



School Improvement Plan

Wyoming High School

Wyoming Public Schools

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	10
Component 3: Instruction by Highly Qualified Staff	12
Component 4: Strategies to Attract Highly Qualified Teachers	13
Component 5: High Quality and Ongoing Professional Development	14
Component 6: Strategies to Increase Parental Involvement	15
Component 7: Preschool Transition Strategies	18
Component 8: Teacher Participation in Making Assessment Decisions	19
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	20
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	21
Evaluation:	23

Title I Targeted Assistance Diagnostic

Introduction 26

Component 1: Needs Assessment 27

Component 2: Services to Eligible Students 28

Component 3: Incorporated Into Existing School Program Planning 29

Component 4: Instructional Strategies 30

Component 5: Title I and Regular Education Coordination 31

Component 6: Instruction by Highly Qualified Staff 32

Component 7: High Quality and Ongoing Professional Development/Learning 33

Component 8: Strategies to Increase Parental Involvement 34

Component 9: Coordination of Title I and Other Resources 36

Component 10: Ongoing Review of Student Progress 37

Evaluation 38

Plan for School Improvement Plan 2017-18

Overview 40

Goals Summary 41

 Goal 1: All students at Wyoming High School will be proficient in Reading 42

 Goal 2: All students at Wyoming High School will be proficient in Writing 45

 Goal 3: All students at Wyoming High School will be proficient in Mathematics 48

 Goal 4: All students at Wyoming High School will be proficient in Science 52

 Goal 5: All students at Wyoming High School will be proficient in Social Studies 56

 Goal 6: WHS will have students attend all day every day 59

Activity Summary by Funding Source 61

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Demographic data is collected by the SI Team after each fall count. This includes data for students, staff and community.

Perception data is done in November and May

Progress and Process (ED Yes) data are completed in ASSIST in March

Student Achievement Data is collected and reflected upon quarterly by staff and administration.

Staff and SI team review and share information during department time and collaboration days and in newsletters and website.

Parents are included as stakeholders on the SI team.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographic Data:

Community Demographics:

WHS is located in Wyoming.

Here is some city of Wyoming Michigan data:

Population in 2014: 74,826 (100% urban, 0% rural). Population change since 2000: +7.9%

Males: 37,872 (50.6%)

Females: 36,954 (49.4%)

Median resident age: 32.8 years

Michigan median age: 39.6 years

Estimated median household income in 2013: \$47,731 (it was \$43,164 in 2000)

Estimated per capita income in 2013: \$23,242 (it was \$19,287 in 2000)

Wyoming city income, earnings, and wages data: Estimated median house or condo value in 2013: \$89,400 (it was \$91,700 in 2000)

Wyoming: 89,400

Top to bottom rankings over time

2011-12 33 percentile

2012-13 53 percentile

2013-14 24 percentile

No Reward, focus and priority school in recent years.

Student Demographics:

Sub groups--Total students 938, Males 477 and Female 461, African American 107, Asian 63, Hispanic 357, Native American 3, Pacific Islander 1, Multi racial 83, White 324. Special ed 104, ELL 155, Free and Reduced 586, Migrants are 2

Homeless students: 11

School Improvement Plan

Wyoming High School

Foster Care Students: 0

grade levels served are 10-12

Staff Demographics:2015-16

Staff is made up of

2 Administrators and 1 Athletic Director

2 Counselors

1 Social Worker

4 Secretaries

3 Paraprofessionals

half-time School Psychologist

number of teachers

teachers with Bachelors

teachers with Masters

School programs and processes (from Ed Yes):

1. Need to reach out to parents
2. Continue to work on common assessments/curriculum

Parent Survey results:

1. Feel safe
2. Appreciate the ability to communicate
3. More options for students.

Staff Survey results:

1. Trust is built with admin and staff
2. Behavior and student engagement are better
3. Work to make sure all understand expectations.

Student Survey Results:

1. More options for classes
2. Feel they understand Thinking maps, CCR
3. Feel cared for

Student results data: State and Local with sub-groups

Math--struggles with African-American and Hispanic students

Less failures then past years

ELA--failures up.

Students doing well with writing process

Science--Students understand CA

Social Studies--

Grades are up

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Staff looked at the data including process data, student achievement data, perception data and demographic data.

Goals are chosen based on building data on lower scores, MME and local data.

1. Math continues to be an issue
2. Our sub groups (African american and Hispanic) are lagging behind.
3. Parent involvement needs to be addressed

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The Goals for all students are Tier 1 strategies in SIP

The goals for at-risk students are tier 2 and 3 in the SIP

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Our curriculum is based on the Common Core expectations. Content area teachers in the building modify instruction as needed to meet the needs of their students. Wyoming High School ensures that curriculum maps and common assessments are well-designed, meet the needs of their students, and updated as needed. The district provides support to the building to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results.

Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices. At the building level, our entire staff works together periodically during the school year related to curriculum alignment and overall improvement of student achievement. This involves new teaming related to proper development, instructing, and assessing the curriculum. In addition, our building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/department meetings with curriculum issues and our school improvement plan as standing items.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The Wyoming Instructional model provides a common framework for instructional practices in ALL classrooms at Wyoming High School. Components such as "bell ringers" and "exit slips" are routinely used by teachers to maximize the use of instructional time. Practices that align with common core that routinely increase student-to-student interaction, self and peer assessment, and production of projects/products are all methods used by teachers to increase the quality of instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

All strategies in the school-wide plan align with findings in the needs assessment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

After school tutoring is available for all with certified teachers, academic support center, learning center.

5. Describe how the school determines if these needs of students are being met.

Individual student progress is monitored 2 times per quarter. If students are not passing, they are put on a plan through the extension teacher.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff have a degree, work keys or 60 credit hours.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers have demonstrated highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

low turnover rate

2 retirements

4 new teachers

2. What is the experience level of key teaching and learning personnel?

3 teachers are brand new

6 teachers have taught 1-5 years

8 teachers have taught 6-15 years

33 teachers have taught over 15 years

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Working with new teachers PLC and school based decision making.

Go to college fairs

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

College fairs.

New on line component

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Low turnover and high job satisfaction

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff at Wyoming High School has received extensive training over the past several years in reading comprehension strategies, writing across the curriculum, the Wyoming model of instruction, Thinking Maps, Standards based grading and strategies included in the SIOP model of instruction. A comprehensive, consistent focus on literacy across the curriculum has dominated the professional development time.

2. Describe how this professional learning is "sustained and ongoing."

Professional development is sustained and ongoing through the consistency of programming over the past several years (focus on literacy and the Wyoming Instructional Model), as well as a focus at staff/department meetings, school improvement meetings and formal and informal PD sessions throughout the year. An ongoing emphasis placed on building a professional learning community creates dialogue among teachers which also supports/develops/sustains the professional development that is provided. Much of the professional development that occurs at Wyoming High School is provided from in-house experts, who also become in-house "go-to" people when teachers have questions

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

A parent representative is a member of the School Improvement team in order to provide feedback from the parent community to the instructional staff. Incentives for attendance at parent curriculum night are offered as well as resources to educate parents. Social networking tools are in use to communicate in a convenient manner.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

A parent representative is a member of the School Improvement team in order to provide feedback from the parent community to the instructional staff.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

A parent representative is a member of the School Improvement team in order to provide feedback from the parent community to the instructional staff.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		parent involve

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Yes, Wyoming High School has a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f).

Correspondence is sent in multiple languages. Many calls.

All invited to attend.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

All parent involvement components of the school-wide plan are evaluated using a survey at the end of each event, as well as an annual comprehensive survey that informs activities for the following year. Informal feedback from parents on an ongoing basis is also used regularly to improve our practices. The parent involvement component of the school-wide plan will be evaluated throughout the school year. This will be accomplished with the use of surveys, parents meetings, and/or focus groups. These results will be used to monitor and improve the parent involvement program at Wyoming High School. The School-Parent Compact is annually revised with the input of Title I administration,

School Improvement Plan

Wyoming High School

and parents. Following the revisions the compact is shared with all families at Parent/Teacher Conferences. Individual student academic assessment results are shared with parents in a variety of ways which include: conferences, progress reports, progress monitoring, grade book viewer, marking periods/reports cards. Data received through the parent surveys is evaluated and areas of need highlighted to devise strategies to improve involvement. Suggestions from parent School Improvement members are discussed and areas of need identified and addressed.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Our parent survey indicates that most of our parents understand the Michigan Merit Curriculum and the expectations for high school. In addition, almost all of our parents feel that they can go to someone in the school if they have questions/concerns about their child. Over half of our parents feel that we are meeting the learning needs of their child. Our parents feel they know who to go to for help with their child if they need to. Parents feel welcome at Wyoming High School, appreciate the regular and frequent communication they receive from the Title I school (always in 2 languages), and feel that they can come to the principal and/or teachers with their concerns. Parents in our community feel that we are fiscally responsible and make great effort to ensure that resources are directed toward efforts that directly impact student achievement. Parents feel that Wyoming High School is a safe environment, and most feel that we challenge their students academically. Parents feel that teachers and staff are supportive and caring.

8. Describe how the school-parent compact is developed.

The school-parent compact was developed through a collaborative process involving parents, teachers, and students. The compact is reviewed on an annual basis and updated accordingly.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

See the elementary plan.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The parent compact is given to parents at fall parent teacher conferences.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		parent compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

School Improvement Plan

Wyoming High School

All correspondence/communication, including individual students achievement results, is provided to parents in English and/or Spanish, since Spanish is the second most common language used at Wyoming High School. Parents of students that speak other languages are provided support through interpreters on staff.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

For incoming 10th graders we have them in the summer for orientation and a parent/student meeting in the spring. We also have a meeting in the fall with all students.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Our Elementary buildings do a nice job communicating with families

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Department meetings and SI meetings and follow district common assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Each department and SI meeting as well as quarterly SIST visits.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Wyoming High School has developed or arranged easy access to a variety of databases that provide building level administrators and teachers with the information they need to identify the most academically at-risk students. The use of Data Mining, AS400, allows easy access to a variety of data that can be manipulated, reviewed, and sorted in a variety of ways to develop student profiles.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

In order to provide timely and effective additional assistance to students experiencing difficulty mastering state standards at an advanced or proficient level, Wyoming High School implements the following processes: Academic Recovery (students may receive additional tutoring and re-taking common assessments,) IEP based accommodations, 504-based accommodations, Workforce Investment Act support, one on one tutoring to struggling students, co-teaching of English Language Learners and special education students in content area classes, and Strengthening of Skills classes that coordinate with academic classes. We also utilize a Student Study process to develop plans of assistance for students who require multiple intervention mechanisms. Staff members at Wyoming High School utilize daily interventions to support struggling students. These support mechanisms include support classes in mathematics, co-teaching in all of the core content areas, a school-wide intervention period, support classes in English and Reading, and online recovery opportunities. After-school opportunities are also offered through a combination of meeting directly with teachers that have thirty minutes of time after school each day for the express purpose of working with students, twice weekly after-school academic support, Saturday school, and 2 summer school opportunities. Classroom teachers are available to students outside of school hours for additional tutoring and support, and assessment as needed by the students.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers use a variety of strategies in the classroom to assess the learning of each student as an ongoing part of instruction. Re-teaching is done as soon as possible when most of the students need additional instruction. Teachers will work with small groups or individual students when possible, or suggest that students meet them for additional time during office hours, or by attending the many opportunities for academic support, such as the twice weekly after school sessions.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Section 31a

Deans

Extended library

Titile I

Newcomers program

At-risk classes

Recovery

Free/reduced breakfast and lunch

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Component 1=Comprehensive Needs Assessment is paid with general funds.

Component 2=Reform strategies are paid with general funds for PD, resources, Title 2 for PD for building.. Title 1 are paid for Extended library, Deans and transition coordinator. Section 31a pay for summer school and instructional coaches.

Component 3=Highly qualified staff are paid with general funds and Title 1A fund and Section 31a.

Component 4= Attracting and Retaining HQ staff is paid with general funds

Component 5=Professional Development is paid with general funds and Title II funds.

Component 6=Parent Involvements we use Title II and general funds

Component 7=Preschool transition strategies is paid with general funds and Section 31a

Component 8=Teachers Making Assessment Decisions is paid with general fund and Title II

Component 9=Timely and Additional Assistance is general funds, Title I part A and Section 31a

Component 10=Coordination of Federal, State, and Local Funds and Resources paid with general funds as all are required.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence Prevention Program is done with Ok2Say and handbooks

Nutrition programs are district wellness policy and free/reduced program and grant from ISD

Housing programs follow with homeless liaison and community mental health

Headstart is not at the building, but the district does partner and promote early learning.

Adult Education is handled through Community Education in partnership with the KISD

Vocational and Technical education are available through the KISD and KCTC

Job Training happens in the special education programming and through the KISD and KCTC/KTC

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Led by building administration and the School Improvement Team, all standardized tests results are evaluated. The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience.

The PSAT and SAT practice test administered in the 10th grade are used to help our students to prepare for the Michigan Merit Exam SAT portion and to help guide what our curriculum will look like based on exposed needs. We will continue this year with the move to the PSAT and SAT. Each department and the School Improvement team analyze the data specific to courses and teaching strategies. The Work Keys is administered to ninth graders at the junior high and results are utilized to identify weaknesses and teach to the needs of those students as they enter 10th and 11th grades. These results can then be compared to the Work Keys that is taken in the Junior year as part of the Michigan Merit Exam (MME) to see how much the students improved. The MME (SAT, Work Keys, and Michigan Component), and now the SAT, are the last of the big standardized assessments our students take. This is administered in the junior year. The results are given in the summer and the School Improvement Team (SI) and departments disaggregate the data for new school year and changes in curriculum. The Work Keys is also utilized for national career certification.

Students can also take the Work Keys portion again.

Grades each marking period are studied by departments including common assessment scores to make sure the curriculum is linked to success on standardized tests. Faculty then looks to the data to improve classroom instruction and prepare recovery strategies.

Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance have allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special Ed., free and reduced lunch, and others are included. The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district. Also credit recovery programs allow students to make up credits once they show mastery even after the marking period

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Led by building administration and the School Improvement Team, all standardized tests results are evaluated. The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience.

The PSAT and ASAT practice test administered in the 10th grade are used to help our students to prepare for the Michigan Merit Exam ACT portion and to help guide what our curriculum will look like based on exposed needs. Each department and the School Improvement team analyze the data specific to courses and teaching strategies.

The Work Keys is administered to ninth graders at the junior high and results are utilized to identify weaknesses and teach to the needs of those students as they enter 10th and 11th grades. These results can then be compared to the WorkKeys that is taken in the Junior year as part of the Michigan Merit Exam (MME) to see how much the students improved. The MME (SAT, Work Keys, and Michigan Component) are SY 2017-2018

the last of the big standardized assessments our students take. This is administered in the junior year. The results are given in the summer and the School Improvement Team (SI) and departments disaggregate the data for new school year and changes in curriculum. The Work Keys is also utilized for national career certification. Students can also take the Work Keys portion again.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The School Improvement Team reviews the data at the end of each quarter, semester and year to determine the effectiveness of the strategies. A part of the review includes analysis by subgroup. An additional component of the review is a critical look at key data sources to discover whether the students performing the lowest are making greater gains - in other words, are they making MORE than a year's growth in a year's time? This is the process and criteria used by the School Improvement team to determine if strategies should be continued for the following year, revised, or discontinued.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Grades each marking period are studied by departments including Common assessments scores to make sure the curriculum is linked to success on standardized tests. Faculty then looks to the data to improve classroom instruction and prepare recovery strategies. Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance have allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special Ed., free and reduced lunch, and others are included. The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district. Also credit recovery programs allow students to make up credits once they show mastery even after the marking period. Near the end of the school year, department chairs (also SI team members) lead their department through a data analysis process. Each department makes suggested changes to the strategies and activities. These are then discussed at SI team meetings, and strategies and activities are updated accordingly

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

6. Describe how the school-parent compact is developed.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

School Improvement Plan

Wyoming High School

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Plan for School Improvement Plan 2017-18

Overview

Plan Name

Plan for School Improvement Plan 2017-18

Plan Description

New plan made with Sarah

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wyoming High School will be proficient in Reading	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$95518
2	All students at Wyoming High School will be proficient in Writing	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$30000
3	All students at Wyoming High School will be proficient in Mathematics	Objectives: 1 Strategies: 5 Activities: 14	Academic	\$56955
4	All students at Wyoming High School will be proficient in Science	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$14500
5	All students at Wyoming High School will be proficient in Social Studies	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$10000
6	WHS will have students attend all day every day	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$55000

Goal 1: All students at Wyoming High School will be proficient in Reading

Measurable Objective 1:

63% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency reading in English Language Arts by 06/09/2017 as measured by MME.

Strategy 1:

Common Instructional Framework - Teachers will implement a common instructional framework that maximizes instructional time.

Category: English/Language Arts

Tier: Tier 1

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the Instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$600	Title II Part A	Teacher Staff, cameras available to show lessons

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	General Fund	Teaching Staff

Activity - English Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be available to help students recover credits and gaps in ELA	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$10802	Title I Schoolwide	Teaching Staff

School Improvement Plan

Wyoming High School

Activity - Test Taking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc. specific to SAT	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$2400	Title II Part A	Teaching Staff

Strategy 2:

Reading Comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas. Reading intervention will be provided for students significantly behind in reading.

Category: English/Language Arts

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teacher Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers. "	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teacher Staff

Activity - SRI testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Wyoming High School

"English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teacher Staff
Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material. Read 180	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$3084	Title I Schoolwide	Teacher Staff
Activity - New Comers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL New Comers Teacher 3 hours per day all year cost \$76,680 One teacher working three hours each day with EL students new to our country or non-English speaking students grades 7-12.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$76680	Title I Schoolwide	Principal / teacher

Strategy 3:

Math Across the Curriculum - Teachers will incorporate math as it relates to their content area

Category: Mathematics

Tier: Tier 1

Activity - math across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teaching Staff

Strategy 4:

Common Core Implementation - Teachers will align instruction and assessments with common core expectations.

Category: English/Language Arts

Tier: Tier 1

School Improvement Plan

Wyoming High School

Activity - Parent component/communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interaction with parents related to curriculum, parent/teacher conferences, etc.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1952	Title I Schoolwide	Teaching Staff

Goal 2: All students at Wyoming High School will be proficient in Writing

Measurable Objective 1:

63% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in English Language Arts by 06/09/2017 as measured by MME.

Strategy 1:

Common Instructional Framework - Teachers will implement common instructional components that maximize instructional time.

Category: English/Language Arts

Tier: Tier 1

Activity - thinking maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

School Improvement Plan

Wyoming High School

Activity - technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"All teachers will have visible, written objectives for the day's instruction posted in their classrooms. Teachers are also expected to periodically bring the day's instruction and the students' attention back to the visible objectives. The principal and other teachers will look for visible objectives in the classroom daily."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers
Activity - test taking skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

Strategy 2:

Writing Across the Curriculum - Teachers will incorporate daily writing into all content areas.

Category:

Tier:

Activity - common core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction			09/08/2015	06/03/2016	\$0	No Funding Required	all teachers
Activity - writing process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

School Improvement Plan

Wyoming High School

Activity - using quotes and citations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach students how to cite sources in text and parenthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers
Activity - Extended Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
35 weeks, 2 teachers @ \$27 an hour, 85 sessions, 8 dollars for benefits, 3 hours per session. Transportation \$5000 70 bus runs @ \$70 each for After school programming. Snacks for 2 days a week (35 weeks). Total cost: \$1,100 Afterschool programming to support the most at-risk students (special focus on subgroups) not meeting the State grade level content standards for 2 days a week (35 weeks). Transportation cost to transport participating students home. Snacks for after-school programming to support the most at-risk students not meeting the grade level content standards	Academic Support Program	Tier 2	Monitor	09/08/2015	06/03/2016	\$30000	Title I Schoolwide	Principal

Strategy 3:

Common Core Framework - Teachers will align instruction and assessment with Common Core expectations.

Category: English/Language Arts

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

Strategy 4:

Math Across the Curriculum - Teachers will incorporate math as it relates to their curriculum.

Category: English/Language Arts

School Improvement Plan

Wyoming High School

Tier: Tier 1

Activity - math in context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

Goal 3: All students at Wyoming High School will be proficient in Mathematics

Measurable Objective 1:

34% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency mathematics in Mathematics by 06/09/2017 as measured by MME.

Strategy 1:

Common Instructional Practices - Teachers will implement common instructional components that maximize instructional time.

Category: Mathematics

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

School Improvement Plan

Wyoming High School

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the Instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - Technology TenMarks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use chomebooks and the Ten Marks program to assist all students in math skills. Chromebooks 8700 training 6600 TenMarks 3000	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$18300	Title II Part A, Title I Schoolwide, Title I Schoolwide	All teachers
Activity - Test Taking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - Learning Center Transition Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition coordinator will work with learning center students on job skills and also assist with plans for improvement.	Recruitment and Retention, Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/09/2017	\$26500	Section 31a	Principal and Assistant principal
Activity - Math Recovery teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have failed math will be placed into a new class to recover the gaps missed.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$12155	Title I Schoolwide	Principal/Assistant Principal

Strategy 2:

Reading Comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas.

Category: Mathematics

Tier: Tier 1

School Improvement Plan

Wyoming High School

Activity - Close and Critical Reading (CCR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction			09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - SMI testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will give all their students SMI tests three times a year. For the sake of the data only Math teachers should give the SRI tests.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Strategy 3:

Writing Across the Curriculum - Teachers will incorporate writing into all content areas.

Category: Mathematics

Tier: Tier 1

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	all teachers

School Improvement Plan

Wyoming High School

Activity - Using Quotes and Citing Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach students how to cite sources in text and parenthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction			09/08/2015	06/03/2016	\$0	No Funding Required	All teachers

Activity - Common Core and the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Strategy 4:

Common Core Implementation - Teachers will align instruction and assessment with Common Core Expectations

Category:

Tier:

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction			09/08/2015	06/03/2016	\$0	No Funding Required	All teachers

Strategy 5:

Math Across the Curriculum - Teachers will incorporate math as it relates to their curriculum. Math intervention will be provided to students who are significantly behind in mathematics.

Category: Mathematics

School Improvement Plan

Wyoming High School

Tier: Tier 1

Activity - Math in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Goal 4: All students at Wyoming High School will be proficient in Science

Measurable Objective 1:

37% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency make inferences using multiple sources of information such as graphs, charts and text in Science by 06/09/2017 as measured by MME.

Strategy 1:

Common Instructional Framework - Teachers will incorporate common instructional components that maximize instructional time.

Category: Science

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

School Improvement Plan

Wyoming High School

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every teacher in the content area is expected to use technology in instruction. Every staff member is expected to open and use Google Classroom account to help facilitate learning with students.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Test Taking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Strategy 2:

Reading Comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas.

Category: Science

Tier: Tier 1

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyoming High School

Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers
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Activity - SRI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program to help students stay in school and work through difficulties. training 1500 staff 13000	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$14500	Title I Schoolwide, Title II Part A	Principal

Strategy 3:

Writing Across the Curriculum - Teachers will incorporate writing into all content areas.

Category: Science

Tier: Tier 1

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Activity - Using Quotes and Citing Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach students how to cite sources in text and paranthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Common Core in the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyoming High School

Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers
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Strategy 4:

Common Core Implementation - Teachers will align instruction and assessment with Common Core expectations and NGSS

Category: Science

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Strategy 5:

Math Across the Curriculum - Teachers will incorporate math as it relates to their content. Math interventions will be provided to students who are significantly behind in math.

Category: Science

Tier: Tier 1

Activity - Math in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Wyoming High School

All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teacher
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Goal 5: All students at Wyoming High School will be proficient in Social Studies

Measurable Objective 1:

57% of Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency inferring information from multiple sources of information such as graphs, charts, maps and text in Social Studies by 06/09/2017 as measured by MME.

Strategy 1:

Common Instructional Framework - Teachers will incorporate common instructional components that maximize instructional time.

Category: Social Studies

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Wyoming Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

School Improvement Plan

Wyoming High School

Activity - Test Taking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"All teachers will have visible, written objectives for the day's instruction posted in their classrooms. Teachers are also expected to periodically bring the day's instruction and the students' attention back to the visible objectives. The principal and other teachers will look for visible objectives in the classroom daily."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Strategy 2:

Reading Comprehension - Teachers will incorporate reading comprehension strategies daily in all content areas.

Category: Science

Tier: Tier 1

Activity - CCR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction			09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

School Improvement Plan

Wyoming High School

Activity - SRI Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Strategy 3:

Writing Across the Curriculum - Teachers will incorporate daily writing in all content areas.

Category: Science

Tier: Tier 1

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Using Quotes/Citing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach students how to cite sources in text and paranthetically and use quotes in their writing using MLA format unless decided otherwise by department	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

School Improvement Plan

Wyoming High School

Strategy 4:

Common Core Implementation - Teachers will align instruction and assessment with Common Core expectations.

Category: Social Studies

Tier: Tier 1

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

Activity - MCAN Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor specifically to help students apply and attend college.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$10000	Title I Schoolwide	All staff / Principal

Strategy 5:

Math Across the Curriculum - Teachers will incorporate math as it relates to their content area. Math interventions will be provided to students who are significantly behind in mathematics.

Category: Social Studies

Tier: Tier 1

Activity - Math in Context	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	All Teachers

Goal 6: WHS will have students attend all day every day

Measurable Objective 1:

collaborate to increase student daily average attendance by 06/08/2018 as measured by average daily attendance reports on data dashboard.

Strategy 1:

Student Attendance - WHS will implement truancy process.

Category: Other - Attendance

Research Cited: Research indicates that students should attend school.

Cite research...

Tier: Tier 1

Activity - Truancy process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Step 1: Identify students chronically absent Step 2: Robo calls home Step 3: letters home at 5, 7 and 10 absences Step 4: Meeting with school and parents and student or communication Step 5: Truancy filed with ISD Step 6: Parents students and admin put on attendance plan Step 7: monitor attendance Step 8: Meeting with more staff Step 9: Second referral	Parent Involvement, Academic Support Program, Policy and Process, Behavioral Support Program	Tier 2	Evaluate	09/05/2017	06/08/2018	\$55000	Section 31a	Pay for deans... Principal etc

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	"All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Teaching Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Wyoming Instructional Model	All teachers are expected to use the Instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$600	Teacher Staff, cameras available to show lessons
Test Taking Skills	Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc. specific to SAT	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$2400	Teaching Staff
Technology TenMarks	All math teachers will use Chromebooks and the Ten Marks program to assist all students in math skills. Chromebooks 8700 training 6600 TenMarks 3000	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$6600	All teachers

School Improvement Plan

Wyoming High School

Restorative Practices	Program to help students stay in school and work through difficulties. training 1500 staff 13000	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$1500	Principal
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy process	Step 1: Identify students chronically absent Step 2: Robo calls home Step 3: letters home at 5, 7 and 10 absences Step 4: Meeting with school and parents and student or communication Step 5: Truancy filed with ISD Step 6: Parents students and admin put on attendance plan Step 7: monitor attendance Step 8: Meeting with more staff Step 9: Second referral	Parent Involvement, Academic Support Program, Policy and Process, Behavioral Support Program	Tier 2	Evaluate	09/05/2017	06/08/2018	\$55000	Pay for deans... Principal etc
Learning Center Transition Coordinator	Transition coordinator will work with learning center students on job skills and also assist with plans for improvement.	Recruitment and Retention, Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/09/2017	\$26500	Principal and Assistant principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Wyoming Instructional Model	All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers

School Improvement Plan

Wyoming High School

thinking maps	All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
Strategies	Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Math in Context	All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teacher
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
Test Taking Skills	Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers

School Improvement Plan

Wyoming High School

Thinking Maps	All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
common core	Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction			09/08/2015	06/03/2016	\$0	all teachers
Wyoming Instructional Model	All teachers are expected to use the Instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
using quotes and citations	All teachers will teach students how to cite sources in text and parenthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
SRI	English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers

School Improvement Plan

Wyoming High School

Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
Common Core	Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Wyoming Instructional Model	All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Strategies	Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction			09/06/2016	06/09/2017	\$0	All Teachers
Using Quotes and Citing Materials	All teachers will teach students how to cite sources in text and parenthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction			09/08/2015	06/03/2016	\$0	All teachers

School Improvement Plan

Wyoming High School

math across the curriculum	All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teaching Staff
test taking skills	Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Thinking Maps	All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
SRI Testing	English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers

School Improvement Plan

Wyoming High School

Thinking Maps	All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
technology	"All teachers will have visible, written objectives for the day's instruction posted in their classrooms. Teachers are also expected to periodically bring the day's instruction and the students' attention back to the visible objectives. The principal and other teachers will look for visible objectives in the classroom daily."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
Test Taking Skills	Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Thinking Maps	"All teachers will ask students to demonstrate their thinking about the classroom content through the use of Thinking Maps. Students will choose and create/build/revise/etc. a map as their thinking develops throughout the unit. Some thinking maps will be used to assist students to organize their thoughts for a formal demonstration of their thinking (paper, project, presentation, assessment, etc.) Examples of maps and student work should be visible in the classroom and available to share with colleagues. Sharing will include some (2-3) sample maps, the teachers' purpose for the lesson and learnings. The principal will check classrooms with a visual walk through."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Teacher Staff
SMI testing	Math teachers will give all their students SMI tests three times a year. For the sake of the data only Math teachers should give the SRI tests.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
SRI testing	"English teachers will give all their students SRI tests three times a year. For the sake of the data only English teachers should give the SRI tests."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Teacher Staff

School Improvement Plan

Wyoming High School

Common Core and the Content Area	"Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
Math in Context	All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Common Core in the Content Area	Each teacher will be required to assign a formal writing piece every quarter. English teachers will teach students how to write a paper, with support from all teachers for the writing specific to their content area. Teachers will grade the writing using the school rubrics and assign a final score, but opportunities for students to self and peer assess writing, as well as opportunities to revise and edit their writing, will be provided. Science and Math will focus on informational writing. Social Students will focus on informational and argumentative writing. English will focus on narrative, argumentative, and informational writing. Electives can choose the form of writing that aligns with an assignment.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Using Quotes/Citing	All teachers will teach students how to cite sources in text and paranthetically and use quotes in their writing using MLA format unless decided otherwise by department	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers

School Improvement Plan

Wyoming High School

Wyoming Instructional Model	All teachers are expected to use the instructional model of instruction on a daily basis. Examples of bellringers, engaged students, practicing work, and endings will be asked for by the principal and department heads. Each teacher will provide examples upon request and for curricular work.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Using Quotes and Citing Materials	All teachers will teach students how to cite sources in text and parenthetically and use quotes in their writing using MLA format unless decided otherwise by department.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Writing Process	All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Technology	"All teachers will have visible, written objectives for the day's instruction posted in their classrooms. Teachers are also expected to periodically bring the day's instruction and the students' attention back to the visible objectives. The principal and other teachers will look for visible objectives in the classroom daily."	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Math in Context	All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
Test Taking Skills	Teachers will teach students generic test taking strategies, such as timing, how to choose best answer, using active reading, staying focused, etc.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
writing process	All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers

School Improvement Plan

Wyoming High School

Close and Critical Reading	"All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers. "	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Teacher Staff
CCR	All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Strategies	Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material.	Direct Instruction			09/06/2016	06/09/2017	\$0	All teachers
Technology	Every teacher in the content area is expected to use technology in instruction. Every staff member is expected to open and use Google Classroom account to help facilitate learning with students.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers

School Improvement Plan

Wyoming High School

math in context	All teachers will purposefully identify where math is embedded naturally in their content area. Teachers will bring the math application in context to their students attention (or ask students to identify where they see math embedded) and briefly review the math concept as it relates to the content. Showing students how to calculate their grades could be done in 3rd hour as one additional way to incorporate math in an everyday, meaningful context.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers
Close and Critical Reading (CCR)	All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers
Common Core	All teachers will embed common core-like test questions on quizzes, common assessments, etc. Teachers will design units of instruction that align with these expectations. Instructional practices, classroom activities, student assignments, etc., will be aligned with these same expectations to ensure that students have utilized the skills and thinking processes necessary to be successful on the assessment.	Direct Instruction			09/08/2015	06/03/2016	\$0	All teachers
Writing Process	All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All teachers

School Improvement Plan

Wyoming High School

Close and Critical Reading	All teachers are expected to give the students a CCR as a quarterly (summative) assessment. These will be graded and the data recorded when other quarterly grades are due. All teachers are expected to incorporate the 4 CCR questions and related reading strategies into their daily and/or ongoing instruction (bell ringers, etc.). Students should be very familiar with the 4 CCR questions and the strategies to answer them by the time quarterly assessments are given. Teachers will provide opportunities/instruction/modeling for students to self and/or peer assess their responses to the CCR questions using the rubric to determine the strength of their answers.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	All Teachers
Writing Process	All English teachers will teach their students the writing process—prewriting, drafting, editing, revising, publishing, and reflection.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	all teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent component/communication	Interaction with parents related to curriculum, parent/teacher conferences, etc.	Parent Involvement	Tier 1	Monitor	09/06/2016	06/09/2017	\$1952	Teaching Staff
Reading Strategies	Each staff member will teach students specific reading strategies. The strategies will be the same throughout the building or the departments. Examples of strategies include: active reading, finding the main idea, summarizing, inferential thinking, determining the meanings of unknown words, and making real world connections with the material. Read 180	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$3084	Teacher Staff

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Wyoming High School

Extended Library	35 weeks, 2 teachers @ \$27 an hour, 85 sessions, 8 dollars for benefits, 3 hours per session. Transportation \$5000 70 bus runs @ \$70 each for After school programming. Snacks for 2 days a week (35 weeks). Total cost: \$1,100 Afterschool programming to support the most at-risk students (special focus on subgroups) not meeting the State grade level content standards for 2 days a week (35 weeks). Transportation cost to transport participating students home. Snacks for after-school programming to support the most at-risk students not meeting the grade level content standards	Academic Support Program	Tier 2	Monitor	09/08/2015	06/03/2016	\$30000	Principal
Math Recovery teacher	Students that have failed math will be placed into a new class to recover the gaps missed.	Academic Support Program	Tier 3	Implement	09/06/2016	06/09/2017	\$12155	Principal/Assistant Principal
MCAN Counselor	Counselor specifically to help students apply and attend college.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$10000	All staff / Principal
English Recovery	Teacher will be available to help students recover credits and gaps in ELA	Academic Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$10802	Teaching Staff
New Comers Program	ELL New Comers Teacher 3 hours per day all year cost \$76,680 One teacher working three hours each day with EL students new to our country or non-English speaking students grades 7-12.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$76680	Principal / teacher
Restorative Practices	Program to help students stay in school and work through difficulties. training 1500 staff 13000	Behavioral Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$13000	Principal
Technology TenMarks	All math teachers will use chomebooks and the Ten Marks program to assist all students in math skills. Chromebooks 8700 training 6600 TenMarks 3000	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$8700	All teachers

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Wyoming High School

Technology TenMarks	All math teachers will use chomebooks and the Ten Marks program to assist all students in math skills. Chromebooks 8700 training 6600 TenMarks 3000	Direct Instruction	Tier 1	Implement	09/06/2016	06/09/2017	\$3000	All teachers
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