

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

State Accountability

Starting in 2018-19, all Wyoming alternative high schools will receive one of four School Performance Ratings: Exceeding Alternative School Expectations, Meeting Alternative School Expectations, Partially Meeting Alternative School Expectations, and Not Meeting Alternative School Expectations. Eight indicators will be used to inform the ratings. The indicators will be Achievement, Growth, High School Certification (earning a diploma or graduation equivalency certification), Grade 9, 10 and 11 Credit Earning, Post-Secondary Preparation, School Climate, and Engagement.

Alternative high schools do not have School Performance Ratings for the 2017-18 school year. School Performance Ratings for alternative high schools will be available in fall 2019.

Federal Accountability

All schools are required to report annually on progress toward long-term goals and short-term targets for English Language Arts (ELA) Achievement, Math Achievement, Graduation Rate, and English Learner Progress (ELP). Federal law requires the schools that are struggling the most to be identified for support.

There are three types of support:

- Comprehensive Support and Improvement (CSI) is for schools performing among the lowest in the state. Any high school with a graduation rate below 67 percent will automatically be identified for CSI.
- Targeted Support and Improvement (TSI) is for schools that have a specific group of students that is not performing well.
- Additional Targeted Support and Improvement (ATSI) is for schools that have a specific group of students that is chronically not performing well.
- Schools that are not identified for support are noted as "Not Identified."

To determine which schools need support, five indicators: Achievement, Growth, English Learner Progress, Graduation Rate, and Post-Secondary Readiness. Different measures are used for each indicator:

- Achievement is measured using the statewide assessment, the Wyoming Test of Proficiency and Progress (WY-TOPP).
- Growth is measured by comparing how students did on WY-TOPP or ACT compared to how they did on prior statewide assessments.
- English Learner Progress (ELP) is measured by how well students learning the English language improve on an assessment of English.
- Graduation Rate is measured by the percent of students that graduated in four years in the prior school year.
- Post-Secondary Readiness (PSR) is measured by the percent of students that demonstrate readiness for college or career.

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Growth Below Average ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.

Achievement* Below Average ESSA: The percent proficient or above on the state test in English language arts and mathematics.

ELP N/A The percent of English learners who met their annual progress goal for English language proficiency.

Graduation Four-Year, On-Time Below Average ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.

Post-Secondary Readiness Below Average The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.

Whiting High School Progress Review : Analysis of last year's results: Our "Reality" for WAEA (Alternative HS) and ESSA Targets

Graduation Rate - 4 year cohort

WHS Below Target - 33.8% 9 of 27 Students **ESSA Target - 67%**

High School Certification - Graduation and equivalency for yrs 5-,6-,7

WHS Score - 78 (40 Students) **WAESA Target 67**

Goal	Areas of Greatest Challenge for WHS
<ul style="list-style-type: none">Improve the graduation rate from 33% (2018) to 67% (2020). Continue to improve Certification Score.	<ul style="list-style-type: none">AttendanceStudents Over-Age, Under-Credited

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Assets and Sources of Progress:	Source of Challenge:
<ul style="list-style-type: none"> Regularly PLCs for ABC Factors Attendance - Behavior - Credit/Grades Trauma Responsive School Initiative Development of CB Courses and Intensive Credit Recovery Program Relationship and purpose building HiSET Prep Program Wraparound Services Naviance - Student Success Plans 	<ul style="list-style-type: none"> Childhood Trauma Poverty Homeless/Unaccompanied youth Work Schedules Apathy/Motivation Substance Abuse Most students come to WHS because they are over-age and under credited

Growth - WAEA Target - Meets - 40

ESSA Target -Meets- 50

WHS score for WAEA - 49

WHS score for ESSA - 46.3

Goal	Areas of Greatest Challenge for WHS
<ul style="list-style-type: none"> Implement new Strategies designed to revitalize student learning and academic success in a personalized learning environment. 	<ul style="list-style-type: none"> Skills gaps in reading and math for low performing /at-risk students
Source of Progress:	Source of Challenge:
<ul style="list-style-type: none"> Offer Music Program 2019-2020 Develop Competency Based Courses Weekly "ABC" PLC Alternative Calendar 	<ul style="list-style-type: none"> Assessment apathy and hostility Reading comprehension Skill level gaps - attendance Low enrollment for grades 9 and 10 Student credit deficiencies in Math

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

<ul style="list-style-type: none"> • Student Success Plans - Naviance • Employ incentive opportunities for testing fidelity. • Trauma Response Initiative 	
--	--

Achievement - (Cut Scores for WAEA and ESSA - Meets - 30 / Exceeds 50)

WAEA - WHS score 27 / ESSA - WHS score 19.2 WHS 1 Freshman, 4 Sophomores - Proficient

Goal	Areas of Greatest Challenge for WHS
Improve scores in ELA and Math from 27 (2018) to 35 (2020)	<ul style="list-style-type: none"> • Assessment apathy and hostility • Reading comprehension • Skill level gaps - attendance • Low enrollment for grades 9 and 10 • Student credit deficiencies in Math
Assets and Source of Progress:	Source of Challenge:
<ul style="list-style-type: none"> • Offer Music Program 2019-2020 • Develop Competency Based Courses • Weekly "ABC" PLC • Alternative Calendar • Student Success Plans - Naviance • Employ incentive opportunities for testing fidelity. • Trauma Response Initiative 	<ul style="list-style-type: none"> • Credit deficient students are poorly prepared in math and ELA. • High ACE scores of transfer students • Managing skill level, course requirements and scheduling constraints when students transition from LMS, LHS to Whiting

Post Secondary Readiness ESSA average target - 41.8%

WHS - 15.4% (WAEA Score 9 WAEA Target - 15)

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Goal:	Areas of Greatest Challenge:
Meet the WAEA Target for Exceeding Targets (20) in two years.	<ul style="list-style-type: none"> • Lack of CTE offerings • Apathy about Hathaway opportunities • Apathy about ACT Preparation
Source of Progress:	Source of Challenge:
<ul style="list-style-type: none"> • Naviance - Career and College exploration • Naviance - ACT Prep Program • Student Success Plan • Student Visits to Community Colleges and Trade Schools • HiSET PREP Pilot Program • Mentorship-Employability Pilot Program 	<ul style="list-style-type: none"> • Limitations of staffing and facilities for CTE • Student disengagement •

WAEA - State Report Card Goals for 2017-18		
Goal Area	Goal Statement - SMART GOAL	Progress Review Goal Met/Not Met
Growth	Implement new Strategies designed to revitalize student learning and academic success in a personalized learning environment.	
Achievement	Improve scores in ELA and Math from 27 proficient or above (2018) to 35 proficient or above (2020)	
Graduation Rate <i>Four year, on-time,</i>	Improve the graduation rate from 33% (2018) to 67% (2020). Continue to improve Certification Score.	
Post-Secondary Readiness	Meet the WAEA Target for Exceeding Targets (20) in two years.	

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Graduation Rate Goal: Improve the graduation rate from 33% (2018) to 67% (2020). Continue to improve Certification Scores.

Improvement Strategies:

- Regularly PLCs for ABC Factor Attendance - Behavior - Credit/Grades
- Trauma Responsive School Initiative
- Development of CB Courses and Intensive Credit Recovery Program
- HiSET Prep Program
- Naviance - Student Success Plans

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when? (Day/Month)</i>	Responsibilities & Resources <i>Who will do it? Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Regular PLCs for ABC Factor Attendance - Behavior - Credit/Grades	Weekly - Wednesdays '18-19 Weekly - Fridays '19-'20	Admin, Teachers, Support Staff Time, Alt Schedule for 2019-20	Weekly review of at risk students with the potential to dropout of high school.
Trauma Responsive School Initiative -PD	A three year plan for becoming recognized 10/17 - 5/20	Scott Shoop/Jessica Huhn District and Bldg PD funding Books, On-Line Modules Guest Speakers	District / State certification? Disciplinary Logs. Drop-out rates
Development of CB Courses and Intensive Credit Recovery Program	August, 2019 First Courses offered August 2020 Multiple Courses offered	Admin and Teachers Alt Schedule 2019-2020 Paul Weaver - ICR Program	1 English Core Course - CBE 1 Math Core Course - CBE 1 Social Studies Course - CBE 1 Science Course - CBE
HiSET Prep Program	Piloted in 2018-19	Scott Shoop and Paul Weaver	Serve 10 to 20 students in Pilot
Naviance - Student Success Plans	By May 25, 2019	WHS Administration and Staff District purchase 1/19	Completed SSP's each year with quarterly updates by students

Implications for Professional Development: Trauma Informed - Modules, Research, Guest Speakers. CBE Course Development: time for collaboration and research.

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Implications for Family Involvement: Trauma Informed - Parent education of impact on the adolescent brain. Naviance SSP- viewable in parent portal

Evidence of Success (*How will you know that you are making progress? What are your benchmarks?*)

- Completion of Course Credit, Success in HiSET Diploma, Credit Recovery Student Success

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?*)

- Graduation Rate, Number of students successful in HiSET, Number of students completing Competency Based Credit.

Achievement: Improve scores in ELA and Math from 27 proficient or above (2018) to 35 proficient or above (2020)

Improvement Strategies:

- Develop Competency Based Courses
- Weekly "ABC" PLC
- Employ incentive opportunities for testing fidelity.
- Trauma Response Initiative

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when? (Day/Month)</i>	Responsibilities & Resources <i>Who will do it? Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Development of CB Courses and Intensive Credit Recovery Program	August, 2019 First Courses offered August 2020 Multiple Courses offered	Admin and Teachers Alt Schedule 2019-2020 Paul Weaver - ICR Program	1 English Core Course - CBE 1 Math Core Course - CBE 1 Social Studies Course - CBE 1 Science Course - CBE
Regular PLCs for ABC Factor Attendance - Behavior - Credit/Grades	Weekly - Wednesdays '18-19 Weekly - Fridays '19-'20	Admin, Teachers, Support Staff Time, Alt Schedule for 2019-20	Weekly review and interventions of at risk students with lagging ELA and Math Skills.
Employ incentive opportunities for testing fidelity.	After WY-Topp and ACT assessments and again when scores are reported	Shoop and Staff	Qualitative data of teacher and student measure of effort on assessments

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Trauma Responsive School Initiative -PD	A three year plan for becoming recognized 10/17 - 5/20	Scott Shoop/Jessica Huhn District and Bldg PD funding Books, On-Line Modules Guest Speakers	District / State certification? Disciplinary Logs. Drop-out rates
Implications for Professional Development: Trauma Informed - Modules, Research, Guest Speakers. CBE Course Development: time for collaboration and research.			
Implications for Family Involvement: Trauma Informed - Parent education of impact on the adolescent brain. Naviance SSP- viewable in parent portal. Parent involvement and support of incentives.			
Evidence of Success (<i>How will you know that you are making progress? What are your benchmarks?</i>) More students will take the assessments with fidelity to their true skill levels. Assessment scores will rise in accordance with better student effort.			
Evaluation Process (<i>How will you determine that your goal has been reached? What are your measures?</i>) WY-Topp scores will improve.			

Growth Goal: Implement new Strategies designed to revitalize student learning and academic success in a personalized learning environment.			
Improvement Strategies: <ul style="list-style-type: none"> ● Employ incentive opportunities for testing fidelity ● Regularly PLCs for ABC Factors Attendance - Behavior - Credit/Grades ● Trauma Responsive School Initiative ● Development of CB Courses and Intensive Credit Recovery Program ● Naviance - Student Success Plans 			
Tasks/Action Steps <i>What will be done</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Responsibilities & Resources <i>Who will do it?</i> <i>Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Employ incentive opportunities for testing fidelity.	After WY-Topp and ACT assessments and again when scores are reported	Shoop and Staff	Qualitative data of teacher and student measure of effort on assessments

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Regular PLCs for ABC Factor Attendance - Behavior - Credit/Grades	Weekly - Wednesdays '18-19 Weekly - Fridays '19-'20	Admin, Teachers, Support Staff Time, Alt Schedule for 2019-20	Weekly review of at risk students with the potential to dropout of high school.
Trauma Responsive School Initiative -PD	A three year plan for becoming recognized 10/17 - 5/20	Scott Shoop/Jessica Huhn District and Bldg PD funding Books, On-Line Modules Guest Speakers	District / State certification? Disciplinary Logs. Drop-out rates
Development of CB Courses and Intensive Credit Recovery Program	August, 2019 First Courses offered August 2020 Multiple Courses offered	Admin and Teachers Alt Schedule 2019-2020 Paul Weaver - ICR Program	1 English Core Course - CBE 1 Math Core Course - CBE 1 Social Studies Course - CBE 1 Science Course - CBE
Naviance - Student Success Plans	By May 25, 2019	WHS Administration and Staff District purchase 1/19	Completed SSP's each year with quarterly updates by students
Implications for Professional Development: PLC Collaboration, Trauma Informed - Modules, Research, Guest Speakers. CBE Course Development: time for collaboration and research.,			
Implications for Family Involvement: Trauma Informed - Parent education of impact on the adolescent brain. Naviance SSP- viewable in parent portal. Parents participation and support of assessment incentives.			
Evidence of Success <i>(How will you know that you are making progress? What are your benchmarks?)</i> More students will take the assessments with fidelity to their true skill levels. Assessment scores will rise in accordance with better student effort.			
Evaluation Process <i>(How will you determine that your goal has been reached? What are your measures?)</i> Increased WY-TOPP Reading, Math, and Science scores.			

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Post-Secondary

Readiness Goal: Meet the WAEA Target for Exceeding Targets (20) in two years.

Improvement Strategies:

- Student Visits to Community Colleges and Trade Schools
- Mentorship-Employability Pilot Program
- Naviance - Career and College exploration
- Naviance - ACT Prep Program
- Naviance - Student Success Plan
- HiSET PREP Pilot Program

Tasks/Action Steps <i>What will be done?</i>	Timeline <i>By when? (Day/Month)</i>	Responsibilities & Resources <i>Who will do it? Funding/Time/People/Materials</i>	Benchmarks <i>How will we know we're making growth?</i>
Student visits to College Campuses and Trade Schools	At least once every quarter Starting January 2019	Jessica Huhn - staff Building budget	More students will find purpose in ACT, ASVAB, CTE Certifications and college courses
Mentorship / Employability Pilot Program and partnerships	Jan 2019 develop Pilot Program and establish partnerships. Place 1st students in Q3 2019.	Scott Shoop, Truman Solverud, Laura Piccoli, Amelia Kelso-Zenith Business Services	Student placement per semester
Naviance - College and Career Exploration, ACT Prep, SSP's	By May 25, 2019	WHS Administration and Staff District purchase 1/19	Completed SSP's each year with quarterly updates by students, More student participation in ACT Prep
HiSET Prep Program (includes Post Secondary / HiSET Goals)	Piloted in 2018-19	Scott Shoop and Paul Weaver	Serve 10 to 20 students in Pilot Trade School or LCCC placements.

Whiting High School

CONTINUOUS IMPROVEMENT PLAN 2018-2019

Implications for Professional Development: Research on College and Trade School programs within 1 day trips.

Implications for Family Involvement: Naviance Parent Portal, collaboration on mentoring placements, college and trade school visits

Evidence of Success *(How will you know that you are making progress? What are your benchmarks?)*

More students will participate in ACT prep, ASVAB, CTE certifications, and taking LCCC courses.

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

WHS Post Secondary Readiness scores will improve.