

# Wyoming School Improvement Plans

2020-2021



Chugwater Elementary,  
Chugwater Jr. High,  
Chugwater High School

# Chugwater Elementary, Jr. High and High Schools

## SCHOOL IMPROVEMENT PLAN 2020-2021

### **General information:**

Chugwater Elementary, Junior High and High Schools are housed in the same building which is a change from previous years. Our instructional strategy has combined classes for K-1, 2-3, 4-5, and we utilize K-12 specialists for art, music, and PE. Our secondary teachers are content specific for core classes as well as AG which also supports enrichment opportunities for the upper elementary.

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

Our goals for family involvement are the same throughout all of Chugwater schools K-12. In Chugwater schools we try to encourage family and community involvement in various ways. We encourage all constituents to attend music concerts, PTO/Booster meetings, banquets, assemblies, and special events. Chugwater encourages volunteers to come into the school and read with the students. We use various technologies to keep parents informed including: school webpage, google classroom, Facebook, powerschool, email and parent/teacher phone calls. In October, parent/teacher conferences are offered for all grade levels. A quarterly report is given to all parents along with teacher insights pertaining to growth opportunities for their students. The special education department sends individual progress reports and contacts parents by phone. Annual IEP and 504 meetings are held with parents to review objectives, growth plans toward student goals, and make adjustments as needed.

### **Professional Learning Communities:**

Our district has Friday PLC meeting time. They are arranged as follows:

- Building Team meetings - once a month
- District Content - once a month (vertical team made up of teachers in their specific content areas)
- District Curriculum, Instruction, and Assessment teams (selected group of teachers and administrators working in a Curriculum specific area)
- All staff meets in curriculum specific teams at regular intervals.

### **Professional Development:**

All staff participated in a “Time to Teach” professional development day at the beginning of the year and have implemented the strategies in the classroom. In addition, professional development is offered for new teachers at the beginning of each school year, and continuing professional development is available throughout the year for all teachers. These can be self-guided/chosen, can be at the suggestion of the administration, or specific professional development days provided by the district. Chugwater is also participating in a book study on Emotional Poverty to enhance our cultural differences. A few

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representatives will be attending a “Cowboy Ethics” training and will bring the lessons to life for the students in the classrooms. Another group of staff are attending the Response to Intervention training and will help guide our instructional responses.

### Interventions:

All Chugwater students K-12 have a daily designated intervention time called Buffalo time where students needing extra support have the opportunity to meet and work with a teacher for extra assistance. The initial groupings for interventions are based on beginning of the year assessments, and statewide assessments. Throughout the year, teachers will be using multiple assessments such as FastBridge, IXL, WYTOPP, and Practice ACT, to look for target areas and will be able to continue or adjust interventions depending on the individual growth of the students. Along with specific intervention times, teachers are available before and after school for student support.

## Chugwater Elementary

### WAEA - State Report Card - Meeting Expectations 2018-2019

Goals	Description
Growth	Meets Targets 55%
Equity	N/A
Achievement	Meets Targets 80%
ELP	N/A
FAY School Participation Rate Status WAEA: Met	FAY School Participation Rate Status ESSA: Met

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### Chugwater Elementary Interventions

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Math Intervention	Students are placed into interventions based on WyTopp and Fastbridge Assessments and in-class observations	Students improve on district and state tests  Progress monitor students weekly to evaluate for growth	<ul style="list-style-type: none"> <li>• Bridges</li> <li>• Fast</li> <li>• IXL</li> </ul>	<ul style="list-style-type: none"> <li>• Interventionists</li> <li>• Classroom teachers</li> </ul>	Continually throughout the year
Reading Intervention - WIN time	Students are placed into WIN intervention groups based on IRLA levels in ARC WIN groups meet 4 days a week for 30 minutes each day.	Students improve on district and state test  Progress Monitor students weekly to evaluate for growth	<ul style="list-style-type: none"> <li>• Sondag</li> <li>• Zoo Phonics</li> <li>• Read Naturally</li> <li>• ARC tool kits</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Interventionist</li> </ul>	Continually throughout the year
After School Teacher and Peer Tutoring	Students who attend after school tutoring will be given additional instruction in that topic	Student gains a deeper understanding of content/concepts.  Student completes missing assignments  Students sense of success and preparedness helps the student improve in the classroom.	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• textbook/assignment</li> <li>• peer</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council Sponsor</li> <li>• Student Council Members</li> <li>• Student</li> </ul>	Thursdays, continually throughout the year

**Goal #1: Continue to meet or exceed the targets and expectations in all areas of the WAEA report.**

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

Student scores will continue to be in the meet or exceeds categories for Growth and Achievement.

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

Evaluate data from weekly progress monitors, interim WYTOPP, Fastbridge, and classroom evaluations throughout the school year, and compare the scores to the final results for WYTOPP Summative.

## Chugwater Jr. High

### WAEA - State Report Card Goals - **Not Meeting Expectations in 2018-2019**

Goals	Description
Growth	<b>Below Targets 24%</b>
Equity	N/A
Achievement	<b>Below Targets 28%</b>
ELP	N/A
FAY School Participation Rate Status WAEA: <b>Met</b>	FAY School Participation Rate Status ESSA: <b>Met</b>

### Chugwater Jr. High Goals 1 and 2 Interventions:

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
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Math Intervention	Students are placed into interventions based on WyTopp and Fastbridge Assessments and in-class observations	Students improve on district and state tests  Progress Monitor students to evaluate for growth biweekly	<ul style="list-style-type: none"> <li>● IXL -</li> <li>● Holt - graphic organizers for note taking</li> <li>● Math-aids.com - math drill practice</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teacher</li> <li>● Interventionist</li> </ul>	Continually throughout the year
Reading Intervention (PEAK Time)	Students are placed into PEAK intervention groups based on WyTopp and Fastbridge Assessments and in-class observations.	Students improve on district and state test  Progress Monitor students to evaluate for growth biweekly	<ul style="list-style-type: none"> <li>● IXL</li> <li>● One sentence summary-comprehension</li> <li>● Vocabulary</li> <li>● map-vocabulary development</li> <li>● organize information</li> <li>● Think-pair-share - expanding perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teacher</li> <li>● Interventionist</li> </ul>	Continually throughout the year
Reading Class	Core teachers have instituted a 25 minute reading class. Teachers will read both fiction and technical/nonfiction texts with students	Students will improve comprehension in both fiction and technical/nonfiction texts	<ul style="list-style-type: none"> <li>● Texts obtained from school library or interlibrary loan.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom teacher</li> <li>● Interventionist</li> </ul>	Continually throughout the year
IXL Math	Students will be given a baseline assessment using IXL	Students improve on district and state test	<ul style="list-style-type: none"> <li>● Diagnostic testing and individualizing targeted practice based on needs;</li> <li>● internet access; student devices</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Teacher</li> </ul>	Continually throughout the year

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IXL Language	Students will be given a baseline assessment using IXL	Students improve on district and state test	<ul style="list-style-type: none"> <li>• Diagnostic testing and individualizing targeted practice based on needs;</li> <li>• internet access; student devices</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	Continually throughout the year
After School Teacher and Peer Tutoring	Students who attend after school tutoring will be given additional instruction in that topic	<p>Student gains a deeper understanding of content/concepts.</p> <p>Student completes missing assignments</p> <p>Student sense of success and preparedness helps student improve in the classroom.</p>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• textbook/assignment</li> <li>• peer</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council Sponsor</li> <li>• Student Council Members</li> <li>• Student</li> </ul>	Thursdays, continually throughout the year

**Goal #1: Growth - Improve from 24 to an overall rating of 48 or higher as measured by the WAEA.**

**Goal #2: Achievement - Improve from 28 to an overall rating of 51 or higher as measured by the WAEA.**

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

Student scores will raise from Below Targets to Meet Targets categories for Growth and Achievement.

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

Administration and staff will evaluate data from Bi-weekly progress monitors, interim WYTOPP, IXL, Fastbridge, and classroom evaluations throughout the school year to create viable growth and achievement goals for each student. Those results will be compared with the final results for WYTOPP Summative results. From those results, curriculum and instruction practices will be re-evaluated and adjusted to ensure student needs are being met.

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## Chugwater High School

### WAEA - State Report Card Goals - Meeting Expectations 2018-2019

Goals	Description
Growth	Exceeding Targets 68
Equity	NA
Achievement	Below Target 44%
ELP	NA
Extended Graduation	Below Target 79%
4-year On time Graduation	NA
Post Secondary Readiness	NA
Grade 9 Credits	Below Target 70%
FAY School Participation Rate Status WAEA: Met	FAY School Participation Rate Status ESSA: Met

### Chugwater High School - Goal 1, 2, and 3 Interventions:

Action Steps	Specific Steps for Results	Indicators of Success	Resources	Person(s) Responsible	Target Completion Date
Practice ACT/PSAT	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	Students will take the ACT/PSAT practice with Wheatland HS	<ul style="list-style-type: none"> <li>Chugwater Counselor</li> <li>Students</li> </ul>	September 2019 October 2019
ACT/PSAT, ASVAB, Accuplacer Prep	Students will gain familiarity with the test format as well as an	Students improve their personal score	<ul style="list-style-type: none"> <li>ACT Academy</li> <li>Union Test Prep</li> <li>IXL</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Students</li> </ul>	Continuing yearly

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instruction and practice	understanding of the types of questions asked. Students will receive practice questions and tests and be given practice materials	from the practice test to the final test	<ul style="list-style-type: none"> <li>• Pre -ACT results</li> <li>• March 2 Success</li> </ul>		
Math Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	<p>Students improve on district and state tests</p> <p>Students will be re-assessed throughout the school year, to ensure proper intervention</p>	<ul style="list-style-type: none"> <li>• IXL recommended skills</li> <li>• Math-aids.com for math facts</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Interventionist</li> </ul>	Continually throughout the year
Reading Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	<p>Students improve on district and state test</p> <p>Students will be re-assessed throughout the school year, to ensure proper intervention</p>	<ul style="list-style-type: none"> <li>• One sentence summary-comprehension</li> <li>• Vocabulary map-vocabulary development</li> <li>• KWL chart-organize information</li> <li>• Think-pair-share - expanding perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Interventionist</li> </ul>	Continually throughout the year
Reading Class	Students read both fiction and technical/nonfiction texts	Students will improve comprehension in both fiction and technical/nonfiction texts	<ul style="list-style-type: none"> <li>• Variety of reading materials from the school, public, and classroom libraries.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Interventionists</li> </ul>	Continually throughout the year

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IXL Math	Students will be given a baseline assessment using IXL	Students improve on district and state test	<ul style="list-style-type: none"> <li>• Diagnostic testing and individualizing targeted practice based on needs;</li> <li>• internet access; student devices</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	Continually throughout the year
IXL Language	Students will be given a baseline assessment using IXL	Students improve on district and state test	<ul style="list-style-type: none"> <li>• Diagnostic testing and individualizing targeted practice based on needs;</li> <li>• internet access; student devices</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>	Continually throughout the year
Summer School	Students lacking graduation credits can make them up independently during summer school.	Students successfully pass the class they need and gain graduation credit.	<ul style="list-style-type: none"> <li>• Course specific classes</li> </ul>	<ul style="list-style-type: none"> <li>• Summer school teacher</li> <li>• Student</li> </ul>	Summer
After School Teacher and Peer Tutoring	Students who attend after school tutoring will be given additional instruction in that topic	<p>Student gains a deeper understanding of content/concepts.</p> <p>Student completes missing assignments</p> <p>Student sense of success and preparedness helps student improve in the classroom.</p>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Textbook/assignment</li> <li>• Peer</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council Sponsor</li> <li>• Student Council Members</li> <li>• Student</li> </ul>	Thursdays, continually throughout the year

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Counseling Services	Increased information for students about the importance of graduation, and the opportunities after graduation	Increased graduation rate	<ul style="list-style-type: none"> <li>• Counseling Service</li> </ul>	Principal School Counselor Class Sponsors	Continuing yearly
Individual goal plans - PEAK Plan	School counselor, Administration, teachers, and student will create the PEAK plan to assist student in tracking performance toward graduation	<p>Increased passing of classes from grade 9 to graduation</p> <p>Increased preparedness planning toward graduation.</p>	<ul style="list-style-type: none"> <li>• Milepost Peak Plans</li> </ul>	<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Administrator</li> <li>• Teachers</li> <li>• Student</li> </ul>	Continuing yearly

### **Goal #1 Achievement - Achievement score will increase from 44 to 48 or higher.**

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

Student scores will raise from Below Targets to Meets Targets categories for Achievement.

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

Administration and staff will evaluate data from Bi-weekly progress monitors, interim WYTOPP, IXL, Fastbridge, and classroom evaluations throughout the school year to create viable growth and achievement goals for each student. Those results will be compared with the final results for WYTOPP Summative results. From those results, curriculum and instruction practices will be re-evaluated and adjusted to ensure student needs are being met.

### **Goal #2 Grade 9 Credits - Meet or exceed Grade 9 Credits Implications for Family Involvement:**

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

Administration and staff will create a PEAK plan for each high school student their freshman year, or when they enroll, to ensure students are taking and passing the required classes in order to graduate and will provide educational support to encourage successful completion.

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

Administration, staff, and students will review each students' PEAK plan to ensure students are taking and passing the required classes in order to graduate on time and will provide educational support to encourage successful completion.

**Goal #3 Graduation - Meet or exceed Graduation Benchmark**

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

All Chugwater High School seniors will graduate on time.

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

Administration and staff will review each students PEAK plan for each high school student to ensure students are taking and passing the required classes in order to graduate and will provide educational support to encourage successful completion. Students who fail courses during a school year will be encouraged to take summer school classes to make up missed credit before the next school year.

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