



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: Midwest School			District: Natrona County School District #1					
Principal: Bruce Youngquist			Date Mailed: 9/18/07					
Principal's Phone: 437-6545			Principal's E-mail: bruce_youngquist@ncsd.k12.wy.us					
COMPONENT	YES	NO	COMPONENT	YES	NO	COMPONENT	YES	NO
Cover Sheet (Page 2)			7. Incorporate before and after school and summer activities	X		2006-2007 School Improvement Plan (Page 9)		
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)	X		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 (There is a plan in place to get the one teacher highly qualified)		X	5. Three different support data used to identify selection of NCA Goal(s)	X	
Online Self Study completed	X		School Improvement Planning Team (Page 6)			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		Annual Measurable Objectives		
Assurance signed and dated by Principal, Superintendent, Federal Programs Manager, and School Board Chair	X		Schools' Data Table Completed with PAWS Data (Page 7)			One Measurable Objective per group that did not make AYP id included	X	
Plan Requirements)Pages 3-5)			1. All cells in which the School did not make AYP are completed	X		Action Plan		
1. Notification of Parents	X		Questions 2-6 Are Completed (Page 7-8)			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



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

**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) MIDWEST SCHOOL	DISTRICT: NATRONA COUNTY SCHOOL DISTRICT
SUPERINTENDENT: DR. JIM LOWHAM	SUPERINTENDENT PHONE: 800-577-1202
PRINCIPAL: (if applicable) BRUCE YOUNGQUIST	PRINCIPAL PHONE: 437-6545
DISTRICT CONTACT FOR THIS DISTRICT/SCHOOL: MARK MATHERN	CONTACT PHONE: 262-6656
	SUPERINTENDENT EMAIL: jim_lowham@ncsd.k12.wy.us
	PRINCIPAL EMAIL: bruce_youngquist@ncsd.k12.wy.us
	CONTACT EMAIL: mark_mathern@ncsd.k12.wy.us

DISTRICT/SCHOOL STATUS

Title I District/School-Wide Program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	IF "YES" TO TITLE I Current District/Building Title I Allocation Amount	\$110,880
Targeted Assistance?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Amount allocated for Professional Development (at least 10%)	\$ 11,617
Non-Title I District/School	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Have you completed the Online Self Study?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

DISTRICT/SCHOOL IMPROVEMENT STATUS:	YEAR 1 <input type="checkbox"/>	YEAR 2 <input checked="" type="checkbox"/>	YEAR 3 <input type="checkbox"/>	YEAR 4 <input type="checkbox"/>	YEAR 5 <input type="checkbox"/>	Holding Status <input type="checkbox"/>	OPTIONAL (Not in ol Improvement Status) <input type="checkbox"/>
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CONSEQUENCES IMPLEMENTED: (Check all that apply)

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. Our signatures below indicate that we agree that the requirements for Title I District/Schools in Year 2 or above of District/School Improvement as designated and outlined in NCLB Section 1116 have been met. We assure that this District/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 District/School improvement. (If your district does not have a Federal Program Manager, please indicate in the Signature Line)

SIGNATURE OF PRINCIPAL: Bruce Youngquist **DATE:** 10-18-07

SIGNATURE OF SUPERINTENDENT: Jim Lowham **DATE:** 10/31/2007

SIGNATURE OF FEDERAL PROGRAMS MANAGER: Mark Mathern **DATE:** 10/31/07

SIGNATURE SCHOOL BOARD CHAIRMAN: Sharon Jackett **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
Bruce Youngquist	Principal	K – 12	Midwest Leadership Team, Crisis Management Team, 5-Year Plan Committee Member
Ken Stoick	Assistant Principal	K – 12	Midwest Leadership Team, Profile Committee Chair, Budget Committee Member, 5-Year Plan Committee Member

TEACHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Sonja Hannahan-Burrill	Teacher	2 nd /3 rd Grade Combination Class	Writing Committee Member, Crisis Management Team
Janice Cowell	Teacher	Kindergarten	Math Committee Member, Social/School Climate Committee Member
Sheila Crowson	Teacher	4 th /5 th Grade Combination Class	Math Committee Member, Tech Committee Member
Dave Dipman	Teacher	Title 1/Tutor	Reading Committee Member
Catherine Holton	Teacher	6 th Grade	Reading Committee Member, Crisis Management Team, Literacy Team Member
Sue Jarrard	Teacher	K – 12 SPED	Reading Committee Member, Writing Committee Member, Budget Committee Member, Literacy Team Member
Marci Kutzer	Teacher	Preschool/Title 1	Math Committee Member, Wellness Committee Chair
Mary Owens	Speech/Language Therapist	K – 12	5-Year Plan Committee Member
Coral Sutherland	Teacher	1 st Grade	Writing Committee Member, Tech Committee Member, Literacy Team Member
Chris Tobin	Reading Coach	K – 6	Internal Chairperson – Midwest Leadership Team, Profile Committee, Budget Committee Member, 5-Year Plan Committee Member
Carol Colwell	Instructional Facilitator/Teacher	7 – 12 English	Reading Committee Member, Writing Committee Member, Literacy Team Chair
Kyle Corley	Teacher	7 – 12 Agriculture	Math Committee Member, Tech Committee Member
Jan Corry	Teacher	2 nd /3 rd Grade & 7 – 12 FACS	Reading Committee Member, Writing Committee Member, Budget Committee Member, Wellness Committee Member, Literacy Team Member

TEACHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Vikki Epperson	Teacher	7 – 12 English	Reading Committee Member, Writing Committee Chair, Literacy Team Member
Sara Hiser	Teacher	7 – 12 Math/Science	Math Committee Member, Tech Committee Member
Joe Krier	Teacher	7 – 12 PE	Math Committee Member, Social/School Climate Committee Member
Mark Larson	Teacher	7 – 12 Art/History	Writing Committee Member, 5-Year Plan Committee Member
Bill Ochs	Teacher	7 – 12 Science	Math Committee Member, Tech Committee Member
Diann Ogren	Teacher	7 – 12 SPED	Reading Committee Member, Writing Committee Member, Literacy Team Member
Bob Olson	Teacher	7 – 12 Social Studies	Reading Committee Member, Social/School Climate Committee Member
Cindy Selvey	Teacher	PK – 12 Music	Reading Committee Member
Angela Sitachitta	Teacher	7 – 12 Tutor/K – 12 PE	Math Committee Member, 5-Year Plan Committee Member
Roger Switzer	Teacher	7 – 12 Math	Math Committee Chair, Wellness Committee Member
Nancy Warren	Teacher	K – 12 Technology/Business	Writing Committee Member

OTHER STAFF (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Susan Balfour	Nurse		
Ron Bean	Custodian		
Cathy Bounds	Office Assistant		
Paula Chapman	Office Manager		Budget Committee Member, 5-Year Plan Committee Member
Renee Chapman	Cafeteria Assistant		
Cheryl Greene	Cafeteria Manager		
DeLynn Halford	Guidance Counselor		Writing Committee Member, Social/School Climate Committee Member, Wellness Committee Member
Cheryl Krier	Library Assistant		

DeeDee Loomer	Campus Supervisor		Crisis Management Team
Max McAuley	At-Risk Coordinator		
Rachel Renner	Instructional Assistant		
Michelle Sanders	Instructional Assistant		
Jana Shepperson	Registrar		
John Vandervort	Transportation		

PARENTS/STUDENTS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Sheila Crowson	Parent		Math Committee Member, Tech Committee Member
Sonja Hannahan-Burrill	Parent		Writing Committee Member, Crisis Management Team
Jana Shepperson	Parent		
Michelle Sanders	Parent		
Max McAuley	Parent		
Renee Chapman	Parent		
Paula Chapman	Parent		Budget Committee Member, 5-Year Plan Committee Member
Angela Sitachitta	Parent		Math Committee Member, 5-Year Plan Committee Member
Marci Kutzer	Parent		Math Committee Member, Wellness Committee Chair
Marcia Jones	Parent		Social/School Climate Committee Member
Darla Lindsay	Parent		Social/School Climate Committee Member

OTHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Joy Mockelmann	Consultant	WDE	Provide Direction and assistance on completing form. Offered input and guidance to District/School Improvement Planning.

BACKGROUND INFORMATION

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

A staff member of another school and a member of WDE met with Midwest's SI Leadership Team prior to turning in final draft of SIP.

Ken Stoick	Administrator @ Midwest	Team Member
Chris Tobin	Reading Coach @ Midwest	Team Member
Kent Thompson	Administrator @ Manor Heights	

School Improvement Team members from Midwest, KWHS, NCHS, RHS, DMJH, CYJH, and CJH met to discuss the scoring rubric and AYP designations. Teams from the representative schools then scored each school's plans using the rubric. Comments and suggestions were given for each school and revisions were made accordingly.

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

Our SIP targets Language Arts at all levels. Our school improvement funds will be used to provide staff development in writing and implementing reading strategies across all curricular areas. Midwest has a high transient population. The students participating in selected strategies and activities are not the same students who are tested the following year. We have put in place several strong interventions, but we need to continue them for three years to see optimal growth. Our graduation rate is calculated on data that is 2 years old. We will not be able to affect change in this descriptor at this time. We have put in place a process in which to better track the students leaving or being dropped from our enrollment.

Writing has become a top priority for us. We intend to add additional time for writing instruction and practice in the daily schedule at all levels. Reading First guidelines have restricted the amount of time that we had for writing. Teachers will be more creative in their efforts to include writing in all content areas.

Teachers have set individual goals with students this year. We think this will give students more buy-in and ownership of their test scores.

In the past we have had technical problems that hampered our test taking efforts. Not all students were tested which made it difficult to disaggregate the test data and get a good picture of the whole school. The district has been working with us to resolve these problems.

Midwest School lost another FTE at the secondary level for the 2007-2008 school year making it difficult to meet the needs of all learners. There is a limited selection of classes offered to our high school students. We have implemented a distance-learning lab to allow for a wider selection of both high school and college level classes. These classes are strictly online with no assistance from a certified teacher.

We have implemented the computer-based reading program Taylor Reading Plus that targets the needs of at-risk readers. Students who are at-risk in reading in grades three through twelve are assigned to the computer lab for a minimum of three twenty-minute Taylor Reading Plus sessions per week.

We are continuing to offer tutoring after school for three hours one day per week.

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:

Tutors

Instructional Facilitators

Wyoming Bridges funding

Extended School Day

Jump Start Summer Program

More focused support from Inclusion Facilitators and Special Education staff on increasing the rigor of working on sample items routinely- possibly supported by assistance from Instructional Facilitators and Mary Houck, District Special Education Instructional Strategist.

The district is supporting a grant that is partially funding our distance learning lab.

.76 Tutor

.58 Instructional Facilitator

Wyoming Bridges funding for extended day, three week summer school, and 5 day mid-year program for identified students

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)

WDE School Improvement Technical Assistance Team member, Dr. Joy Mockelmann visited our school, guided us in the completion of our school improvement plan, and made suggestions for its implementation. She is available to us for any further requests of technical assistance needs we may have in the future. Our plan is to maintain close contact with her and other WDE staff as we implement this plan, as resources and as experts in needs assessment and data analysis.

Dr. Joy Mockelmann is available to us for requests of technical assistance needs we may have in the future. Our plan is to maintain close contact with her and other WDE staff as we implement this plan, as resources and as experts in needs assessment and data analysis.

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):

Parents were notified by a variety of media including a public declaration in the *Casper Star Tribune*, an agenda item announcement at Open House, and notification in newsletters shared with parents. An explanation of our AYP status was sent out to every parent of Midwest School. The letter explained what being in year 2 of school improvement means, the indicators which designate us as a school in school improvement, an explanation of what we are doing to improve student performance and how our test scores compare to other schools in the District. Parents were invited to be a part of the school improvement process.

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

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 *Data Analysis*.

School improvement funds help to fund FTE's at both the elementary and secondary levels. The District has allocated Midwest School a .76 FTE tutor position. Some of the school improvement funds are used to increase that FTE to 1.0. We are also allocated a .58 Instructional Facilitator position. We also use school improvement funds to increase this position to a full FTE. These positions help to alleviate the shortage of faculty members at the secondary level.

The elementary has an allocation of 4.01 FTE for the 2007 – 2008 school year (an additional .76 FTE from the 2006-2007 school year) to teach kindergarten through 6th grades. Because of the lack of faculty we have had to create combination classes with 2nd and 3rd grades and 4th and 5th grades. All other grade levels stand alone. We fund FTEs with our school improvement funds to provide support for these combined grade classes.

The remainder of our school improvement budget is spent on supplies and professional development to support the research based programs that we have adopted.

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.

Extended day/year activities – Midwest School offers a three week summer school through a Bridges grant for At-risk K-11th graders.

Extended day/year activities – Midwest School offers a three-week summer school through a Bridges grant for At-risk K-11th graders. Tutoring is offered one day per week for three hours after school.

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.

Strategies for effective parental involvement are included in the School Improvement Plan. Parents of low-performing students are encouraged at every opportunity including all the media releases from our school, public gatherings, word of mouth, and most importantly from the students themselves, be more involved with supporting school improvement activities/strategies.

Family nights are held periodically to involve elementary parents. The intent of these family nights is to teach parents appropriate ways to interact academically with their children, to encourage open communication between parents and staff members, and develop a learning community involving all stakeholders. Our At-risk Coordinator and administrators contact parents of students who have D's and F's in any classes. A plan is made at that point to bring the grades up. After-school tutoring is one option. The Athletic Director and coaches monitor the junior high and high school athlete's grades on a regular basis. Parents are notified of failing grades and ineligibility weekly.

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

Responsibilities of school, district, and WDE including required technical assistance are included in School Improvement Plan. We are in Year 1 and have received WDE targeted technical assistance.

Responsibilities of school, district, and WDE including required technical assistance are included in School Improvement Plan. We are in Year 2 of school improvement. Guidance from WDE should include assistance in completing requirements of WDE and support in providing a quality education for our students.

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.

See attached documents – Appendix 1

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

DATA ANALYSIS – PAWS

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

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

MATHEMATICS

DISTRICT/SCHOOL-WIDE DATA

	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
DISTRICT/SCHOOL																		
06-07 AMO																		
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

3-6	60%	40%	10%	90%	10%	90%					75%	25%					23%	77%	
06-07 AMO																			
AMOGap	40.12%		53.50%		53.08%						-11.50%						40.12%		
7-8	60%	40%			56%	44%											58%	42%	
06-07 AMO																			
AMOGap	2.61%				6.54%													3.98%	
11	50%	50%			44%	56%											46%	54%	
06-07 AMO																			
AMOGap	3.5%				-2.21%													-4.77%	

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

ELA COMP

DISTRICT/SCHOOL-WIDE DATA

	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
DISTRICT/SCHOOL																		
06-07 AMO																		
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

3 - 6	72%	28%	87%	13%	83%	17%					75%	25%					65%	35%
06-07 AMO	42%		42%		42%						42%						42%	
AMOGap	-14.22%		-29.50%		-25.33%						-17.00%						34.62%	

7 - 8	68%	32%			52%	48%											68%	32%
06-07 AMO	45%				45%												45%	
AMOGap	-13.84%				2.20%												-13.09%	

11	49%	51%			50%	50%							0%	100%			51%	49%
06-07 AMO	57%				57%								57%				57%	
AMOGap	-6.47%				-7.00%								43.00%				-7.76%	

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

READING

DISTRICT/SCHOOL-WIDE DATA

	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
DISTRICT/SCHOOL	63%	37%	78%	22%	69%	31%											61%	39%
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

3-6	57%	43%	62%	38%	71%	29%											57%	43%
06-07 AMO																		
AMOGap																		
7-8	68%	32%	56%	44%													66%	34%
06-07 AMO																		
AMOGap																		
11	76%	24%			89%	11%											71%	29%
06-07 AMO																		
AMOGap																		

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

WRITING

DISTRICT/SCHOOL-WIDE DATA

	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
DISTRICT/SCHOOL	77%	23%	100%	0%	76%	24%					86%	14%	86%	14%			81%	19%
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

3-6	84%	16%	100%	0%	87%	13%											90%	10%
06-07 AMO																		
AMOGap																		
7-8	73%	27%			64%	36%											72%	28%
06-07 AMO																		
AMOGap																		
11	59%	41%			56%	44%											57%	43%
06-07 AMO																		
AMOGap																		

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

PARTICIPATION RATE

DISTRICT/SCHOOL-WIDE DATA

	ALL STUDENTS	IEP	FREE/ REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
LA	96%	100%	96%			100%	100%		96%
MATH	99%	100%	100%			100%	100%		99%

ADDITIONAL INDICATOR

	ALL STUDENTS	IEP	FREE/ REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
% BB Reading (Grade 3-8)	68%								66%
% Graduating (Grade 9-12)	64%								75%

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?

Data from PAWS and spring and fall NWEA Growth Assessments is collected by our Assessment Coordinator and distributed to teachers. DIBELS data is collected and shared with elementary teachers by our Reading Coach.

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

All teachers and administrators receive an assessment booklet with the most recent PAWS and NWEA Growth Assessment results for all Midwest students. The data is used for academic goal setting with each student. Teachers meet at the beginning of the year to examine the data. Decisions are made in regards to student placement in classes, differentiation of instruction, classroom goals, the possible need for instructional changes, or the need for additional emphasis on specific concepts.

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

Our data is showing that our students are strong in math. The recent adoption of new math programs that align well from kindergarten through twelfth grades will help with the transition from one level to the next.

Language Arts is our major area of weakness and writing specifically has become a top priority for us. We intend to add additional time for writing instruction and practice in the daily schedule at all grade levels. Reading First guidelines have restricted the amount of time that we have had for writing. Teachers will be more creative in their efforts to include writing in all content areas. Step Up to Writing and 6 + 1 Traits Writing are being used for instruction and the 4-point scoring rubric used with the PAWS for assessment. Released items from state tests will be used as examples and writing instruction. Exposure to sample writing prompts and scoring expectations will better prepare the students for the PAWS.

Teachers are also using the Essential Curriculum to aid in lesson planning and unit development. The curriculum summaries serve as a guide in developing formative assessments throughout the instruction.

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

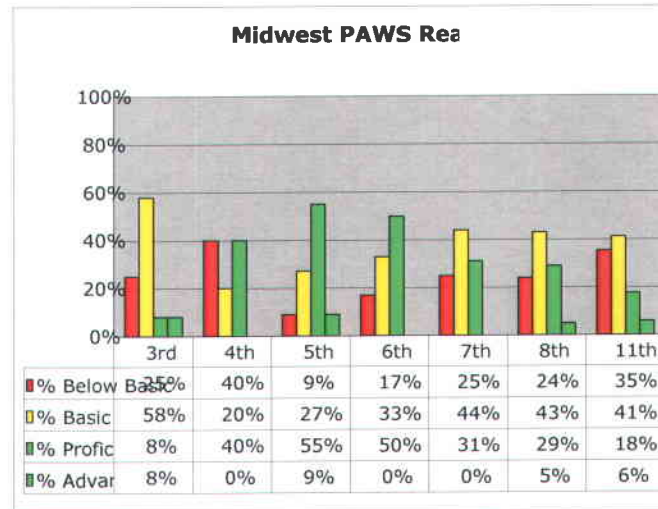
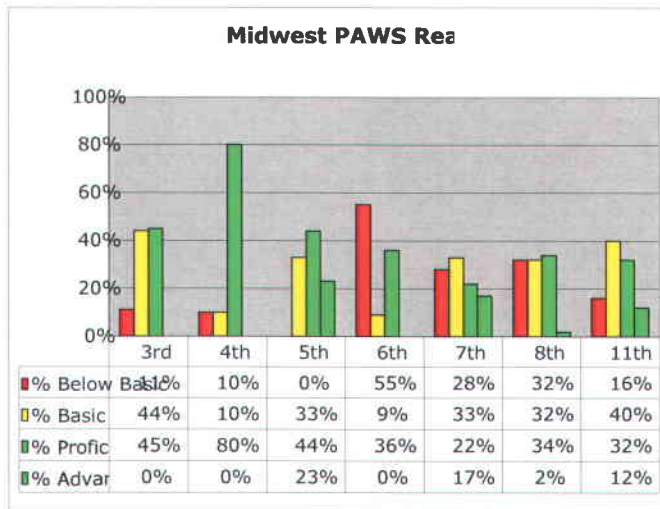
Our action plan reflects the insights that our learning community has gleaned from the data. The disaggregated data has been analyzed for gaps in learning among various subgroups. Scientifically based research programs have been implemented to address the needs of the targeted learners.

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?

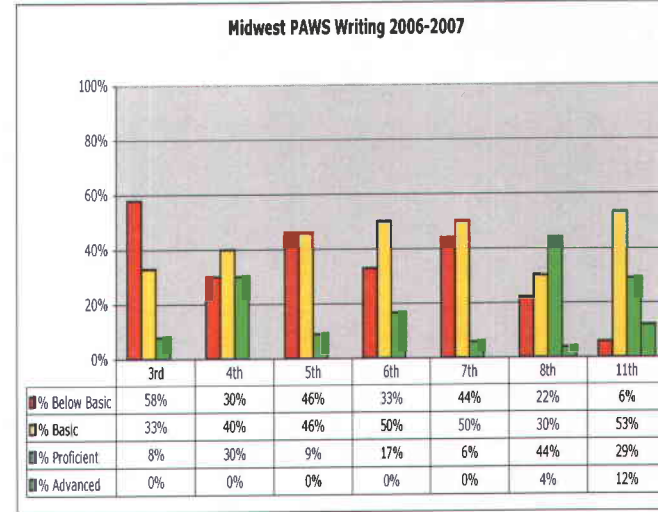
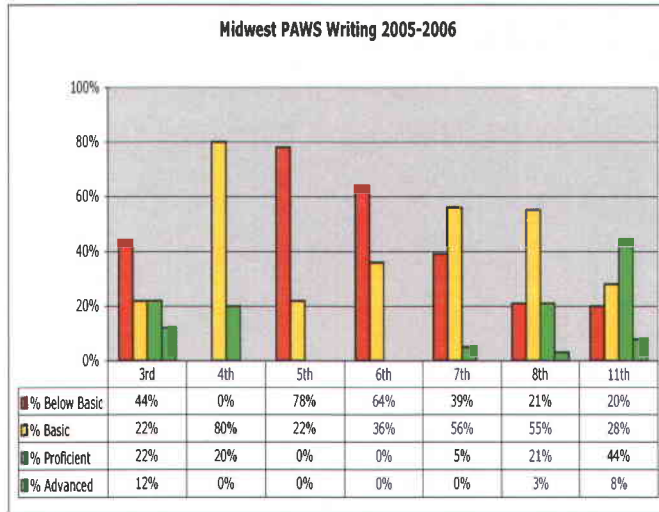
We were weak in the area of math last year. The extra effort and instructional changes that were put in place were effective. However, more focus needs to be placed in Language Arts now. Our lack of Language Arts faculty at the secondary level poses a huge challenge for us. We have put into place some changes we feel will be effective for both at-risk learners as well as advanced learners. We need time to see if the changes will be effective. Administrative supervision and formative assessments throughout the year will help to ensure the success of all our learners.

Wyoming NCA Data Analysis Summary

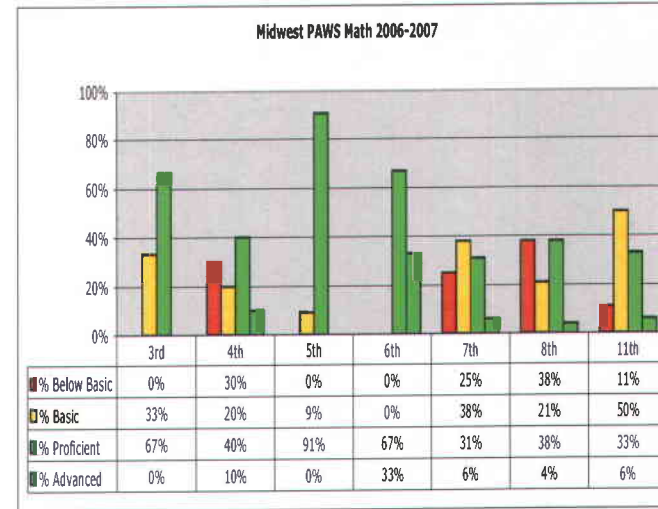
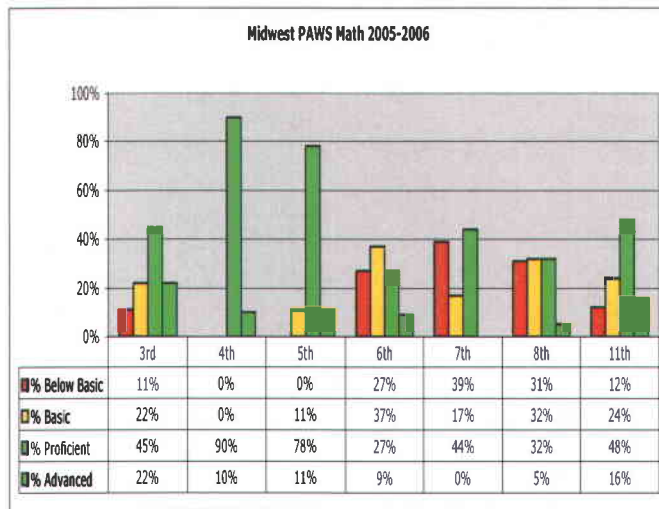
#1. What are the implications of your student assessment data? (Including PAWS and any local assessments)



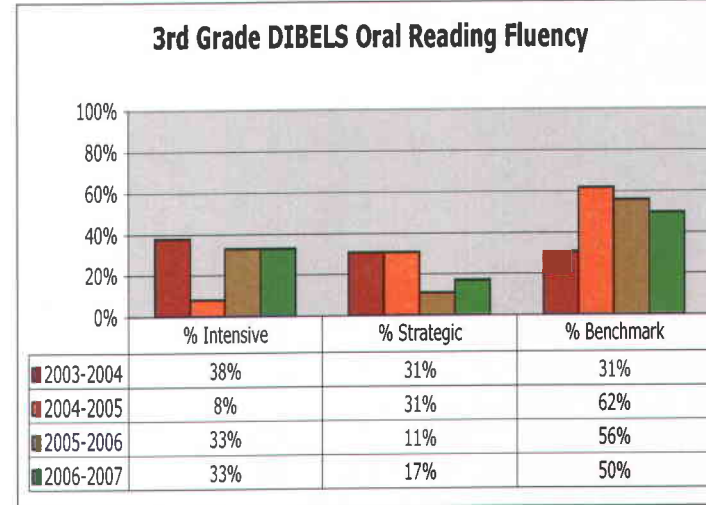
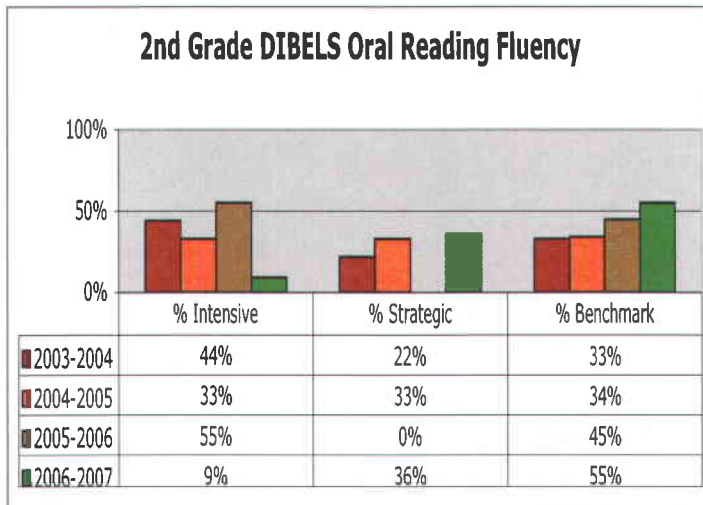
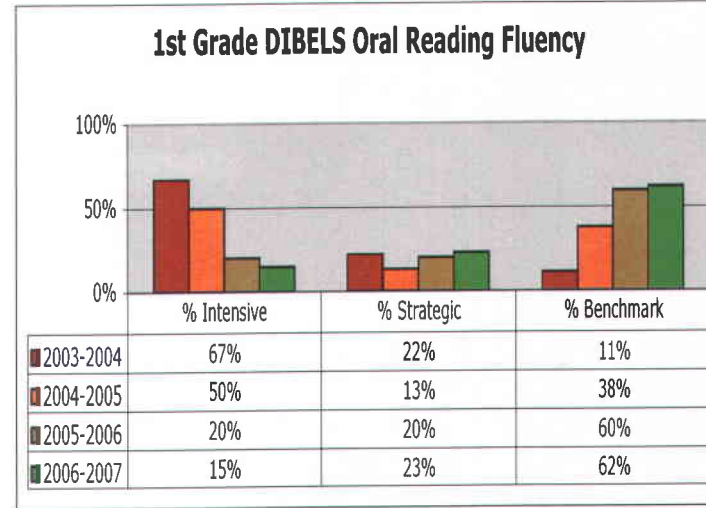
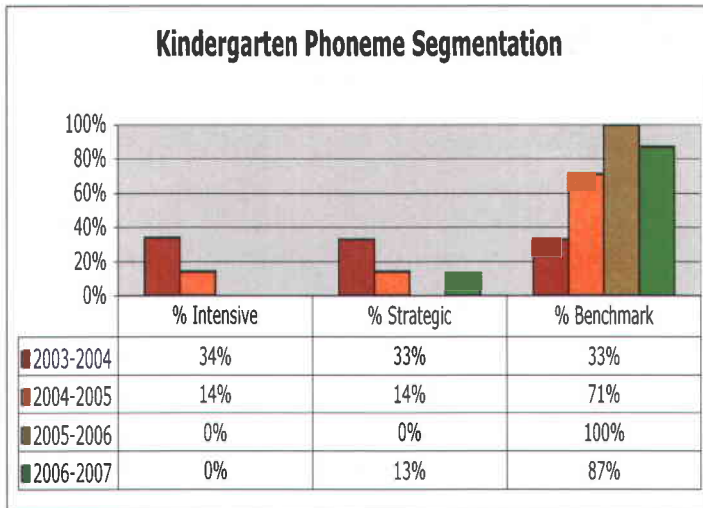
The percentage of students scoring in the proficient and advanced proficient ranges in reading has declined across all grade levels. The PAWS reading analysis shows a need for work in narrative and functional texts at all grade levels.



The percentage of students scoring in the proficient and advanced proficient ranges has increased slightly from last year. The majority of students are scoring in the basic and below basic ranges. Students at the elementary level are scoring lower than the students in jr. and sr. high.



Math scores remain steady with the majority of students scoring in the proficient and advanced proficient range.



The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) shows an upward trend in the percentage of students moving from intensive to benchmark in reading proficiency in grades K – 3.