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| School:                                | Ten Sleep School   |  |
| District:                              | Washakie School District #2  |  |
| Analysis of last year's final results: | Areas of Strength:   | Areas of Improvement:  |
|  | <b>WY TOPP: Grade 3 Math Proficiency</b><br>100% Proficient or Advanced<br><b>6th Grade Proficiency ELA</b><br>87.5% Proficient or Advanced<br><b>10th Grade Science</b><br>62.5% Proficient or Advanced<br><b>ACT: Science</b><br>23.6 Composite<br><b>Math</b><br>21.5 Composite<br><b>Overall Composite</b><br>22.1   | <b>WY TOPP: 8th Grade Math</b><br>71.43% basic and below<br><b>WY TOPP: 7th Grade English</b><br>62.5% Basic and Below<br><b>WAEA: 7th Grade Math Growth</b><br>Below Target<br><b>7th Grade English</b><br>Below Target<br><b>8th Grade Math Growth</b><br>Below Target   |
|  | 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>Math, Science and ELA in 7<sup>th</sup> and 8<sup>th</sup> grades were areas 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> |
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| Goals for this school year: | <p><b>Overall Goals:</b></p> <ol style="list-style-type: none"> <li>1. All subgroups will meet or exceed 50th percentile in growth in the content area of Mathematics in the 8th and 9th grade during the 2018-2019 school year.</li> </ol> <p><b>Subgroup Goals:</b></p> <ol style="list-style-type: none"> <li>1. Close the 9th Grade achievement gap in ELA, as measured by scoring in the 45th percentile in Equity.</li> </ol>  |
| Instructional Strategies    | <p><b>Literacy</b></p> <ol style="list-style-type: none"> <li>1. Reading Across the Curriculum       <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> </li> <li>2. Extended Writing       <ol style="list-style-type: none"> <li>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.</li> <li>b. A school wide rubric will inform the grading procedures of extended writing tasks to ensure continuity among the content areas.</li> </ol> </li> </ol> |

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. MTSS/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 standards 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 2018           |
|                        | 2. Research steps to address areas of student deficiencies.   | August-September 2018 |
|                        | 3. Develop a plan to address areas of student deficiencies in conjunction with teachers and administrators. | September 2018        |
|                        | 4. Discuss the School Improvement Plan and implementation steps during September In-service.                | September 29, 2018    |
|                        | 5. Continue Reading Across the Curriculum with a common literacy strategy schoolwide.                       | October 2018          |
|                        | 6. Implement Math interventions in all 8-9 classrooms.  | October 2018          |
|                        | 7. Conduct literacy focused professional developments with staff.   | Spring 2019           |
|                        | 8. Evaluate School Improvement Plan   | Spring 2019           |