

School:	Ten Sleep School	
District:	Washakie School District #2	
Analysis of last year's final results:	Areas of Strength:	Areas of Improvement:
	<p>MAP: 7-11 Proficiency in Math 33.3 Percent Above National Average</p> <p>PAWS: 4th Grade Proficiency Reading 20 Percent Above State Average</p> <p>Aspire: 10th Grade Math Ranked 1st in Wyoming</p> <p>10th Grade Science Ranked 2nd in Wyoming</p> <p>WAEA: 4th Grade Reading Growth Exceeding Target</p> <p>10th Grade Math Growth Exceeding Target</p> <p>10th Grade Reading Growth Meeting Target</p> <p>4th Grade Math Equity Exceeding Target</p>	<p>Aspire: 9th Grade Reading .16 Percent Below State Average</p> <p>ACT: 11th Grade Reading 6.43 Percent Below State Average</p> <p>WAEA: 6th Grade Math Growth Below Target</p> <p>7th Grade Math Growth Below Target</p> <p>8th Grade Math Growth Below Target</p> <p>6th Grade Reading Equity Below Target</p>
	Source of Progress:	Source of Challenge:
	<p>In the Elementary school Title I services have proven to provide high quality reading interventions that have helped boost our students' literacy skills, especially among our struggling readers. In addition, last year teachers in the elementary school pushed to ensure students were independently reading more than they had in the past. To further these gains students will be presented with a wider variety of text throughout the school year.</p>	<p>Reading from the 6th grade to the high school continued to be an area of struggle. Students were reading but there was a lack of structure and consistency throughout the content areas ensuring that students were reading and comprehending a wide amount of text. In addition, literacy education was only being primarily taught in English, though research tells us that this field needs to be present in all content areas. Professional development at Ten Sleep has been sporadic and not focus on the areas of high need leaving teachers without the proper tools to combat student deficiencies. Lastly high level learners need to be presented with more challenging content.</p>

Goals for this school year:	Overall Goals:
	<ol style="list-style-type: none"> 1. All subgroups will meet or exceed the state averages on the ACT and WYTOP test in the area of Reading during the 2017-2018 school year. 2. All subgroups will meet or exceed 42 percentile in growth in the content area of Mathematics in the 7th and 8th grade during the 2017-2018 school year.
	Subgroup Goals:
	<ol style="list-style-type: none"> 1. Close the 7th Grade achievement gap in Reading, as measured by scoring in the 45th percentile in Equity.
Instructional Strategies	<p>Literacy</p> <ol style="list-style-type: none"> 1. Reading Across the Curriculum <ol style="list-style-type: none"> a. Every class, 4-12, will have extended reading opportunities embedded in the curriculum. Each class, depending on content area, will allot a specific amount of time each week to literacy. A minimum of 30 minutes per week will be spent teaching literacy in each class. b. Literature read in the class should consist of materials that are varied in type and complexity and focus on content. Textbooks should not be the primary sources of literature. Instead, content should be drawn from real-world literature such as trade journals, newspaper articles, scholarly journals, web sourced articles, etc. c. Common literacy strategies will be implemented to prevent student confusion and assure that quality strategies are being used school wide. These strategies will be taught during teacher meetings and in-services. They will then, after a period of school-wide implementation, be evaluated by the whole staff as to effectiveness. d. Teachers will denote the amount of time and type of readings students are engaged in weekly on lesson plans to verify students are reading content focused text in each class. 2. Extended Writing <ol style="list-style-type: none"> a. Every class, 4-12, will extended writing opportunities embedded in the curriculum. Each class will teach and then reinforce how to adapt extended writing skills in their content area by assigning an extending writing prompt once every two weeks. These prompts should be tied to the

content area and the subject matter being taught in the classroom.

- b. A school wide rubric will inform the grading procedures of extended writing tasks to ensure continuity among the content areas.

3. Disciplinary Vocabulary

- a. Each class will develop a list of content specific, age appropriate vocabulary words that students need to comprehend in order to be proficient in the content area. These terms should be present in the classroom and taught then assessed periodically.

4. Student Specific Literacy Interventions

- a. Low level readers will be identified, according to Paws and Map data. These students will then be given addition teacher monitored support during Pioneer Path. The supports will be developed and monitored by the students' content teachers and the director of Pioneer Path.

5. Professional Development

- a. In-services will be devoted to literacy training with a focus on strategies for reading interventions, reading in the content area, and extended writing strategies.

Math

1. Response to Intervention (RTI)

- a. On Tuesday's and Thursday's students will be provided extra time to work on mathematics in the mathematics classroom with support from the teacher. Students will be required to attend the RTI period at the teacher's discretion based on standard's based deficiencies in math. Formative and Summative class assessments will inform the teacher which students need interventions and in which specific skills students need to work on. Students may also choose to voluntarily attend if they feel like they need help or are struggling. Students will work on standards based math skills during this RTI period, with the aid of the teacher.

2. Standard Based Formative Assessments

- a. Two standards based formative assessments will be given per week to determine proficiency on specific standards. These standards based formative assessments will inform the teacher which students need interventions. Any grades lower than 80 will be considered not proficient. If the student does not meet proficiency on the standard based assessment, they will be eligible to take the assessment again after they have mastered the standard based skill during the RTI period.

	Benchmark	Timetable
Benchmarks for Success	1. Evaluate data as a staff to discuss areas of strength and areas that need improvement.	August 2017
	2. Research steps to address areas of student deficiencies.	August-September 2017
	3. Develop a plan to address areas of student deficiencies in conjunction with teachers and administrators.	September 2017
	4. Discuss the School Improvement Plan and implementation steps during September In-service.	September 29, 2017
	5. Implement Reading Across the Curriculum along with a common literacy strategy schoolwide.	October 2017
	6. Implement Math interventions in all 7-12 classrooms	October 2017
	7. Create and Meet with a Literacy Intervention Team and an Extended Writing Team. Literacy Intervention Team will build student specific literacy interventions and meet with Pioneer Path teachers to discuss implementation. The Extended Writing Team will build an extended writing content rubric that will be implemented schoolwide and establish common marking procedure.	October 2017
	8. Teams will conclude their work and distribute materials to implement extended Writing in the	November 1, 2017

	Content Areas and Literacy Interventions.	
	9. Implement Extended Writing in the Content Areas and Literacy Interventions.	November 6, 2017
	10. Implement Disciplinary Vocabulary	January 3, 2018
	11. Conduct literacy focused professional developments with staff.	Spring 2018
	12. Evaluate School Improvement Plan	Spring 2018

