

Wheatland High School



Continuous Improvement Plan 2018-2019

*“At WHS, we strive to C.L.I.M.B the P.E.A.K.”
Challenging Environment, Life Skills, Integrity, Motivation, Bulldogs*

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WAEA - State Report Card Goals – Wheatland HS - **Partially Meeting Expectations**

Indicator	WAEA Target Level	ESSA Norm Category
Growth	Meets Target – 54	Above Average – 55.1
Equity	Meet Target – 51	N/A
Achievement	Below Target – 45	Below Average – 43.6
ELP	N/A	N/A
Extended Graduation	Below Target – 82	N/A
Four Year on-time Graduation	N/A	Average – 82.3
Post-Secondary Readiness	Below Target – 55	Average – 55.4
Grade Nine Credits	Below Target – 80	N/A
FAY School Participation Rate	Met	Met

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 49	>= 49 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 49	>= 49 and < 60	>= 60	N/A	N/A	N/A
Achievement	< 48	>= 48 and < 60	>= 60	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 41	>= 41 and < 55	>= 55	< 46.1	>= 46.1 and < 62.5	>= 62.5
Graduation	< 85	>= 85 and < 93	>= 93	< 82.3	>= 82.3 and < 90.3	>= 90.3
Post- Secondary Readiness	< 67	>= 67 and < 80	>= 80	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9 Credits	< 88	>= 88 and < 95	>= 95	N/A	N/A	N/A

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Goal #1: The Class of 2020 (current juniors) will meet or exceed an ACT composite score of 21 on the Wyoming State ACT test date.

Implications for Professional Development: Instructional Strategies, multiple assessment opportunities,

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Practice ACT	Students will gain familiarity with the test format as well as an understanding of the types of questions asked	Students improve their personal composite score	WHS will pay for the test	Stephanie Marker, WHS Counselor	November 2018
March 2 Success	Junior Blue & Gold teachers use the program to prepare students for the ACT	Skills mastered, improvement of ACT subject and composite scores	Curriculum provided free through the U.S. Army	Blue & Gold teachers	April 2019
ACT Academy	Junior Blue & Gold teachers use the program to prepare students for the ACT	Skills mastered, improvement of ACT subject and composite scores	Provided by ACT	Blue & Gold teachers	April 2019
Incorporation of ACT type questions	Teachers will build ACT type questions into their classroom assessments	Improved ACT scores on the statewide ACT test	ACT Academy, ACT practice question test	All WHS teachers	Continually throughout the year

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	Sophomore and Junior teachers are reviewing ACT questions during their Blue and Gold classes		bank and book	Blue and Gold Teachers	
WIN Program (What I Need)	After school program for students to work on classwork	Improved Math and possibly science scores on district and state assessments	1003A Grant	Ms. Schomburg, Mrs. Becker, Mrs. Haden, Mrs. Stone, Mr. Hancey	Started in fall of 2018 and ongoing throughout the school year
Daily Bell schedule	Allows for maximized contact time Blue & Gold Reading period	Maximize time with teachers Increased reading fluency and Lexile scores	Research based strategies	All WHS teachers	Ongoing

Implications for Family Involvement: By providing multiple opportunities for the ACT, student scores will increase. After completion of the preACT assessment, teachers will input scores into the ACT Academy program for a comprehensive plan for students to improve scores. Students use the ACT Academy or March 2 Success program (free) at home to build skills for the ACT. Finally, higher ACT scores provide more opportunities financially for our students in the form of scholarships.

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

WHS will track ACT composite score trend data yearly. Our goal is to continue our process of preparation for the State ACT test day.

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

Building administration team will continually monitor the implementation of the interventions to ensure steps to reaching our goals are met. Our measures include completing the action steps by the completion date, reviewing student data from the practice ACT and the State ACT test dates. Data will also include information from the WAEA report.

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Goal #2: Student math competency will meet or exceed the ACT College Math Readiness score of 22.

Implications for Professional Development: Department PLC Data meetings, PD on the use of IXL and March 2 Success

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
IXL.com	Implementation of IXL in Reading and all Math classes	Diagnostics in Math, skills mastered; progress through content standards (Math and Reading)	IXL.com, Technology, Building budget	Classroom Teachers	Ongoing
ACT Academy	Following the preACT test, teachers and students work together to build a plan for improvement in areas as identified	Increased scores on the statewide ACT	Free	Blue and Gold teachers	Ongoing
Pre-Algebra Course	For selected students who did not meet targets indicated on WYTOPP	Skills mastered	Pre-Algebra curriculum	Math Department	Ongoing
Building schedule	Course schedule options for all students which offers an opportunity to reach upper level math courses	Increased performance on WYTOPP and ACT	Building scheduling	Mr. Sandlian, Mr. Philo, Ms. Marker, Math Department	Ongoing

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Implications for Family Involvement: Improving math readiness scores will allow students to be placed in higher level courses and hopefully reducing the need for remedial courses. Students and families will also qualify for more scholarships and therefore reducing the financial burden of college attendance on families.

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

Progress will be documented by the continued growth of ACT math subject scores from within each Junior class, but also year to year vertically between classes. The benchmarks being used are the ACT College Readiness benchmarks.

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

Data will be collected from the preACT assessment and the statewide ACT test administration for the math subject score. We will use data from the WAEA report.

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Goal #3: Lexile scores will increase by 5% per grade level.

Implications for Professional Development: Instructional Strategies, multiple assessment opportunities,

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Reading program	All students will be placed into a reading group based on preferred reading genre Reading strategies implemented	Individual Lexile scores increase, increased ACT subject and composite scores	Building budget will purchase books, community book donations	WHS teachers	Ongoing
Grammar and Vocabulary	The ELA department has a consistent program deployed through all grade levels to build vocabulary and grammar skills	Increased scores on common assessments, increased Lexile scores, increased ACT subject scores	Building budget	WHS ELA teachers	Ongoing
Freshmen Reading & Writing Class	Lowest 12 performing students on the spring WYTOPP assessment and as identified by WMS teachers. This course is concurrent with English I	Skills mastered	ELA curriculum	Mrs. Stone	Ongoing

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Implications for Family Involvement: Encourage families to make reading a priority in the home.

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

Progress will be determined through data review of individual student progress. Staff will monitor growth at all proficiency levels and provide reading comprehension strategies as needed. Benchmarks will be students reading at or above grade level.

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

The initial discussion that took place was about encouraging students to read for pleasure with the intent being that the more they read, the more proficient they will become. District and state assessments will be used to measure progress towards improving student's individual scores.

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Goal #4: Meet or exceed the WAEA graduation benchmark.

Implications for Professional Development:

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Communicate student performance with parents, school counselor, classroom teachers, and administration	P/T Conferences, individual teacher communication with parents via phone, text, or email	Eligibility list, semester grade reports, credits earned reports	Time for data review and reporting to parents	WHS teachers, counselor, administrators	Ongoing
	Individual meetings as needed between teachers and parents				Ongoing
	Increase communication with 8th grade students and parents prior to them entering high school	Reduction in the sections of Pre-Algebra and Reading & Writing courses at the high school, and increase the percentage of Grade 9 credits earned	Building budget	WMS & WHS teachers, counselor, administrators	Ongoing
Peak Plans	All incoming freshmen will develop an individual plan for goals and progress towards graduation Peak plans will be shared with parents during P/T conferences	4 year on time graduation, scholarship awards, acceptance into college/military, job placement Increase communication with parents	MilePost, Building Department PLC Time, Building committees (Math, Reading, Writing)	Stephanie Marker, Josh Sandlian, Cedric Philo	Ongoing

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<p>Freshman Orientation</p>	<p>Develop orientation into a more meaningful process for incoming freshmen.</p> <p>Monthly seminars provided during Blue and Gold on job/employability skills</p>	<p>Decreased number of failed semester classes by freshmen</p>	<p>Time for development by building staff</p> <p>Partnership with EWC and Gear Up to provide the monthly lessons</p>	<p>Stephanie Marker, Josh Sandlian, Cedric Philo</p> <p>Blue and Gold teachers</p>	<p>Started in Aug. 2018 and ongoing</p>
<p>Freshman Impact Program</p>	<p>Students attend a one day hands on learning opportunity discussing multiple topics they face in everyday life</p>	<p>Improvement of student interaction with their peers</p>	<p>Partnership with Wyoming Highway Patrol and local businesses</p>	<p>Cedric Philo, CORE Staff, local volunteers</p>	<p>Started in the fall of 2018 and ongoing</p>
<p>Summer School</p>	<p>Students will have the opportunity to gain credits towards graduation</p>	<p>Number of credits gained by students</p>	<p>Building budget</p>	<p>Josh Sandlian, Cedric Philo, and WHS teachers</p>	<p>June 3-28, 2019</p>

Implications for Family Involvement: Increase student awareness of the world around them and how to interact with peers and their community. Increased communication of student progress towards graduation. WHS will be encouraging freshmen parents to be involved in the process.

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

Yearly graduation data increases. The benchmark is set by the WAEA report.

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

The goal will be reached when the graduation rate is continually meeting or exceeding the WAEA benchmark.