. This communication home is completed by the student.

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## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### **Evidence of Success** (*How will you know that you are making progress? What are your benchmarks?)*

Action Step One (Teach Like a Champion): We will know that we are making progress by the conversations that our teachers are having about their instructional strategies. These conversations should be happening between colleagues and within their content areas. The principal will also be able to note these strategies while visiting classrooms, both formally and informally.

Action Step Two (What I Need Program): We are tracking attendance to the WIN program. We will then be able to reference those attending the program to the following criteria: missing assignments, eligibility, GPA, grade, and testing scores. We have been refining our process as the year goes and will continue to refine throughout. **Benchmark:** after quarter 1, we will be able to establish a baseline for growth within the program. One hundred and two individual students utilized the WIN program in the month of September.

Action Step Three (IXL.com): The use of this program will allow for our teachers to be prescriptive to the needs of our students. Upon identifying the weakness in the skills of our students, teachers will be able to define the next step and allow for the students to work towards mastery on an array of skills. **Benchmark:** Student and Teacher use of the program, skills mastered, time spent.

### **Evaluation Process** (*How will you determine that your goal has been reached? What are your measures?)*

We will know that our goal has been reached when the School Report Card is released. This will be our measuring stick to measure the MGP of our students throughout Wheatland Middle School.

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## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### Goal #2: Increase the Percentage of Our Students Who are Proficient or Advanced to 54% as Measured by WY-TOPP

**Implications for Professional Development:** Our Friday PLC times with our Building Level teams will focus on the use of data. We collect a plethora of data and we need to make sure it is informing our instruction. We will also align our curriculum vertically so all students will be exposed to the necessary content and standards. The exposure to the content will also need to be focused on mastery of the content. Our PLC time will be focused on the achievement of our students.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
<b>Academic Focus during PEAK Time</b>	Two days a week (10 min each) we have a grade level academic focus (reading, math, test-taking strategies, etc.)	Content covered, retention of content, application on achievement tests	Time, Planning, Data Review	Teachers	Ongoing (Reviewed June 2018)
<b>PLC Use of Data to Inform Instruction</b>	Twice Monthly PLC Meetings to discuss students and their data	Use of Data, Effective discussions about student data,	MilePost, Time, Agendas, Data Training	Teachers, IFs, Principal	Ongoing (Reviewed June 2018)
<b>Curriculum Mapping to WY-TOPP Blueprint</b>	Alignment of our curriculum to meet the standards that are assessed on our summative assessment	Mapped Curriculum	Time, Planning, Data Review, Curriculum Maps	Teachers, IFs, Principal	Ongoing (Reviewed June 2018)
<b>Extended Day Program</b>	Additional Support for Students who Fail a Core Class	Reduced number of Failing Quarter Grades, Increase of Student Success and GPA	Financial, Time	Principal	Ongoing (Reviewed June 2018)

# Wheatland Middle School

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### **Implications for Family Involvement:**

The support for extended day will need to be established early on. There were meetings held throughout the summer for input from families and stakeholders. Communication has been sent out to parents on the new ESD program and we hope that it will increase the success of our students by providing them additional time and support.

### **Evidence of Success** (*How will you know that you are making progress? What are your benchmarks?*)

Action Step 1 Academic Focus during PEAK Time: Core teachers will continue to work on identified academic areas of focus. The use of data to inform these areas will be paramount. Teachers will use their PLC time to discuss the academic needs of our students.

Action Step 2 PLC Use of Data to Inform Instruction: This portion ties nicely to Action Step 1.

Action Step 3 Curriculum Mapping to WY-TOPP Blueprint: Our teachers will ensure that their curriculum maps are aligned so there are no gaps in the standards and the sequence at which they are presented to students. This will be successful when we review our curriculum maps (and publish online for stakeholders to review).

Action Step 4 Extended Day Program: We will be able to see the success of this program by the number of students who fail a quarter while at WMS. This data is being tracked and the information shared with teachers. GPA and Number of F's at the end of the quarter are also indicators of success.

### **Evaluation Process** (*How will you determine that your goal has been reached? What are your measures?*)

We will know the success of our actions steps by the review of the WY-TOPP scores in the late summer. We recognize that cut scores will need to be determined before we can determine the proficiency levels of our students.