

**FORT WASHAKIE HIGH SCHOOL  
CONTINUOUS IMPROVEMENT PLAN 2020-2021**

**Fremont County School District #21**

**Fort Washakie, WY**



**GOAL 1: Increase percent of first year grade nine students who earn one fourth of the credits needed to graduate by 5% each year until meeting expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
Improve and align a junior high to high school transition program for all grade 8 and grade 9 students.	Spring 2021	Counselors, Transition staff, SPED staff, MS/HS Administrators, Mentor Grade 12 Students	<ul style="list-style-type: none"> <li>-Scope, sequence, pacing guide</li> <li>-Alignment of targets</li> <li>-Curriculum resource</li> <li>-Senior student mentorship plan</li> </ul>
Establish and support a credit recovery program that is individualized, fair, and realistic.	Spring 2021	SPED staff, Teachers, Guidance Counselor, Building Administrators	<ul style="list-style-type: none"> <li>-Identify/create common individualized learning plan (ILP) format</li> <li>-Create uniform guidelines for determining credit recovery and/or ILP options for students in need</li> <li>-Select more effective credit recovery option than Edgenuity or design our own</li> </ul>
Increase capacity for teachers working with high risk student populations.	Spring 2022	District Administrators, Building Administrators, Teachers, Counselors, Instructional Facilitator,	<ul style="list-style-type: none"> <li>-Training in trauma-informed practices</li> <li>-Establish student support groups based on need as determined by diagnostic tool (select new tool is moving from SABRS)</li> <li>-Professional development in mindfulness practices</li> <li>-SEL Resources gathered and organized for teacher use</li> <li>-Build upon MindUp library</li> <li>-Weekly integration of mindfulness</li> </ul>

			<p>activities with students</p> <ul style="list-style-type: none"> <li>-Sustained instructional Coaching for all curricular and instructional initiatives</li> <li>-Build PLC culture and collaborate as data review teams</li> </ul>
<p>Clarifying subject- and grade-level content success criteria for students and teachers in all subjects</p>	<p>Spring 2021</p>	<p>All certified teaching staff, Instructional Facilitator, Curriculum Coordinator and Principal</p> <p>Marzano Critical Concepts; Jan Hoegh support</p>	<ul style="list-style-type: none"> <li>-Weekly collaboration between content-area teachers</li> <li>-Customized Marzano Critical Concept scales to meet accountability expectations</li> <li>-Create Common Formative Assessments across all content areas</li> <li>-Build PLC culture and collaborate as data review teams</li> </ul>

**GOAL 2: Increase the performance of the most struggling students 3% per year until meeting expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
Increase capacity for teachers working with high risk student populations.	Fall 2018-Spring 2021	District Administrators, Building Administrators, Teachers, Counselors, Instructional Facilitator, Contracted Consultants  Mind Up resources, SABRS evaluation tool	<ul style="list-style-type: none"> <li>-Training in trauma-informed practices</li> <li>-Establish student support groups based on need as determined by SABRS tool</li> <li>-Professional development in mindfulness practices</li> <li>-Weekly integration of mindfulness activities with students</li> <li>-Sustained instructional Coaching for all curricular and instructional initiatives</li> <li>-Build PLC culture and collaborate as data review teams</li> </ul>
Increase vocabulary acquisition in all content areas	August 2017-Spring 2021	District Administrators, Building Administrators, Lindamood-Bell consultations, Instructional Facilitator, Vocabulary Task Force Team, Curriculum Coordinator	<ul style="list-style-type: none"> <li>-Adapt Lindamood-Bell Visualizing Verbalizing strategies to high school content</li> <li>-Common Formative Assessments</li> </ul>
Integration of Cooperative Learning initiative for added engagement	August 2015-Spring 2021	District Administrators, Building Administrators, Kagan Coaching, Instructional Facilitators, Curriculum Coordinator	<ul style="list-style-type: none"> <li>-Consistent walk-through data</li> <li>-Professional development in Kagan Cooperative Learning</li> <li>-Consistent and sustained coaching</li> </ul>

<p>Reading Intervention Programs Read180: Fluency, Comprehension, Spelling, Vocabulary, Writing</p>	<p>August 2016-Spring 2021</p>	<p>Title Teachers, SPED Teachers, SPED Director Curriculum Coordinator, Instructional Facilitator</p> <p>Read180 resources and coaching; WY-TOPP Modular, Interim and Summative Assessments</p>	<p>-Student placement determined for all students based on Reading Inventory -Sustained support and training for all reading support personnel</p>
<p>Math Intervention Programs Math180: Concepts, strategies, and content knowledge for algebra acquisition</p>	<p>August 2016-Spring 2021</p>	<p>Title Teachers, SPED Teachers, SPED Director Curriculum Coordinator, Instructional Facilitator</p> <p>Math180 resources and coaching; WY-TOPP Modular, Interim and Summative Assessments</p>	<p>-Student placement determined for all students based on Math Inventory -Sustained support and training for all math support personnel</p>

**GOAL 3: Increase the percent of all students who are proficient or above in English language arts, mathematics, and science by 5% per year until meeting expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
Clarifying subject- and grade-level content success criteria for students and teachers in all math, ELA, and science courses	Fall 2016-Spring 2021	All certified teaching staff, Instructional Facilitator, Curriculum Coordinator and Principal  Marzano Critical Concepts; Jan Hoegh support	-Weekly collaboration between content-area teachers -Customize Marzano Critical Concept scales to meet accountability expectations -Create Common Formative Assessments across all content areas
Establish better access to and utilization of performance data	Spring 2018-Spring 2021	All certified teaching staff, Instructional Facilitator, Curriculum Coordinator and Principal  PD through consultants, WY-TOPP Assessments: Modulars, Interim and Summative	-Create Common Formative Assessments across all content areas -Professional development in short cycle assessment review -Utilize instructional team meeting time to data discussions
Reading Intervention Programs Read180: Fluency, Comprehension, Spelling, Vocabulary, Writing	August 2016-Spring 2021	Title Teachers, SPED Teachers, SPED Director Curriculum Coordinator, Instructional Facilitator	-Student placement determined for all students based on Reading Inventory -Sustained support and training for all reading support personnel

		Read180 resources and coaching; WY-TOPP Modular, Interim and Summative Assessments	
Math Intervention Programs Math180: Concepts, strategies, and content knowledge for algebra acquisition	August 2016-Spring 2021	Title Teachers, SPED Teachers, SPED Director Curriculum Coordinator, Instructional Facilitator  Math180 resources and coaching; WY-TOPP Modular, Interim and Summative Assessments	-Student placement determined for all students based on Math Inventory -Sustained support and training for all math support personnel

**GOAL 4: Increase four-year, on-time and extended-year graduation rates by 5% and 3% per year, respectively, until meeting expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
Build practical and accessible parent/guardian and community involvement plans	Spring 2019-Spring 2021	Teachers, Administrators, Counselors, Social Worker	<ul style="list-style-type: none"> <li>-Content showcase events</li> <li>-Establish a Parent-Teacher Organization</li> <li>-Offer more frequent community input opportunities and venues</li> <li>-Update and improve school website</li> </ul>
Improve access to student support personnel	Spring 2019	Teachers, Administrators, Counselors, Social Worker	<ul style="list-style-type: none"> <li>-Hire additional counselor with primary focus on social/emotional/mental health support</li> <li>-Distribute counselor and administrator office locations across the building for more convenient access</li> </ul>
Increase capacity for teachers working with high risk student populations.	Fall 2018-Spring 2021	District Administrators, Building Administrators, Teachers, Counselors, Instructional Facilitator, Contracted Consultants  Mind Up resources, SABRS evaluation tool	<ul style="list-style-type: none"> <li>-Training in trauma-informed practices</li> <li>-Establish student support groups based on need as determined by SABRS tool</li> <li>-Professional development in mindfulness practices</li> <li>-Weekly integration of mindfulness activities with students</li> <li>-Sustained instructional Coaching for all curricular and instructional initiatives</li> <li>-Build PLC culture and collaborate as data</li> </ul>



			review teams
Clarifying subject- and grade-level content success criteria for students and teachers in all subjects	Fall 2016-Spring 2021	All certified teaching staff, Instructional Facilitator, Curriculum Coordinator and Principal  Marzano Critical Concepts; Jan Hoegh support	-Weekly collaboration between content-area teachers -Customized Marzano Critical Concept scales to meet accountability expectations -Create Common Formative Assessments across all content areas

**GOAL 5: Increase percent of graduates demonstrating college- or career-readiness by 5% per year until meeting expectations.**

Strategies	Timeline	Personnel and Financial Resources	Benchmarks
Create explicit ACT Preparation: All Content Areas	Summer 2019-Spring 2021	Building Administrators, Classroom Teachers, Counselors	<ul style="list-style-type: none"> <li>-Establish time within master schedule for prep program</li> <li>-Determine best resources for prep program</li> <li>-Analyze current and past school ACT results for areas of need</li> </ul>
Utilize or develop College Readiness Bridge Programs	Spring 2019-Spring 2021	Local college outreach personnel, Counselors, Building Administrators	<ul style="list-style-type: none"> <li>-Coordinate with local community college to develop a plan/program</li> <li>-Continue to promote and increase Upward Bound enrollment</li> <li>-Create a schedule of events for the purpose of exposing students to post-secondary options</li> </ul>
Increase access to STEAM and CTE courses	August 2017-Spring 2021	District Administrators, Building Administrators, STEM Instructors	<ul style="list-style-type: none"> <li>-Continue research and implementing best practices in utilizing resources in new STEAM lab</li> <li>-Increase promotion of CTE and STEAM courses that are available</li> <li>-Increase student enrollment in Skills USA</li> </ul>

**Evaluation/Evidence (How will you know when the strategies are fully implemented?)**

We will meet regularly as a staff to review goals for practicality and progress as measured by input data or assessment data as applicable. We will monitor benchmark progress to ensure we are following along with our commitments for growth.

*Fremont County School District #21*