

Wyoming School Improvement Plan

Platte County #1: Wheatland Middle School

CONTINUOUS IMPROVEMENT PLAN 2018-19

Wheatland Middle School SRP

Goal: Increase Student Growth in both Math and English Language Arts (to include Writing) while improving upon our Achievement for all students in all content areas. Growth from 46 (Sp 18) to 52 (Sp 19), Equity from 48 (Sp 18) to 52 (Sp 19), and Achievement from 51 (Sp 18) to 54 (Sp 19). Our ELP should also increase to at least 50 to meet the needs of our population.

Improvement Strategies:

- **Continued Extended School Day and What I Need (WIN) programs for remediation**
- **Focused Intervention Classes during the day (9th Hour)**
- **Small Group Pull Out for Students with Interventionists**
- **Social Emotional Learning components of students (PEAK and Bulldog Families)**

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when? (Day/Month)</i>	Responsibilities & Resources <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Bulldog Families	Third Wednesday during 9th Hour	Teachers, 9th hour enrichments	Discipline Referrals, No. of Incidents in MilePost
Student Recognition Breakfasts	Quarterly	Teachers, MTSS-B Team, Sponsors	Discipline Referrals, No. of Incidents in MilePost, Number of missing assignments, Decrease in Failing Grades
Data Review of Students	Testing Windows, 6 Week Cycles, Monthly PLC meetings, individual data review	Teachers, Interventionists, Principal, MTSS-A,	Progress Monitoring in FAST and MilePost, Quarter Grades, Interim Testing, Course Grades
Movement of Students In/Out of Intervention Classes	Quarterly	Interventionists, Teachers, School Counselor, Principal	Overall decrease in identified students for intervention classes
MTSS Program	Yearly	Principal, Interventionists, Teachers	Continued support for students in all academic and social areas

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Implications for Professional Development:

1. Continued efforts to review Teach Like a Champion (TLC) strategies
2. Reaching Students (Sanford Inspire Modules)
3. PLC Time on Fridays to discuss student and content data

Implications for Family Involvement:

- Continued communication of programs that are available
- Communication about student needs
- Positive Parent Contacts by Teachers (minimum of one per quarter per PEAK Class)

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

- FAST Bridge (Growth) between testing cycles. Decrease of 8% in aReading and aMath in risk categories (High Risk and Some Risk)
- Quarter Grades (F's) down 7 % each quarter
- ESD enrollment: decrease 10% each quarter (Went down 0.45% from Q1-Q2)
- WIN Attendance: Decrease in Mandatory WIN (failing 2+ classes) and Increase in use by other students.

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

- WY-TOPP Summative Assessments
- FAST Bridge Assessment Battery
- Meeting One Year's Worth of Growth via Assessment PLC Team Calculations (multiple factors)