

# Wyoming School Comprehensive Plan **Big Horn High School**



**Big Horn, Wyoming**

**Mr. Ben Smith, Principal**

**2016-17**

# PLAN SIGNATURES



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**District Superintendent**



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**District Board Chairman**



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**Principal**

**Date Approved: November 15, 2016**

# Mission: Learning For ALL

## Teaching and Learning Improvement Plan

**Goal: 10% increase in the percentage of our students meeting the college readiness benchmark at grade level on the ACT suite “READING” assessments. 2015-16 percentages of our students meeting the benchmark were: ACT (23) = 57%; 10<sup>th</sup> grade ASPIRE (428) = 58%; 9<sup>th</sup> grade ASPIRE (425) = 50%. This was the first year of establishing a baseline with the ASPIRE test.**

Intervention Strategies	Timeline	Personnel and Resources	Benchmarks
Identify the lowest performing students on previous ACT suite tests and provide intensive reading strategies for them in a designated Reading class.	2016-17	Smith, Mavrakis and O’Harra	ACT Suite Reading scores and PAWS Reading scores
Educate staff with professional development about specific pre-, during-, and post-reading strategies to aid students’ reading comprehension.	2016-17	O’Harra, Brantz	ACT Suite Reading scores
9 <sup>th</sup> -11 <sup>th</sup> grade students will participate in a leveled ACT practice reading passage on a pretest in December and then the ACT suite tests in April will act as the posttest.	2016-17	All Certified Teachers	Data on pretest collected for baseline to indicate growth on the ACT suite tests
Teachers will administer 8 minute ACT reading passages on a monthly basis in January, February and March during a designated Flex period. Specific reading strategies will be focused on each of these months.	2016-17	All certified teachers. Susie Mohrmann will provide specific reading strategies.	Data collected after each reading passage is given.
Teachers will receive training on how to incorporate ACT level questions in their daily instruction and on assessments.	2016-17	Mohrmann	Training provided during faculty mtgs and PD sessions.

**Evaluation/Evidence:** All 9<sup>th</sup>-11<sup>th</sup> grade students will participate in the monthly ACT practice readings and those students who are identified as needing additional support will be provided that support during Flex or during their ELA class. The main evidence we will be looking for is a 10% increase in the number of our students meeting the reading benchmark on the ACT suite tests.

## Resource Utilization Improvement Plan

**Goal: Integration of technology to enhance student learning.**

<b>Intervention Strategies</b>	<b>Timeline</b>	<b>Personnel and Resources</b>	<b>Benchmarks</b>
Teachers set goals to improve instruction through video self-reflection 1) Video a lesson 2) Complete a self-reflection and review it with admin or IF 3) Choose 1 instructional strategy to focus on	1 per semester	Support from IF's and admin	Self-reflection and conference with IF or admin.  Target an area for improvement
IF's schedule time to work one-on-one with teachers as requested.	2016-17	Mohrmann, Powers	IF's and teachers create lessons with integrated technology
District-wide training	8/23, 9/16, 11/18, 1/13, 2/10	Tech Committee  All Teachers	Google Classroom lessons created during training

**Evaluation/Evidence:** Supporting evidence will be an increase in content created by teachers in their Google Classroom accounts. Levels of technology integration will continue to increase over time.

## Leadership Capacity Improvement Plan

**Goal: Utilize the School Improvement Plan to narrow our focus on reading strategies and utilizing technology for digital learning.**

<b>Intervention Strategies</b>	<b>Timeline</b>	<b>Personnel and Resources</b>	<b>Benchmarks</b>
Dedicate time on a quarterly basis to revisit our SIP and monitor and adjust.	2016-17 Quarterly	All certified staff	Faculty Mtg or PD Agenda item
Spring survey to all certified staff on efficacy of utilizing SIP to affect instruction.	2016-17 April/May	All certified staff	Survey results

**Evaluation/Evidence:** Survey Results