



WYOMING HIGH SCHOOL

Home of the Wolves

April, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the Wyoming High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Nathan Robrahn for assistance.

The AER is available for you to review electronically by visiting the following web site <http://wyoming.k12.mi.us> and click on the Annual Report tab along the left side or you may review a copy in the main office at your child's school.

For the 2017-18 year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA).

-A Targeted Support and Improvement (TSI) school is one that has one or two underperforming student subgroups.

-An Additional Targeted Support (ATS) school is one that has a least one subgroup performing at the same level as the lowest performing 5% school.

-A Comprehensive Support and Improvement (CSI) school is one whose performance is the lowest 5% of all schools in the state or has a graduation rate at or below 67%.

-Some schools are not identified with any of these labels. In these cases, no label is given.

For TSI schools--schools are identified every year. This year Wyoming High School was identified as a TSI school. Our Hispanic/Latino sub group is performing at or below the bottom 25% threshold in each applicable Michigan School Index component. Our school will now work to incorporate specific requirements into our School Improvement Plan to increase all of our student achievement and specifically the sub group noted.

The following challenges have been identified by the School Improvement Team at Wyoming High School:

- Reading: Continue to show gains on our SAT and our SRI scores. Need to continue to make sure these two align with each other and our teaching. We are piloting the MAP testing by NWEA this year for reading and math.
- Science and Social Studies: Major discrepancies between Hispanic and Black vs. other races. Only on M Step, not as much in SAT. Make sure to align our practices for these tests. Noted earlier that we have a discrepancy with Hispanic and our Black students as compared to other subgroups.
- Math: Major discrepancies with all students below the average on SAT and PSAT. Looking to change our math curriculum and delivery. Working K-12 to address.

- *Students with Disabilities:* Although our scores continue to improve for all groups, including EL, our students with disabilities score is flat. We will continue to assess and make appropriate changes to curriculum and delivery.

In order to continue to address the aforementioned challenges, the following initiatives are being undertaken at Wyoming High School to improve student achievement and close gaps in achievement: All teachers will follow the Wyoming Instructional model, incorporate thinking maps, explicitly teach literacy strategies, TenMarks math program, Close and critical reading and writing across the curriculum. The school has dedicated some of the title funds to provide support classes/extended learning times. These key initiatives should accelerate student learning and close the gaps in achievement. Wyoming High School staff has been training in Capturing Kids Hearts to foster a high performing learning community. Our overall teacher instruction has improved through our use of the 5D+ observation model.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Wyoming High School through the natural progression of current grades within the WPS system. Wyoming High School services all 10th, 11th and 12th graders.

2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our School Improvement Team meets monthly (minimally) to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. The Wyoming High School SI team bases its decisions on the mission and vision of the school, guided by the principles in which they firmly believe. Through discussion, decisions are conceptualized and brought before the entire staff for consensus building. Our School Improvement Team consists of English, Mathematics, Science, Social Studies, Electives, Special Education teachers, one support staff, and the building principal and assistant principal. The team uses data and research to develop goals and action plans for addressing the goals. Below is a brief description of our goals and how they are being addressed Wyoming High School will be focusing on helping students better understand what they read across all content areas — reading, math, science, and social studies. Wyoming High School has had professional development on the common core, literacy across the curriculum, Wyoming instructional model, Thinking Maps, Capturing Kids Hearts, 5D+, Adaptive Schools and Questioning.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Currently we do not have any specialized schools to report.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Wyoming Public Schools utilizes the State of Michigan Grade Level Content Expectations and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyoming.k12.mi.us>. The full curriculum is available for review through requesting it at the building or central office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

