



Sweetwater County School District #1

Wyoming School Comprehensive Plan

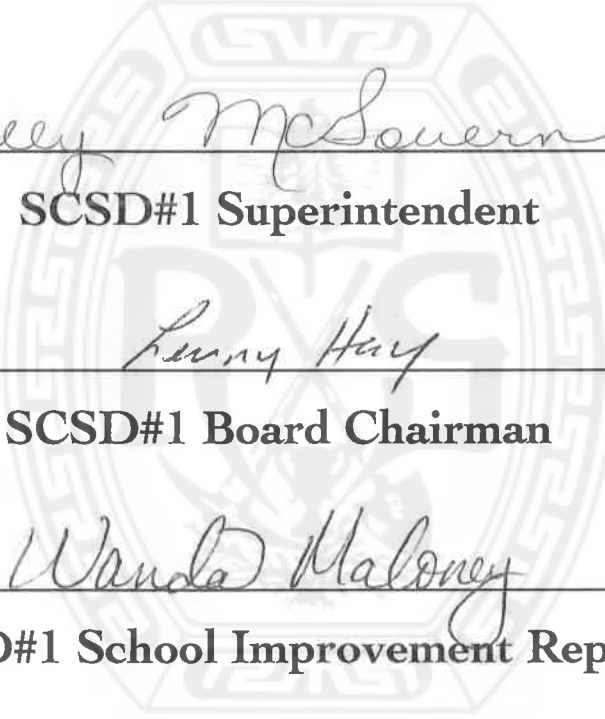


Rock Springs, Wyoming

Michael Maloney, Principal

2017-2018

PLAN SIGNATURES



Kelley McSauer

SCSD#1 Superintendent

Lenny Hay

SCSD#1 Board Chairman

Wanda Maloney

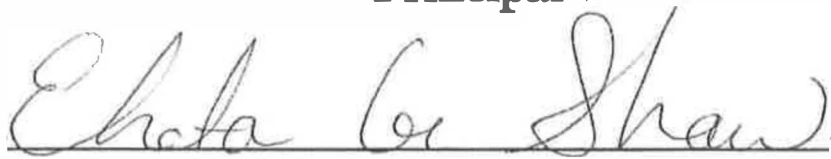
WAEA SCSD#1 School Improvement Representative

School Improvement Steering

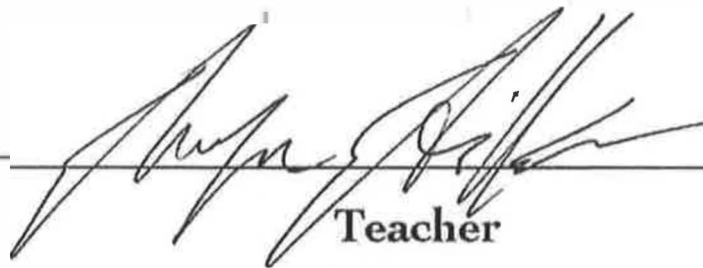
Committee Signatures

_____

Principal

_____

Community Member / Parent

_____

Teacher

Needs Assessment

1. Based on the state accountability report, which area (growth, equity, achievement, graduation rate, participation rate) is the lowest for your school?

Achievement (51.0) (1 point short of meeting non-alternative high school targets)

2. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

ACT Scores, Aspire Scores, Credits Earned, Summer School Completion Rates indicate a continued need for improvement in writing

3. Based on the state accountability report, which area (growth, equity, achievement, participation rate) is the second lowest for your school?

Growth (56.0) (currently meeting non-alternative high school targets)

4. What other data sources could give you more information about this area of need? What is that additional data telling you needs the most attention?

The cut scores for Jr. High and standard High Schools indicate that we are meeting targets with our growth scores as compared to non-alternative cut scores.

5. Below are two goal templates; please write one SMART goal around question #1 and one SMART goal around question #3.

SMART goal for achievement is to improve our score by 10%. Completing this goal may result in increased performance in other areas besides writing as it will increase student performance in any area that requires written responses to class related prompts. SMART goal for growth is to improve by 10%, moving to an exceeding target rating.

MEASURES AND METHODS (INTERVENTIONS):

These methods and measures are being, or will be, implemented throughout the 2017/18 school year. Some of these, such as Extended Day, Academic Options, and Differentiated Instruction, are being implemented on a daily or weekly basis. Others, such as Summer School, Student Work Days, and Writing Workshops, are being implemented as special events or on a monthly basis. Some high yield strategies used in these methods include Spaced Practice within the writing workshops to reinforce best writing practices; Direct Instruction as part of the differentiated classroom teaching; Worked Examples within the writing workshops; and teaching Note Taking and Study Skills as well as giving Feedback during Extended Day, Academic Options, and Building-wide Work Days.

#1 Extended Day- focuses on additional time and additional content support for completion of assignments, completion of make-up and/or missing assignments, and quiz/test preparation. Content areas supported include Language Arts, Science, Math and Special Services. Individual Learning Plans are developed for all students participating in the program.

#2 Academic Options – 30-minute intervention period two times per week providing students with additional time and support from all teachers.

#3 Peer-Tutoring – Successful juniors and seniors are assigned to students in the building needing additional support. Peer tutors support students during the Academic Options intervention time and other times as arranged by the students. Western Wyoming student/athletes also serve as tutors for struggling students.

#4 Summer School/Credit Recovery – Extended school year session of 4 weeks providing students additional time, reteach of content, and content teacher support. Content provided in a self-paced setting in an on-line platform through the Florida Virtual School. Credit awarded by building content teachers.

#5 Differentiated instruction in all classrooms through tutorials and enrichments by incorporating Project Based Learning and blended instruction through Google Classroom.

#6 Building-wide student workdays – A day is designated every quarter (9weeks) as a building-wide students work time. No new content or assignments are given on this day. Students receive additional time and support to complete missing/late work in all classes.

#7 Writing Heavy Curriculum – LA teachers will utilize the writing heavy SpringBoard® curriculum resource for LA9, Sophomore Composition, Junior English/American Literature, and Senior English courses.

#8 Class Oriented Writing Workshop – LA teachers will conduct a monthly, 2-3 day writer’s workshop using the class appropriate *SpringBoard® Writing Workshop with Grammar Activities* resource manual.

#9 ACT/WY-TOPP Prep Writing Workshop – LA teachers will conduct a 2-3 day writing workshop based off of ACT/WY-TOPP essay writing and scoring standards.

*The interventions are possible because students feel safe due in large part to our district-wide commitment to safety through our Safety Response Plan.

*All interventions are effectively communicated to stakeholders through social media, newsletters, phone calls, open houses, and mailings.

GOAL #1: Improve achievement score by 10% (meeting targets) by the end of the 2017/18 school year.

Timeline	Action Steps	Was this action step in place in 2016-2017?	Evidence of Completion (Submitted artifacts housed in SharePoint)
August/September	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
	Writing Heavy Curriculum	No	Student work displayed in classrooms.
October	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.

	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
	Targeted PD for LA teachers emphasizing writing	No	District Attendance Reports
	Building Wide Student Work Day	Yes	Student progress reports and total number of missing assignments submitted.
	Writing Heavy Curriculum	No	Student work displayed in classrooms.
November/December	Class Oriented Writing Workshop	No	Student work displayed in classrooms.
	Individual Student Success Plans	Yes	Plans will be housed in Google classroom and managed by individual advisors.
	Interim State Assessments	No	Students scores and data from WY-TOPP and WDE.
	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Building Wide Student Work Day	Yes	Student progress reports and total number of missing assignments submitted.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
January	ACT/WY-TOPP Prep Writing Workshops?	No	Increased scores on ACT/WY-TOPP
	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by

			participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
February	Meet with SLT evaluator to review plan implementation and needed adjustments		
	Interim State Assessments	No	Students scores and data from WY-TOPP and WDE.
	ACT/WY-TOPP Prep Writing Workshops	No	Increased scores on ACT/WY-TOPP
	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
March	ACT/WYTOPP Prep Writing Workshops	No	Increased scores on ACT/WY-TOPP
	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator

	Building Wide Student Work Day	Yes	Student progress reports and total number of missing assignments submitted.
April	Class Oriented Writing Workshop	No	Student work displayed in classrooms.
	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
May	Extended Day Program	Yes	Daily attendance reports and end of year credits earned by participating students
	Building Wide Student Work Day	Yes	Student progress reports and total number of missing assignments submitted.
	Academic Options	Yes	Weekly reports identifying failing students to target during intervention.
	Differentiated Instruction	Yes	Formal and informal teacher observations by building administrator
June	Summer School/Credit Recovery	Yes	Number of credits recaptured