



Complete this form assuring all Plan Submission Packet requirements are included. Attach to the Packet and mail to: WDE, 2020 Grand Ave., Laramie, WY 82070

School: Kelly Walsh High School			District: NCSD #1					
Principal: Mr. Brad Diller			Date Mailed:					
Principal's Phone: 307-233-2000			Principal's E-mail: Brad Diller@ncsd.k12.wy.us					
COMPONENT	YES	NO	COMPONENT	YES	NO	COMPONENT	YES	NO
<b>Cover Sheet (Page 2)</b>			7. Incorporate before and after school and summer activities	X		<b>2006-2007 School Improvement Plan (Page 9)</b>		
School and District Name	X		8. Include strategies for promoting parental involvement	X		1. School and District name identified	X	
Principal's Name, Phone, E-mail	X		9. Address Professional Development needs	X		2. NCA Goal stated	X	
District Contact, Phone, E-mail	X		10. 10% of Title I funds allocated for Professional Development (if applicable)		NA	3. Essence of NCA Goal provided	X	
Title I School Identification, allocation, and monies to be used for Professional Development	X		11. Responsibilities of School, District, and WDE	X		4. Date Plan developed	X	
School Improvement Status identified	X		12. All teachers are Highly Qualified	X		5. Three different support data used to identify selection of NCA Goal(s)	X	
Online Self Study completed	X		<b>School Improvement Planning Team (Page 6)</b>			6. Three scientifically-based research or best practice studies that support selection of intervention	X	
Consequences that apply are identified	X		Members' names, roles, and responsibilities are recorded	X		<b>Annual Measurable Objectives</b>		
Assurance signed and dated by Principal, Superintendent, Federal Programs Manager, and School Board Chair	X		<b>Schools' Data Table Completed with PAWS Data (Page 7)</b>			One <u>Measurable</u> Objective per group that did not make AYP id included	X	
<b>Plan Requirements )Pages 3-5)</b>			1. All cells in which the School did not make AYP are completed	X		<b>Action Plan</b>		
1. Notification of Parents	X	06-07 07-08	<b>Questions 2-6 Are Completed (Page 7-8)</b>			Individual action steps are included that break down Plan by Step, Person Responsible, Timeline, Assessments planned, and Required Resources	X	
2. Five required groups included	X		2. Peer Review Process is described	X		Final Outcomes and Dates Outcomes Reviewed to be completed when Spring '07 PAWS data is available	X	
3. Address teaching and learning needs	X		3. Why prior plans have not provided needed results	X				
4. Incorporate scientifically-based research strategies or best practice	X		4. Parental Notification Process utilized	X				
5. Identify actions most likely to improve achievement	X		5. Technical Assistance to be provided	X				
6. Include measurable goals and targets	X		6. Responsibilities of School & District in implementing School Improvement Plan	X				



# DEPARTMENT OF EDUCATION

## 2007-08 DISTRICT/SCHOOL IMPROVEMENT PLAN

(Federal No Child Left Behind Act of 2001)

**For District/Schools in Improvement**

**Due: Within 90 days of Notification**



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**Note: Instructions/Information/Guidance for Completing Form can be found on WDE Website**

**SUBMIT AN ELECTRONIC COPY OF THIS FORM & ATTACHMENTS TO:  
SCHOOL IMPROVEMENT TECHNICAL ASSISTANCE TEAM**

**[sitat@educ.state.wy.us](mailto:sitat@educ.state.wy.us)**

Wyoming Department of Education  
Standards, Assessment, and Accountability Unit  
School Improvement Technical Assistance Team  
2020 Grand Avenue  
Laramie, WY 82070  
(307) 777-5296



2007-08 DISTRICT/SCHOOL IMPROVEMENT PLAN

GENERAL INFORMATION

SCHOOL: (if applicable) Kelly Walsh High School
DISTRICT: Natrona County School District #1
SUPERINTENDENT: Dr. Jim Lowham
PHONE: 307-577-0222
EMAIL: Jim.Lowham@ncsd.k12.wy.us
PRINCIPAL: (if applicable) Mr. Brad Diller
PRINCIPAL PHONE: 307-233-2000
PRINCIPAL EMAIL: Brad.Diller@ncsd.k12.wy.us
DISTRICT CONTACT FOR THIS DISTRICT/SCHOOL: Mrs. Sandy Cherry
CONTACT PHONE: 307-233-2010
CONTACT EMAIL: Sandy.Cherry@ncsd.k12.wy.us

DISTRICT/SCHOOL STATUS

Note: To check boxes, double click the box. Under Default Value, Choose "checked"

Title I District/School-Wide Program? YES NO
Targeted Assistance? YES NO
Non-Title I District/School YES NO
IF "YES" TO TITLE I Current District/Building Title I Allocation Amount
Professional Development (at least 10%)
Have you completed the Online Self Study? YES NO

DISTRICT/SCHOOL IMPROVEMENT STATUS: YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 Holding Status OPTIONAL (Not in Improvement Status)

Note: To check boxes, double click the box. Under Default Value, Choose "checked"

CONSEQUENCES IMPLEMENTED: (Check all that apply)
[X] District/School Improvement Plan
[ ] School Choice
[ ] Supplemental Services
[ ] Corrective Action

ASSURANCES

Assurance: A district/school improvement peer review team has reviewed this District/School's improvement plan and has approved the documents in the District/School Improvement Packet as a true representation of the District/School improvement plan that will be followed.

SIGNATURE OF PRINCIPAL: [Signature] DATE: 10-16-07
SIGNATURE OF SUPERINTENDENT: [Signature] DATE: 10/31/2007
SIGNATURE OF FEDERAL PROGRAMS MANAGER: [Signature] DATE: 10/30/07
SIGNATURE SCHOOL BOARD CHAIRMAN: [Signature] DATE: 11-2-07

## DISTRICT/SCHOOL IMPROVEMENT PLANNING TEAM

ADMINISTRATORS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Mr. Brad Diller	Principal	Administrator	Involved in the development and approval of the plan.
Mrs. Sandy Cherry	Assistant Principal	Administrator	
Mrs. Donelle Lowham	Assistant Principal	Administrator	
Mrs. Kathy Neely	Assistant Principal	Administrator	

\*\* To Add Rows, Go to the Last (Bottom Right) Cell in this table and Press "TAB" Key \*\*

TEACHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Sally O'Brien		Social Studies	Involved in the development of the plan, reviewed and approved the plan, and approved the plans implementation.
All certified staff attending Planning Period meetings October 9, 2007 * see attached list	Teachers	All contents represented including counseling, special education and administration.	

\*\* To Add Rows, Go to the Last (Bottom Right) Cell in this table and Press "TAB" Key \*\*

OTHER STAFF (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Mary Prill	Classified- Day Care Manager		

\*\* To Add Rows, Go to the Last (Bottom Right) Cell in Table and Press "TAB" Key \*\*

PARENTS/STUDENTS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Jan Warr	Parent		Involved in the development and approval of the plan.
Jennifer Frary	Parent		
Michelle Boland	Parent		

\*\* To Add Rows, Go to the Last (Bottom Right) Cell in Table and Press "TAB" Key \*\*

STUDENTS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Bret Wolfe      Chase Comes Kacee Rasmussen      Taylor Howell Cynthia Sevin      Aaron McAley Jesse Kinion      Michael Teague Natalie Hobdell	Students		Discussion about the plan and how it applies to students.

## BACKGROUND INFORMATION

**1. Describe the Peer Review process that the district used to review and approve this District/School Improvement Plan:**

On Monday, October 22, 2007 groups representing the District and the Secondary schools who did not make AYP met to review and approve the 2007-2008 School Improvement Plans.

**2. Describe why the District/School's prior plans have not succeeded in improving student achievement for each group not meeting AYP:**

The school's prior plans are currently working and we have met the target goals for reading, writing, and math. We did not meet AYP for the 2006-2007 school year for the additional indicator for graduation rate. There were no plans written to address graduation rate for the previous school year as we were successful meeting that indicator.

**3. Describe the responsibilities of the District/School and district in implementing this District/School Improvement Plan and what Technical Assistance the district will provide to the District/School:**

The school will implement the plan written to address the graduation rate.

**4. Describe any technical assistance to be provided to the District/School by the Wyoming Department of Education in developing or implementing the plan. (Required)**

The WDE would be responsible for assisting Kelly Walsh by providing resources and assistance in developing strategies to help reduce the number of non-graduates.

**TITLE I DISTRICT/SCHOOLS**  
(Optional for Non-Title I District/Schools – This Page Only)

**1. Describe the process used to notify all parents of the District/School's status and of their opportunities to be involved in addressing the issues that caused the District/School to be identified for improvement. (Attach documentation/evidence to support process):**

The school has notified the parents and community through the parent newsletter and a letter written by the principal, Brad Diller, and given to parents at Back To School Night, September 20, 2007.

**2. Describe how District/School improvement funds will help remove District/School from District/School improvement status:**

Funds are used to train teachers in Professional Learning Communities provided through WDE, faculty and staff attendance at the Fall and Spring School Improvement Conference, specific training in reading, writing, utilizing various instructional strategies, and through the implementation of 1:1 computers to engage students in learning. Additionally, all teachers are trained in goal setting for both classroom goals as well as individual student goals. This will help students stay engaged in school, and increase their skills in reading, writing, and math.

**3. Describe appropriate and scientific-based activities before, after District/School, during the summer and during an extension of the District/School year that were provided to facilitate attainment of educational outcomes. Attach evidence/documentation if applicable.**

In the fall of 2007 teachers were trained in content specific writing strategies, reading strategies, goal setting skills, the guaranteed articulated curriculum, and technology skills necessary to implement the 1:1 initiative. In January 2008, teachers will continue professional development in goal setting, technology instructional strategies, and ongoing review for the CRISS reading strategies. Teachers also will continue work through the Professional Learning Communities format during 12 planning period meetings held throughout the school year. This plan was submitted for approval to the Professional Teaching Standards Board for recertification credit and approved in the summer of 2007.

**4. What steps have been taken that help parents of low-performing students become more involved with supporting District/School improvement activities/strategies. Attach evidence/documentation if applicable.**

The laptop computer program for all 9<sup>th</sup> grade students required parents to attend meetings about the care of the student laptops as well as instructing parents on the use of the computers in classrooms. This program was designed to help low-performing students engage in learning using another tool. This program will be expanded to all students 9-12 during the 2008-2009 school year pending Board approval.

**5. What Technical Assistance by WDE has been planned or is needed to support your plan:**

No technical assistance has been planned at this time.

**6. Describe and/or attach a description of a formal mentoring program that is in place where continuing experienced teachers are paired with newly assigned teachers.**

NCSD has a formal mentoring program that assists new teachers. This is a three-year process. See the District Plan for more information.

\*If additional documentation is included as evidence to support your responses, please reference it in the response and include with submittal.

## DATA ANALYSIS – PAWS

2006-07 Performance on PAWS for EACH Subgroup Not Meeting AYP

### KELLY WALSH HIGH SCHOOL MADE AYP IN THE AREAS OF MATH, READING AND WRITING

Please complete data for Subgroup areas **NOT** meeting AYP  
 NP = Non-Proficient (Basic & Below Basic)    P = Proficient (Proficient & Advanced)

### MATHEMATICS

#### DISTRICT/SCHOOL-WIDE DATA 11<sup>th</sup> Grade

	ALL STUDENTS		IEP		FREE/ REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
<b>DISTRICT/SCHOOL</b>	29%	71%															28.3%	72%
06-07 AMO	46.50%		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		46.50%	
AMOGap	+24.5																+25.50	
Need % NP* For Safe Harbor																		

*\*See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

### ELA COMP

#### DISTRICT/SCHOOL-WIDE DATA 11<sup>th</sup> Grade

	ALL STUDENTS		IEP		FREE/ REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
<b>DISTRICT/SCHOOL</b>	27%	73%															27%	73%
06-07 AMO	57%		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		57%	
AMOGap	+16																+16	
Need % NP* For Safe Harbor																		

*\*See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

## READING

### DISTRICT/SCHOOL-WIDE DATA 11<sup>th</sup> Grade

	ALL STUDENTS		IEP		FREE/REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
<b>DISTRICT/SCHOOL</b>	24%	76%															24%	76%
06-07 AMO	57%		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students			
AMOGap	+19																+19	

*\*See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

## WRITING

### DISTRICT/SCHOOL-WIDE DATA 11<sup>TH</sup> Grade

	ALL STUDENTS		IEP		FREE/REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
<b>DISTRICT/SCHOOL</b>	30%	70%															30%	70%
06-07 AMO	57%		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		NA < 30 students		57%	
AMOGap	+13																+13	

*\*See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

**ADDITIONAL INDICATOR**

**DISTRICT/SCHOOL-WIDE DATA 11<sup>TH</sup> Grade**

	ALL STUDENTS	IEP	FREE/REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
% Graduating (Grade 9-12)	76%	NA < 30 students	NA < 30 students	NA < 30 students	NA < 30 students	NA < 30 students	NA < 30 students	NA < 30 students	

**Attach Analysis of Other Data Sources. Data sources should include: Student Performance Data, Demographic Data, Program Data and Perceptual Data:**

**1. What data are being collected by your district/school and by whom?**

State assessment data, local common assessments, and school site specific writing assessments are being collected and analyzed by staff members. The NCA process is followed and various committees are held accountable for collecting and analyzing the data. Staff make decisions on curriculum, goals, and instructional interventions to improve student learning.

**2. Who sees the data and what is done with it?**

Staff members examine student performance data each year. Different committees and departments look at the data and determine strengths, weaknesses and whether to modify the interventions. Students see their own data, parents are provided student results, and a letter that includes assessment data information goes home to parents regarding meeting AYP.

**3. What are the major themes/topics emerging from the data? Include strengths, challenges, and critical issues.**

Evidence from the data indicates Kelly Walsh students are doing quite well in meeting Annual Yearly Progress targets in math, writing, and reading. We have exceeded the 2007 as well as the 2008 targets in math, reading and writing for all students. We have not met the requirement for the graduation rate additional indicator and are currently developing and implementing interventions to address this area.

**4. Reflect and analyze your data. What can you do with the data that will give insight into areas for improving District/School performance?**

Our data indicates students are continuously improving in the core areas of math, reading, and writing. Our scores have increased on the PAWS by 9% in reading, 11% in writing, and 10% in math. Our local common assessments indicate that while we are showing an increase overall, there is some work to do to raise more students from Basic to Proficient. We are concerned with the reliability of the common assessments since they appear to fluctuate depending on the class make-up of students.

Our graduation rate needs to increase. We saw a decline this year from 79% graduating to 76% graduating. We are taking this under consideration and have implemented specific interventions both at the District and School level.

**5. What does the data tell us about our strengths and challenges, especially as it relates to student achievement and program/resources which support the learning?**

The data indicates that our SIMMS Integrated math program is continuing to increase student learning. We have modified the program to allow more time for some students to better perform at their individual skill level. We realize that not all students will be proficient in math, however we are attempting to identify specific skill areas where we can strengthen instruction. Our reading and writing scores are increasing and we are quite satisfied with our gains. We find that our graduation rate is our greatest challenge. We are attempting several interventions to engage our students in learning and/or to reengage them in school.



# NCA ACTION PLAN

**School Name:** Kelly Walsh High School  
**School District:** Natrona County School District #1

**Date:** October 19, 2007

**Actions to address areas where Kelly Walsh did not meet AYP:** **Additional Indicator/Graduation Rate**  
**To increase the graduation rate as measured by AYP**

**ANNUAL MEASUREABLE OBJECTIVE:** (one for each group that did not meet AYP)  
**Graduation Rate at 80% or improving**

**CURRENT PERFORMANCE:**

**Graduation Rate:**  
 2004 – 74%  
 2005 – 79%  
 2006 – 76%

**PERFORMANCE TARGET:** (measurable change:)  
**Kelly Walsh will increase its graduation rate.**

**Intervention:** **Students will attend extended educational opportunities to reengage in learning.**

ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE		COMPLETION INDICATED BY:	RESOURCES	STAFF DEVELOPMENT	DOLLARS:		Final Outcomes Achieved?	Date Outcomes Reviewed
		Start	End				Amount	\$ Source		
Students identified through the At-Risk process will work with tutors to reinforce learning	Christie Bekke John McGlade Kevn Howard All TROY advocates	9/07	6/08	At-Risk documentation	Tutors	Training in the At-Risk process Training for tutors	\$150,000	Gen.	Check yearly graduation numbers	Quarterly

Students Identified through the At-Risk process as potential drop-outs will attend the Recovery Lab to recover credits	Donelle Lowham Deb Groves All TROY advocates	9/07	6/08	Recovery Lab – At-Risk documentation	Time	Training in the At-Risk process			Check yearly by site council	Quarterly
Students identified through the At-Risk process as potential dropouts will be enrolled in "Back On Track"	Counselors Deb Groves All TROY advocates	9/07	6/08	At-Risk documentation Transfer documentation	Time	Training in the At-Risk process			Check yearly by site council	Quarterly
Students identified through the At-Risk process as potential dropouts or who have dropped out, will participate in the Building Trades program	Brad Diller Counselors Deb Groves All TROY advocates	9/07	6/08	At-Risk documentation	Time	Training in the At-Risk process			Check yearly by site council	Quarterly
Students identified through the At-Risk process as potential dropouts or who have dropped out, will participate in the Pro-Start program	Brad Diller Counselors Deb Groves All TROY advocates	9/07	6/08	At-Risk documentation					Check yearly by site council	Quarterly
Students identified through the At-Risk process as potential dropouts will be contacted by an administrator and be invited back to school.	Brad Diller	9/07	10/07	Student drop rosters	Time				Check yearly by site council	Each semester

**Research:**

National Association of Secondary School Principals (2004) *Breaking Ranks II: Strategies for Leading High School Reform* Providence, RI

International Center for Leadership in Education (2007) *Model Schools Conference Proceedings: Case Studies of Successful Programs* Rexford, NY



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**Date:** October 19, 2007

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**ANNUAL MEASUREABLE OBJECTIVE:** (one for each group that did not meet AYP)  
**Graduation Rate at 80% or improving**

**CURRENT PERFORMANCE:**

**Graduation Rate:**  
2004 – 74%  
2005 – 79%  
2006 – 76%

**PERFORMANCE TARGET:** (measurable change:)

**Kelly Walsh will increase its graduation rate.**

**Intervention:**

**Improve home/school communications and engage students and families in learning through the "TROY" advocacy program.**

ACTIVITIES	PERSON(s) RESPONSIBLE	TIMELINE		COMPLETION INDICATED BY:	RESOURCES	STAFF DEVELOPMENT	DOLLARS:		Final Outcomes Achieved?	Date Outcomes Reviewed
		START	END				Amount	\$ Source		
All TROY advisors will contact parents weekly for all students who have unexcused absences	Brad Diller Sandy Cherry Kathy Neely Donelle Lowham All TROY teachers	9/07	6/08	TROY weekly contact logs	Time				Check yearly by Site Council	Check weekly by administrator observation
All TROY advisors will contact parents with information about their child's academic work once each quarter	Brad Diller Sandy Cherry Donelle Lowham All TROY teachers	9/07	6/08	TROY contact logs	Time				Check yearly by Site council	Check weekly by administrator observation

**Research:**

National Association of Secondary School Principals (2004) *Breaking Ranks II: Strategies for Leading High School Reform* Providence, RI

International Center for Leadership in Education (2007) *Model Schools Conference Proceedings: Case Studies of Successful Programs* Rexford, NY

**School Improvement Planning  
Data Review/Plan Discussion/Plan Review  
October 9, 2007**

Baxter, Jessica  
Bolles, Bill  
Bouchier, Sandy  
Byer, Becky  
Campbell, Melissa  
Carlson, Sue  
Cherry, Sandy  
Choma, Marial  
Coventry, Bryan  
Davis, Cheryl  
Davis, Dave  
Donathan, Donna  
Ehrlich, Chris  
Eve, Vicki  
Farrell, Cindy  
Foery, Susan  
Gamble, Laura  
Gunderson, Jim  
Hilde, John  
Hill, Jeneen  
Hopper, Mary  
Houston, Alice  
Howery, Steve  
Kidneigh, Justin  
Maguire, Fred  
Mahaffey, Rod  
Mahaffey, Steve  
McCoy, Inga  
McCutcheon, Karen Sue  
McIntosh, Theresa  
Miller, Jim  
Moler, Mary

Nolan, Beth  
Nolan, Tim  
O'Brien, Sally  
Pickett, Nancy  
Plant, Carol  
Platt, Patty  
Pribbernow, Michelle  
Reed, Brandie  
Sage, Carol  
Simons, Sue  
Slafter, Chip  
Slensker, Deb  
Slotsve, Kaoru  
Spaulding, Jim  
Steidley, Abigail  
Stricklin, Teresa  
Trupp, Todd  
Tuomi, Stacey  
Underwood, Becky  
Vandeventer, Leslie  
Wiginton, Lynnette  
Lowham, Donelle



## Wyoming NCA Data Analysis Summary 2007-2008

### #1 What are the implications of your student assessment data? (Including PAWS and any local assessments)

PAWS data from 2006-2007 indicates Kelly Walsh High School students are doing quite well in reading, writing, and math. The majority of our students met and/or exceeded the state requirements for the percent of students proficient in the core areas. Kelly Walsh students increased from 67% to 76% proficient or advanced in reading; from 59% to 70% proficient or advanced in writing; and from 62% to 72% proficient or advanced in mathematics. We will continue to work on increasing the percent of students to meet proficiency levels.

Our NCSD common assessment scores show students are doing well in mastering the state and district curriculum in writing and math. We are currently researching additional assessments to address reading skills.

The Kelly Walsh graduation rate has been steadily rising, however for the 2006-2007 school year we saw a decrease from 79% to 76%. The staff is currently examining interventions to reengage students in their education through a variety of services.

### #2 What actions have you taken in response to this data?

Kelly Walsh staff is continuing to work on interventions in math, reading, and writing. We are focusing on the guaranteed, articulated curriculum developed this summer and are implementing various instructional strategies. We are hoping to implement a reading assessment that will better measure student growth aligned to the curriculum. We will continue to work with the SIMMS Integrated Math program, as well as using CRISS reading strategies across all content areas. Finally, all content areas are using the Six+1 Writing Traits in all classrooms. The ACT test given in March should also provide information on student performance.

To address the graduation rate, Kelly Walsh staff is making personal phone calls to parents when students have unexcused absences. We are using our TROY student advocacy program to contact parents when students are not attending or have failing grades. In addition, we are calling students who are no longer attending Kelly Walsh and inviting them back into our program, as well as recommending some career pathway programs open to students throughout the District.



**Wyoming Department of Education**

**2006-2007 School Improvement Plan  
For Schools in Improvement**

**Due to WDE—November 18, 2006**

**CONTACT**

**Wyoming Department of Education  
Standards, Assessment, and Accountability Unit  
School Improvement-Technical Assistance Team  
2020 Grand Avenue  
Laramie, WY 82070  
(307) 777-5296**



# SCHOOL IMPROVEMENT PLAN

## School Year 2006-2007

### Cover Sheet

**School Name:** Kelly Walsh High School  
**Name of Principal:** Brad Diller  
**Principal's Phone:** 307-233-2000  
**Principal's Email:** Brad\_Dillelr2ncsd.k12.wy.us

**School District:** Natrona County School District #1  
**District Contact for this School:** Mark Mathern  
**District Contact's Phone:** 307-577-0253  
**District Contact's Email:** Mark\_Mathern@ncsd.k12.wy.us

**Title I: School-Wide Program**     **Targeted Assistance**     **Non-Title I School**  
**If Title I: Building Title I Allocation:** \$ \_\_\_\_\_    **Amount to be Expended for Professional Development (at least 10%):** \$ \_\_\_\_\_

**School Improvement Status: Year (check one)**     1     2     3     4     **Holding Status**     **Optional (Not in Improvement Status)**

**Completion of WDE School/District Self Study has been completed and reviewed.**

**Implementing following consequences (check all that apply):**

- School Improvement Plan**
- School Choice**
- Supplemental Services**
- Corrective Action**

**Assurance:** A district school improvement peer review team has reviewed this school's improvement plan and has approved the documents in the School Improvement Packet as a true representation of the school improvement plan that will be followed. Our signatures below indicate that we agree that the requirements for Title I schools in Year 2 or above of School Improvement as designated and outlined in NCLB Section 1116 have been met. We assure that this school will spend a minimum of 10% of its Title I allocation on professional development related to the specific areas and reasons it has been designated for school improvement.

\_\_\_\_\_  
*Signature of Principal*

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Superintendent*

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signature of District Federal Programs Manager*

Date: \_\_\_\_\_

\_\_\_\_\_  
*Signature of School Board Chairman*

Date: \_\_\_\_\_

## SCHOOL IMPROVEMENT PLAN PROCESS for 2006 - 2007

**Each school** receiving Title I funds that is identified for School Improvement Status Year 2 and above is required by NCLB regulations to **create or revise a school improvement plan that meets federal and state requirements. SCHOOL IMPROVEMENT PLANS ARE DUE TO WDE BY NOVEMBER 18, 2006.** The WDE will review the school improvement plans by **December 15, 2006**. If plans do not meet the requirements, WDE will contact the district and school within four weeks of the receipt of the plan to specify any revisions needed to meet requirements.

**Consequences for Schools: ALL School Improvement Plans must meet all federal requirements and must be received by November 18, 2006 or federal payments may be withheld until receipt.**

The WDE is required by Wyoming Statute 21-2-304(a)(vi)(C)(D) and federal regulations (NCLB) to have schools revise their school improvement plans as part of consequences for schools in improvement.

### Required Elements of School Improvement Plans for Schools in Improvement

PLAN REQUIREMENT	REVIEW CRITERIA
<p>1. <b>Promptly notify parents</b> of each student enrolled in a Title I school identified in need of improvement in an understandable and uniform format and, to the extent possible, in a language that parents can understand, that includes an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the district; the reasons for the identification; an explanation of what the school is doing to address the problem of low achievement; an explanation of what the district is doing to help the school address the issues; an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and an explanation of the parents' options, if applicable. If choice on supplemental services are required, that must be included in the letter.</p>	<p><b>Parent notification</b> – Parents were notified by a variety of media including a public declaration in the <i>Casper Star Tribune</i>, an agenda item announcement at Open House, a letter to parents (attached), and notification in newsletters shared with parents.</p>

PLAN REQUIREMENT	REVIEW CRITERIA
<p>2. <b>Include parents, administrators, teachers, other school staff, and community members</b> in the revision of the School Improvement Plan.</p>	<p>A list of names of participants showing representation from each group is included on a Page 6.</p>
<p>3. <b>Address the teaching and learning needs</b> within the school, and the academic problems of low-achieving students, including a determination of why the school’s previous school improvement plan failed to bring about increased student academic achievement. The School completes the WDE School/District Self Study.</p>	<p>School improvement funds will help remove school from school improvement status by being utilized for staff development and resources that drive our research efforts. The findings of analysis and interpretation of multiple sources of data, including PAWS, that show specific academic problems are included under the heading of <i>Data Analysis</i>.</p>
<p>4. <b>Incorporate scientifically based research strategies and/or best practices</b> that strengthen the core academic program in the school.</p>	<p>Proposed intervention is <i>research-based</i>. Curriculum, assessments, instructional resources, and interventions are aligned to meet needs as described in the action plan and data analysis.</p>
<p>5. <b>Identify the actions that have the greatest likelihood of improving the achievement</b> of participating children in meeting the State’s student academic achievement standards.</p>	<p>Our expectations of the selected strategies that are making a positive difference are acknowledged in the action plan, together with the responsibility of the staff, school, and district to fulfill the plan and ensure the attainment of improved academic achievement for all students. A timeline of these expectations being fulfilled is included in the action plan format.</p>
<p>6. <b>Include specific measurable achievement goals and targets</b> for all students and each of the groups of students identified in the disaggregated data as not making AYP.</p>	<p>We have developed measurable goals and targets as defined and provided by continuous improvement of educational practices via data-driven, collaborative instructional planning and continuous monitoring of progress of all students and subgroups, clear benchmarks of progress, clearly-defined timeframes, and a plan to adjust practice during the school year. Annual measurable objectives are stated for each subgroup.</p>
<p>7. <b>Incorporate activities before school, after school, during the summer,</b> and during an extension of the school year as appropriate.</p>	<p><b>Extended day/year activities</b> – Appropriate and scientifically based activities before school, after school, during the summer and during an extension of the school year are provided to facilitate the attainment of educational outcomes.</p>