

# Wyoming School Improvement Plans

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

# West Elementary

CONTINUOUS IMPROVEMENT PLAN 2017-2018

## WAEA - State Report Card Goals

Goals	Description		
Achievement	Meeting Targets	202	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Growth	Below Targets	143	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Below Targets	41	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year

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## CONTINUOUS IMPROVEMENT PLAN 2017-2018

**Goal #1: Develop and support instructional practices and a data review processes that places an emphasis on the use of research-based practices that can be utilized in all classrooms in all content areas K-5 to meet the district goal of one year's worth of growth for all students as measured by criteria set by the district assessment team.**

**Implications for Professional Development:** Book discussions and review of information from: Data Teams: The Big Picture (Allison, et.al, 2010) process, Four Disciplines of execution (McChesney & Covey, 2012). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie, 2009). Class offered on the book Teach Like a Champion (Lemov, 2015)

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Establish PLC meeting criteria	Develop building level expectations for the data review process/cycle used for PLC meeting time.	Bi-weekly agenda PLC notes from grade level meetings. Principal observations	District Meeting Agenda.	Building BLT leaders, building principals.	Start Aug. 2017 with ongoing review.
Discuss Books or article studies on PLCs & Data Team practices	Provide Opportunities for in house PD on PLC/data team practices and process.	Implementation of practices and processes during bi-weekly grade level meetings as measured by building and grade level agendas and notes.	Revisiting Professional Learning Communities (Dufour et. al 2008) Data Teams: The Big Picture (Allison, et.al, 2010) process,.	District Instructional facilitators, building Principals	May 2018.

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Provide a teacher resource that includes a description of high/impact strategies. For PLC use.	Create a document that teachers can utilize during PLC discussions that identifies and describes each strategy on Hattie's list with their corresponding effect size.	PLC agenda notes. Principal observation.	Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement (Hattie, 2009). Teach Like a Champion (Lemov, 2015)	District Instructional facilitators, building Principals, Libbey and West BLT leaders	May 2018
Building Goal Development and measurement.	Meet together as a staff every two weeks to report goal progress and identify instructional strategies to be used for meeting the academic building goal	Bi-weekly staff meeting agendas and notes. Team scoreboard	Book: Four Disciplines of execution (McChesney & Covey, 2012)	Building Principal, Libbey and West BLT leaders, teachers	May 2018
Yearly District training of BLT leaders	Training of BLT leaders on the PLC process.	PLC norms, and mission established for each team. Uniform agenda developed and utilized by each team	Summer training dates. Instructional facilitator prepared materials	District Instructional facilitators, building Principals	Summer 2018

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## CONTINUOUS IMPROVEMENT PLAN 2017-2018

Redefine the role of the co-building SIT team.	Review and revise the role, practices and processes of co-building leadership team for reviewing and supporting action plan and addressing stakeholder ideas.			Principals, Libbey and West BLT	November 2017
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**Implications for Family Involvement:** Parent representation on the co-building SIT team.

**Evidence of Success** Action steps will address need to increase growth and equity.

Action Step (Establish PLC meeting criteria) All grade level teams will utilize a district developed agenda. Bi-weekly meeting notes will include, meeting norms and goals. Meeting notes will reflect topic specific discussions about assessment results, and the implementation of high impact instructional strategies to address student learning deficits.

Action Step (Discuss Books or article studies) information gained from materials presented will be utilized by teams to develop interventions and align meeting process. Information will be referenced in agendas and meeting notes.

Action Step (provide resource for high impact strategies) Information used during meeting by staff that was presented in the resource on high impact strategies will be present in PLC agendas and meeting notes.

Action Step (Building Goal Development and measurement.) Evidence of biweekly results for building goal specific intervention for each grade level will be reflected in the staff created scoreboard.

Action Step (Yearly District training). Staff summer training schedule and sign in sheets will provide evidence of success.

Action Step (Redefine the role of the co-building SIT team) Agenda notes from co-building meetings will demonstrate a monthly review process addressing building progress toward action plan goals as well as implementation of parent ideas brought to the team.

**Evaluation Process** Principals bi-weekly review of PLC agendas. SIT team monthly review and report of building progress toward goals.

**Goal #2: Develop instructional practices that are driven by research based content, strategies and assessments that are embedded in grade level curriculum maps as measured by a yearly curriculum map review.**

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**Implications for Professional Development:** Training on newly adopted ELA curriculum in summer 2017. Optional training on Book Teach Like a Champion. Review of articles or books on Power Standards and Curriculum Mapping.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Adoption of ELA resources.	District wide and building meeting to review K-5 various materials suggested for adoption.	Identification and acquisition of materials for 2018-19 school year.	Current curriculum maps, WDE Blueprint, and PCSD #1 identified Power Standards	K-5 ELA committee members and K-5 principals,	April 2018
Review of curriculum maps	Align curriculum maps to reflect WDE blueprint and PCSD#1 identified Power Standards	Completion in the areas of math and reading	Current curriculum maps, WDE Blueprint, and PCSD #1 identified Power Standards	K-5 district ELA members, Grade level teams, K-5 principals	May 2018
Ensure alignment of grade level power standards	Vertical and horizontal Alignment of current K-5 PCSD Power Standards	Completion in the areas of math and reading	Current curriculum maps, WDE Blueprint, and PCSD #1 identified	K-5 district ELA members, Grade level teams, K-5 principals	May 2019

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## CONTINUOUS IMPROVEMENT PLAN 2017-2018

			Power Standards		
Align grade level common assessments for reading and math	Review and revise common assessments that are used to measure content included in the curriculum map.	PowerSchool reports of standards assessed.	PowerSchool reports, team meeting times	District Registrar, building principals, grade level teams. District Assessment Team	August 2018
Teach Like a Champion 2.0 Strategies	Strategies Discussed at Monthly Teacher/Staff Meetings	Strategies used in the classrooms as witnessed in principal Walk-Throughs	Teach Like a Champion website, IFs, PCSD1 PD Website	Principals and Instructional Facilitators	Ongoing
IXL.com	Implementation of IXL in Reading and Math	Reinforcement of, skills in targeted content standards (Math and Reading). IXL reports on student use and growth.	IXL.com; Teachers; Technology	Classroom Teachers	Ongoing

### Implications for Family Involvement:

Parents will be updated on the progress of their student(s). We will contact parents at least three times with positive happenings prior to the end of the first quarter. These contacts will be documented in the notes section of Milepost.

### Evidence of Success

Action Step (Adoption of ELA): Recommendation to board to adopt identified materials that meet the PCSD#1 curricular priorities.

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Action Step (Review of Curriculum Maps ): Completion each grade level has completed a review of curriculum maps in the areas of Math and Reading. Evidence includes updated maps, agendas, and minutes.

Action Step (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 (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:** Curriculum Maps for grades 3-5 will include power standards that are visibly aligned vertically and horizontally and a list of assessments that are aligned to the curriculum. Email records will show that teaching tips from the book Teach Like a Champion were provided to staff at least six times during the school year. Records of student use of IXL and the associated student growth will be available through the IXL program.

**Goal #3: Alignment of academic and behavior intervention practices to meet MTSS criteria identified by the district level MTSS team as measured by team and staff agendas and student intervention progress notes entered in Milepost.**

**Implications for Professional Development:** Staff Training on use of behavior intervention guide. Staff training on the use of Milepost for documenting behavior and academic interventions. Staff training on reading intervention guide.

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Provide Intervention resource guide for behavior Interventions	Teachers will receive training on how to utilize the district adopted PBIS behavior intervention table to provide and	Staff utilize the guide to access, and track behavior interventions at the Tier I and Tier II levels	Milepost, PBIS world.com School Website	Building Intervention Team District MTSS Team Principal, Intervention Team Leaders, Counselor	January 2018



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	document behavior interventions	Increase in student academic growth.			
Provide Intervention resource guide for Reading Interventions	Utilize staff trained in Core 5 reading to build a resource guide for reading interventions	Guide completed and available to teachers. Increase in student academic growth.	Milepost, PBIS world.com School Website	Building Intervention Team District MTSS Team Principal's, Intervention Team Leaders, Counselor	August 2018
PEAK Plans for Students between 20th-40th percentile in Summative Assessments	Students in this range in the PAWS and NWEA MAP will be placed on PEAK Plans (ILP) to address their deficiencies	Progress Monitoring of students	MilePost, PLC	Teachers, I.F.'s and Principals	Ongoing
Monthly Intervention Team Meetings	Monthly meetings scheduled for Building Intervention Team to track behavior and academic intervention data for the building.	Meeting Agendas and notes. Tier I supports implemented with fidelity as a result of teas review of data and feedback to stakeholders.	Milepost intervention data. FAST aggregated progress monitor data	Intervention team leader, intervention team members, principal, counselor	Ongoing
Problem Solving Team	Team meeting scheduled as needed to discuss Tier III interventions and student progress.	Meeting notes, BIT documentation or referrals. working partnerships with	Milepost intervention data. FAST aggregated	Parent of identified child	Ongoing

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		parents that provide students with support at school and home.	progress monitor data	Problem solving team members, School Principal	
Implementation of BEST program	A positive behavior support program designed to address the behavior needs of students with disruptive and detrimental behaviors will be staffed and implemented.	There will be a reduction in the number of office referrals and an increase in student academic growth for students participating in the program.	Daily tracking sheets, tickets, reward box, classroom, behavior staff. FAST progress monitor data	Special Education Coordinator, District Psychologist BEST Teacher and Staff, Counselor, Principal	May 2018

**Implications for Family Involvement:** Communication of behavior and academic interventions implemented. Included as a team member during the problem solving team process.

### Evidence of Success

Action Step (Behavior Intervention Guide) District link to guide is available to staff. Intervention team data will show an increase in the number of teachers utilizing interventions and tracking interventions noted in the guide. There will be an Increase in WDE accountability growth and equity scores for the school.

Action Step (Reading Intervention Guide) Document completed and made available to teachers.

Action Step (Peak Plans): Documentation in Milepost and progress noted in PLC agenda minutes.

Action Steps (Intervention team and problem solving team) Team agendas will provide data evidence of data collected and feedback provided. Data results will show a decrease over time of the number of students needing intervention and the number of BIT referrals submitted.

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Action Step (Best Program) Data results housed in Milepost will show a decrease in behavior incidents for students participating in the program. FAST data will demonstrate a growth trend in reading and math for students enrolled in the program. There will be an Increase in WDE Equity and Growth scores for the school.

**Evaluation Process: The intervention process will become systemic.** *Data results from progress monitoring will demonstrate bi-monthly student growth in reading and math of students measured. Scores for Equity and Growth on the WDE accountability report will increase.*