

**Wyoming School Improvement Plan
Rawlins High School
Continuous Improvement Plan 2017-2018**



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**Rawlins High School Mission Statement: “Learning Through Cooperation”
Rawlins High School Vision Statement: “Quality Learning for All”**

WAEA-State Report Card Goals

Goals	Description
Achievement	We will move our achievement score from below targets to meeting/exceeding targets through additional interventions/enrichment supports in the classroom via Academic Support Lab and our Tutorial Intervention Program.
Growth	We will move our growth score from below targets to meeting/exceeding targets through additional interventions/enrichment supports in the classroom via Academic Support Lab and our Tutorial Intervention Program.
Equity	We will move our equity score from below targets to meeting/exceeding targets through additional interventions/enrichment supports in the classroom via Academic Support Lab and our Tutorial Intervention Program.
Graduation Rate	We will continue to meet/ exceed targets for graduation rate based on 2016-2017 reporting through effective graduation check practices.
Additional Readiness	We will move our additional readiness score from below targets to meeting/exceeding targets through our Tutorial Program, Academic Support Lab, and Freshman Mentor Program to increase ACT composite scores, GPA, and the percent of 9th grade students earning 1/4th of the credits needed for graduation.

Implementation Goals for Initiatives

Initiative 1	All students will receive Multi-Tiered Systems of Support (MTSS) via Academic Support Lab and/or the Tutorial Intervention Program in order to address their learning, growth, and achievement with a specific focus in reading and mathematics.
Initiative 2	Freshmen students will be assigned a mentor teacher who will monitor academic, behavior, and social success.
Initiative 3	All staff will engage in Professional Development to include: Professional Learning Community (PLC) Training and Fundamental Five Instructional Practices to collaborate on curriculum, common assessments and grading practices, and improve instructional practices in the classroom.

Tasks/Action Steps What will be done?	Timeline By when? (Day/Month)	Responsibilities and Resources Who will do it? Funding/Time/People	Benchmarks How will we know we're making growth?
<p>Tutorial Intervention Program: The goal of this program is to identify students who are struggling in class early and be able to provide appropriate interventions before they fall behind. The office will run a weekly grade report. From this report, students who have D's or F's will be assigned to their classroom teachers to be provided time during the school day and given support to address their grade. Students who do not have D's or F's have earned an extended lunch period during this time.</p>	Implemented September 2017-18 school year and Ongoing	<p>General fund/Title I</p> <p>Classroom teachers / Support Staff / Special Education teacher and paras / Admin</p>	<p>Decrease in the number of students who are reporting with D's and F's throughout the semester/year</p> <p>Mid-Term/Semester Grade Progress and Common Assessment data.</p> <p>We will use both the WY-TOPP interim and summative assessments to evaluate growth.</p>

<p>-Weekly monitoring of student progress and interventions provided</p> <p>-Teachers will work directly with students who are struggling</p> <p>-Differentiated Instructional Opportunities</p>			
<p>Academic Support Lab: This program is designed to provide additional support to students who academically struggle in the general education setting. To avoid “pull out,” special education classes for some students with IEP’s and 504 Plans. We have special education teachers who are involved with students in inclusion classes. The Academic Lab provides opportunities for additional differentiated instruction for students who continue to struggle. This will ensure students receive their accommodations, providing greater opportunity for success and quickly returned to the general education setting to receive the general core curriculum with their peers.</p>	<p>Implemented November 2017-18 School Year and Ongoing</p>	<p>General fund/Title I</p> <p>Classroom teachers / Support Staff / Special Education teacher and paras / Admin</p>	<p>Mid-Term/Semester Grade Progress and Common Assessment data.</p> <p>We will use both the WY-TOPP interim and summative assessments to evaluate achievement, growth, and equity.</p>
<p>Freshmen Mentor Program: Teachers will choose and/or be assigned three to four freshmen students with whom they are to mentor. Mentorship includes</p>	<p>Implemented October 2017-18 School Year and Ongoing</p>	<p>General fund/Title I</p> <p>Classroom teachers / Support Staff / Special Education teacher and paras/Admin</p>	<p>Semester Grade Progress/End of year credits towards graduation to evaluate partial additional readiness standards for WAEA</p>

<p>regular meetings with students to discuss grades, behavior concerns, and social connections to high school activities. The mentor teacher serves as a check-in and advocate for the student during this year of transition from the middle school to the high school.</p>			<p>Numbers of freshmen in the Tutorial Program/weekly</p> <p>Student Surveys</p>
<p>Professional Development: Carbon County School District #1 has contracted with <u>Instructional Intensity Inc.</u> for Rawlins High School as a means of ongoing professional development with staff and administration. The facilitators of this organization in collaboration with administration have identified the focus of this professional development to create appropriate structures to enhance the culture supporting the development of a Professional Learning Community.</p>	<p>Implemented September 2017-18 School Year and Ongoing</p>	<p>General fund/Title II-A</p> <p>Classroom teachers / Support Staff / Special Education teacher and paras / Admin/Professional Development Coordinator/Contracted Education Consultant-Laurie Ivie</p>	<p>Classroom Observations by Admin, Prof. Dev. Coordinator, and Consultant for teacher accountability.</p> <p>WY-TOPP Interim and Summative assessments in fall/winter to evaluate growth</p> <p>Staff Culture and Climate Surveys</p>

Implications for Professional Development: Fundamental Five, PLC Training, Common Assessments, and Grading Norming

Implications for Family Involvement: Infinite Campus Announcements, Facebook (Social Media) Communication, Open House, Parent/Student Solution Meetings, and Parent Teacher Conferences

Evidence of Success: WY-Topp, Formative and Summative Assessments within the classrooms, Weekly Eligibility Reporting, Parent/Student/Staff Surveys

Evaluation Process: Spring ACT/WY-TOPP Assessment Scores, Graduation Rate, Achieving "Meeting Expectations" for Achievement, Growth, Equity, and Participation on WAEA