

# 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.

# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

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

Chugwater Jr. High and High School are in the same building, utilizing the same teachers for 6th-12th grades. Our goals for family involvement is the same throughout all of Chugwater schools K-12. In Chugwater schools we try to encourage family involvement in various ways. Parents are encouraged to attend: music concerts, Booster Club meetings, Parent/teacher conferences, and banquets, along with many other events. We use various technologies to keep parents informed including: school webpage, google classroom, facebook, powerschool link, email and parent/teacher phone calls. In October, parent/teacher conferences are offered in the Elementary, Jr. High, and High School. 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 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 - twice 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)
- Grade-leveled (elementary) and subject specific (Jr. High and High School) PLC's - once a month.
- All staff meets in curriculum specific teams at regular intervals.

### **Professional Development:**

Professional development is offered for new teachers at the beginning of each school year. Also, continuing professional development is available throughout the year for all new and continuing contract teachers. These can be self-guided/chosen, can be at the suggestion of the administration, or specific professional development days provided by the district.

### **Interventions:**

All Chugwater students K-12 have a daily designated intervention time. 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 with students to look for specific needs 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 Schools

CONTINUOUS IMPROVEMENT PLAN 2017-2018

## Chugwater Jr. High

### WAEA - State Report Card Goals - **Not Meeting Expectations**

Goals	Description
Achievement	<b>Below Targets 31%</b>
Growth	<b>Below Targets 20.5%</b>
Equity	<b>Not Rated</b>
Graduation Rate (High school only)	<b>NA</b>
Additional Readiness (High school only)	<b>NA</b>

**Goal #1: Growth** - Improve from 20.5 to an overall rating of 45 or higher as measured by the WAEA.

**Goal #2: Achievement** - Improve from 31 to an overall rating of 52 or higher as measured by the WAEA.

**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
Math Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	Students improve on district and state tests	Andrea Leinen (Math)	Andrea Leinen (Math), Bryce Cushman (Science/FastBridge)	Continually throughout the year

# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

		Students will be re-assessed throughout the school year, to ensure proper intervention	Bryce Cushman (Science)	Assessment Coordinator)	
Reading Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	Students improve on district and state test  Students will be re-assessed throughout the school year, to ensure proper intervention	Carrie Langston (English) Elizabeth Masie (Title 1)	Carrie Langston (English), Bryce Cushman (Science/FastBridge Assessment Coordinator)	Continually throughout the year
Reading Class	All core teachers have instituted a reading class at the end of the school day for 25 minutes. Teachers will read both fiction and technical/nonfiction texts with students	Students will improve comprehension in both fiction and technical/nonfiction texts	Tyler Lay (Ag) Lee McCoole (SS) Bryce Cushman (Science) Carrie Langston (English) Andrea Leinen(Math)	Tyler Lay (Ag) Lee McCoole (SS) Bryce Cushman (Science) Carrie Langston (English) Andrea Leinen(Math)	Continually throughout the year
IXL Math	Students will be given a baseline assessment using IXL	Students improve on district and state test	Math teacher	Math teacher	Continually throughout the year
IXL Language	Students will be given a baseline assessment using IXL	Students improve on district and state test	English teacher	English teacher	Continually throughout the year

# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

Science	2nd year of new science curriculum	Students improve on district and state test	Science teacher	Science teacher	Continually throughout the year
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**Evidence of Success (How will you know that you are making progress? What are your benchmarks?)**

The administration and the teachers will use school and district assessments to determine progress. Individual plans will be written for each student needing assistance using district Milepost software. We will know students are making progress when the students meet the goals written in their intervention plans, and show growth using progress monitoring and/or a district assessment.

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

The administration and teachers will continually monitor the implementation of the interventions to ensure growth in students. Our measures include reviewing student data from the Fastbridge assessment, from IXL math and language, and district assessments. Also, we will include information from the WAEA report.

The goals for Chugwater will only be reached when there is a continual meeting or exceeding of the expectations set by the WAEA.

# Chugwater Schools

CONTINUOUS IMPROVEMENT PLAN 2017-2018

## Chugwater High School

### WAEA - State Report Card Goals - **Not Meeting Expectations**

Goals	Description
Achievement	<b>Below Targets 18%</b>
Growth	<b>Meeting Targets 59%</b>
Equity	NA
Graduation Rate (High school only)	<b>Below Targets 70.6%</b>
Additional Readiness (High school only)	<b>Below Targets 56%</b>

**Goal #1: Achievement - will increase from 18 to 32 or higher as measured by WAEA.**

**Goal #2: Additional Readiness - will increase from 56 to 61 or higher as measured by WAEA.**

**Goal #3: Continue to increase the graduation rate to 80% or higher. Ensure all current 9th-12th grade students will graduate by 2021.**

# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

### 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	Students will take the ACT practice with Wheatland HS	Sarah Broadway, Chugwater Counselor	February 2018
Counseling Services	Increased information for students about the importance of graduation, and the opportunities after graduation	Increased graduation rate	Counseling Service	Mr. Waring, Sarah. Broadway	Continuing yearly
Math Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	Students improve on district and state tests  Students will be re-assessed throughout the school year, to ensure proper intervention	Andrea Leinen (Math) Bryce Cushman (Science)	Andrea Leinen (Math), Bryce Cushman (Science/FastBridge Assessment Coordinator)	Continually throughout the year
Reading Intervention	Students are placed into interventions based on Fastbridge Assessments and in-class observations	Students improve on district and state test  Students will be re-assessed throughout the school year, to ensure proper intervention	Carrie Langston (English)	Carrie Langston (English), Bryce Cushman (Science/FastBridge Assessment Coordinator)	Continually throughout the year
Reading Class	All core teachers have instituted a reading class	Students will improve comprehension in	Tyler Lay (Ag)	Tyler Lay (Ag) Lee McCoolle (SS)	Continually throughout the year

# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

	at the end of the school day for 25 minutes. Teachers will read with students both fiction and technical/nonfiction texts	both fiction and technical/nonfiction texts	Lee McCoole (SS) Bryce Cushman (Science) Carrie Langston (English) Andrea Leinen(Math)	Bryce Cushman (Science) Carrie Langston (English) Andrea Leinen(Math)	
IXL Math	Students will be given a baseline assessment using IXL	Students improve on district and state test	Math teacher	Math teacher	Continually throughout the year
IXL Language	Students will be given a baseline assessment using IXL	Students improve on district and state test	English teacher	English teacher	Continually throughout the year
Science	2nd year of new science curriculum	Students improve on district and state test	Science teacher	Science teacher	Continually throughout the year

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

Chugwater High School **Growth** on the 2015/16 WAEA report was 26, that has grown to **59** on the 2016/17 WAEA report.

Chugwater High School **Graduation Percentage** on the 2015/16 WAEA report was 58, that has grown to **70.6** on the 2016/17 WAEA report.

Chugwater High School **Additional Readiness** on the 2015/16 WAEA report was 52, that has grown to **56** on the 2016/17 report.

From the above statements it can be determined that Chugwater High School is making progress to meet the WAEA expectations. However the benchmark is to have a successful school, which means our schools are meeting or exceeding the WAEA expectations every year.



# Chugwater Schools

## CONTINUOUS IMPROVEMENT PLAN 2017-2018

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

The administration and teachers will continually monitor the implementation of the interventions to ensure growth in students. Our measures include reviewing student data from the Fastbridge assessment, IXL math and language, and district assessments. Also, staff will review the results from the practice ACT and the National ACT. Finally, we will include information from the WAEA report.

The goals for Chugwater will only be reached when there is a continual meeting or exceeding of the expectations set by the WAEA