



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: Dean Morgan Junior High			District: Natrona County School District #1					
Principal: Walt Wilcox			Date Mailed:					
Principal's Phone: 307-577-4440			Principal's E-mail: walt_wilcox@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		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 <u>Measurable</u> 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) Dean Morgan Junior High	DISTRICT: Natrona County School District #1
SUPERINTENDENT: Dr. Lowham	SUPERINTENDENT PHONE: 307-577-0200
PRINCIPAL: (if applicable) Walt Wilcox	PRINCIPAL PHONE: 307-577-4440
DISTRICT CONTACT FOR THIS DISTRICT/SCHOOL: Mark Mathern	CONTACT PHONE: 307-262-6656
	SUPERINTENDENT EMAIL: jim_lowham@ncsd.k12.wy.us
	PRINCIPAL EMAIL: walt_wilcox@ncsd.k12.wy.us
	CONTACT EMAIL: mark_mathern@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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	IF "YES" TO TITLE I Current District/Building Title I Allocation Amount	\$
Targeted Assistance?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Amount allocated for Professional Development (at least 10%)	\$
Non-Title I District/School	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Have you completed the Online Self Study?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

DISTRICT/SCHOOL IMPROVEMENT STATUS:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	Holding Status	OPTIONAL (Not in ol Improvement Status)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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: Walter Wilcox **DATE:** 10/31/07

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

SIGNATURE OF FEDERAL PROGRAMS MANAGER: [Signature] **DATE:** 10/31/07

SIGNATURE SCHOOL BOARD CHAIRMAN: Shannon 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
Walt Wilcox	Principal		To guide and coach others in implementing plan
Ron Estes	Asst. Principal		To guide and coach others in implementing plan
Larry Meeboer	Asst. Principal		To guide and coach others in implementing plan

**** 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
Jill Wright	Teacher	Life Skills / 6-9	Design and implementation of the School Improvement Plan
Michelle Onstott	Teacher	SPED / 6-9	Design and implementation of the School Improvement Plan
Vickie Row	Teacher	Social Studies / 7	Design and implementation of the School Improvement Plan
Karen Colling	Teacher	Science / 9	Design and implementation of the School Improvement Plan
Sheryl Jordan	Teacher	Math / 6-9	Design and implementation of the School Improvement Plan
Linda McKay	Teacher	Language Arts / Drama / 6-9	Design and implementation of the School Improvement Plan
Kaye Hunt	Teacher	Language Arts / 9	Design and implementation of the School Improvement Plan
Shawn Gillum	Teacher	Physical Education / 7-9	Design and implementation of the School Improvement Plan
Eric Reish	Teacher	Math / 6-9	Design and implementation of the School Improvement Plan
Val Zierden	Teacher	Language Arts / 6	Design and implementation of the School Improvement Plan
Cindy Huckfeldt	Teacher	Language Arts / 7-8	Design and implementation of the School Improvement Plan

**** 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
Holly Thompson	Instructional Facilitator	Literacy	Design and implementation of the School Improvement Plan with support through instructional coaching and professional development
Cheryl Jones	Instructional Facilitator	Math	Design and implementation of the School Improvement Plan with support through instructional coaching and professional development
Patrick Glynn	Instructional Facilitator	Technology and Assessment	Design and implementation of the School Improvement Plan with support through instructional coaching and professional development
Jim Cobb	Tutor	6-9	Design and implementation of the School Improvement Plan
Patty Cordonier	Librarian	6-9	Design and implementation of the School Improvement Plan

****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
Paula Chapin	Parent		To review and provide input for the School Improvement Plan
Patsy Smith	Parent		To review and provide input for the School Improvement Plan
Lauri Gobble	Parent		To review and provide input for the School Improvement Plan
Tori Radosovich	Parent		To review and provide input for the School Improvement Plan
Karen Binder	Parent		To review and provide input for the School Improvement Plan
James Rosenbaum	Student	8th	To review and provide input for the School Improvement Plan
Taylor Yates	Student	8th	To review and provide input for the School Improvement Plan
Daniel Dahlby	Student	8th	To review and provide input for the School Improvement Plan

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

OTHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Joy Mockelman	Consultant	WDE	Provide Direction and assistance on completing form. Offered input and guidance to District/School Improvement Planning.
Mary Houck	District Instructional Strategist for Special Education	SPED	To guide and coach others in implementing plan
Mark Mathern	Executive Director of Curriculum and Instruction	Central Services	To provide guidance in plan design
Mike Flicek	Research Assessment Director	Central Services	To provide and analyze school data
Trevor Mahlum	Assessment Data Coordinator	Central Services	To provide and analyze school data
Craig Kittelson	DMJH Counselor	6-9	To guide and coach others in the implementation of plan
Doug Mabey	School Psychologist	6-9	To guide and coach others in the implementation of plan
Maureen Cellmer	Speech Language Pathologist	6-9	To guide and coach others in the implementation of plan
Sue Schilling	Social Worker	6-9	To guide and coach others in the implementation of plan

BACKGROUND INFORMATION

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

School improvement team participants listed above developed the Dean Morgan Junior High School plan. They will continue to review our plan, review assessment results and selected data areas, and to review the goal areas and intervention activities. They provided feedback and documentation forms. Representatives from DMJH will participated in the peer review lead by Mark Mathern.

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

The areas of concern are Language Arts subgroups- IEP students. Our plan needs to address this subgroup through a more rigorous approach via tutoring, study skills, case manager and inclusion support, extended school day, instructional facilitator support and the use of sound instructional strategies. This subgroup needs to work routinely and with rigor and dedication on sample items and test taking skills.

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.

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 in 2006, 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 assessment and data analysis.

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	29.4	70.6	68.4	31.6	39.5	60.5	63.6	36.4	66.7	33.3	45.5	54.5	43.7	56.3	Na	na	27.9	72.1
06-07 AMO	37.75																	
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

6	17.39	82.61	44.44	55.56	21.43	78.57	0	100	0	0	50	50	0	100	0	0	16.67	83.33
06-07 AMO	37.75																	
AMOGap																		
7	25.37	74.63	68	32	29.27	70.73	60	40	0	0	42.86	57.14	33.33	66.67	0	0	24.29	75.71
06-07 AMO	37.75																	
AMOGap			5.75															
8	37.34	62.66	78.26	21.74	59.70	40.30	80	20	66.67	33.33	50	50	61.54	38.46	0	0	35.14	64.86
06-07 AMO	37.75																	
AMOGap			16.01				17.75		4.42									
<Enter Grade>																		
06-07 AMO																		
AMOGap																		

*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	25.3	74.7	67.9	32.1	36.4	63.6	45.5	54.5	33.3	66.7	27.3	72.7	28.1	71.9	na	na	25.1	74.9
06-07 AMO																		
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

6	31.88	68.12	55.56	44.44	35.71	64.29	0	100	0	0	50	50	0	100	0	0	31.82	68.18
06-07 AMO	42.00																	
AMOGap																		
7	29.52	70.48	70.83	29.17	35.80	64.20	60	40	0	0	28.57	71.43	27.78	72.22	0	0	29.67	70.33
06-07 AMO	45.42																	
AMOGap			16.25				5.42											
8	18.67	81.33	69.57	30.43	37.31	62.69	40	60	33.33	66.67	0	100	30.77	69.23	0	100	18.02	81.98
06-07 AMO	45.42																	
AMOGap			14.99															
<Enter Grade>																		
06-07 AMO																		
AMOGap																		

*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	22.7	77.3	72.3	27.7	30.3	69.7	35.6	64.4	44.4	55.6	27.8	72.2	25.4	74.6	33.3	66.7	20	80
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

6	23.7	76.3	66.7	33.3	22.2	77.8	0	100	100	0	50	50	0	100	0	100	20.6	79.4
06-07 AMO																		
AMOGap																		

7	24.9	75.1	81.8	18.2	28.1	71.9	40	60	0	100	33.3	66.7	20	80	100	0	24.1	75.9
06-07 AMO																		
AMOGap																		

8	19.6	80.4	68.4	31.6	40.6	59.4	66.7	33.3	33.3	66.7	0	100	56.2	43.8	0	100	15.3	84.7
06-07 AMO																		
AMOGap																		

<Enter Grade>																		
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	34.4	65.6	81.3	18.7	39.6	60.4	31.1	68.9	77.8	22.2	16.7	83.3	26.2	73.8	0	100	33.2	66.8
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

6	47.3	52.7	83.3	16.7	44.5	55.5	0	100	100	0	50	50	0	100	0	100	45.6	54.4
06-07 AMO																		
AMOGap																		
7	33.4	66.6	81.8	18.2	35.3	64.7	60	40	100	0	0	100	35	65	0	100	33.4	66.6
06-07 AMO																		
AMOGap																		
8	22.5	77.5	78.9	21.1	39.1	60.9	33.3	66.7	33.3	66.7	0	100	43.7	56.3	0	100	20.7	79.3
06-07 AMO																		
AMOGap																		
<Enter Grade>																		
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 %	99.7	98.4	99.5	100	100	100	100	100	99.6
MATH %	99.8	100	100	100	100	100	100	100	99.8

ADDITIONAL INDICATOR

	ALL STUDENTS	IEP	FREE/ REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
% BB Reading (Grade 3-8)	3	21							
% Graduating (Grade 9-12)									

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?

Scholastic Reading Inventory in the Fall and Spring to measure Lexile growth of all DMJH students. NWEA MAP testing (Math, Reading, Language Usage) to all 6th grade students in the Fall and all DMJH students in the Spring. PAWS scores. School and District climate survey. Tracking of DMJH student attendance with interventions in place to help students get to school.

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

Parents, Students, Principals, Teachers, Instructional Facilitators, Tutors all have access to the school data. The main players are the DMJH Literacy team members, School Improvement Team Members, Language/Reading and Math departments are starting to use the data for goal setting and evaluating programs. The DMJH PTO is becoming more involved as we progress. Teachers and students are beginning the process of using the assessment data for academic goal setting, proper course selection and career guidance.

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

2007 PAWS Reading results

The GOOD News!!!!

Dean Morgan's 6th grade had **76.3%** proficient or above (NCSD 70.4%, the State 74.1%).

Dean Morgan's 7th grade had **75.1%** proficient or above (NCSD 68%, the State 70%).

Dean Morgan's 8th grade had **80.4%** proficient or above (NCSD 70.4%, the State 70.7%).

Where we have concerns:

Data taken from PAWS Traffic Signal Report for Dean Morgan Reading (dated 08/10/07)

Percents represent the total number of students in the RED who took both winter and spring PAWS divided by the total number of tests given for both tests.

Data represents the percent of students who were categorized **RED** "Additional Instruction Definitely Needed"

	<u>6th</u>	<u>7th</u>	<u>8th</u>
Functional Texts:			
Relevance and Importance: Read to determine the relevance and importance of functional information	19%	23%	32%
Selection and Application: Read to select and apply relevant information for a given task.	24%	49%	31%
Expository Texts:			
Major Points and Details: Read to understand a text's major points and supporting details.	29%	25%	30%
Organization: Read to understand the text's organization and how that organization serves the writer's purpose.	n/a	30%	28%
Information Relationships: Read to understand how the information in the text fits into broader topics and issues.	56%	25%	52%
Narrative Texts:			
Story Elements: Read to recognize and understand an author's development of conflict, simile, and literal interpretation as basic story elements.	35%	44%	23%
Plot: Read to understand how the plot of a story develops as a series of high points and /or how it can be depicted as a problem and its solution.	35%	31%	34%
Theme: Read to understand the theme of a story and how the author develops it.	42%	41%	49%

2007 PAWS math results

The GOOD News!!!!

- Dean Morgan's 6th grade had 81% proficient or above (NCSD 76%, the State 81%).
- Dean Morgan's 7th grade had 74% proficient or above (NCSD 64%, the State 71%).
- Dean Morgan's 8th grade had 62% proficient or above (NCSD 53%, the State 61%).
- Dean Morgan's SPED students increased the amount of proficient or above from 28.3% (2006) to 31.5% (2007).
- Dean Morgan's Hispanic students increased the amt. of proficient or above from 45.5% (2006) to 56.3% (2007).

Where we have concerns:

Data taken from PAWS Traffic Signal Report for Dean Morgan Mathematics (dated 08/10/07)

Percents represent the total number of students in the RED who took both winter and spring PAWS divided by the total number of tests given for both tests.

Data represents the percent of mathematics students who were categorized **RED** "Additional Instruction Definitely Needed"

	<u>6th</u>	<u>7th</u>	<u>8th</u>
Number Operations and Concepts:			
Understand the meaning of arithmetic operations and make reasonable estimates	72%	75%	35%
Understand ways to represent numbers, relationships among numbers, and number systems	46%	56%	66%
Develop the connection between conceptual understanding and computational proficiency	25%	36%	68%
Algebra			
Understand patterns, relations, and functions	37%	52%	60%
Use mathematical models to represent and understand quantitative relationships	32%	47%	66%
Geometry			
Specify locations and describe spatial relationships using coordinate geometry and other representational systems	32%	47%	67%
Analyze characteristics and properties of two- and three-dimensional geometric relationships	66%	82%	-----
Apply transformations and use symmetry to analyze mathematical situations	34%	79%	79%
Measurement			
Understand measurable attributes of objects and the units, systems, and processes of measurement	74%	74%	74%
Apply appropriate techniques, tools, and formulas to determine perimeter, area or volume	82%	94%	91%
Data Analysis and Probability			
Collect, organize, and display relevant data to answer questions and use appropriate statistical methods to analyze the data	65%	84%	70%
Develop and evaluate inferences and predictions that are based on data	66%	62%	57%

2007 PAWS Writing results

The GOOD News!!!!

Dean Morgan's 6th grade had 52.7% proficient or above (NCSD 54.3%, the State 64.3%).

Dean Morgan's 7th grade had 66.6% proficient or above (NCSD 59.4%, the State 64.9%).

Dean Morgan's 8th grade had 77.5% proficient or above (NCSD 70.5%, the State 78.5%).

Dean Morgan's SPED students increased the amount of proficient or above from 18% (2006) to 25% (2007) in Language Arts – Reading and Writing combined.

Dean Morgan's Hispanic students increased the amt. of proficient or above from 36% (2006) to 71% (2007) in Language Arts – Reading and Writing combined.

Where we have concerns:

Data taken from PAWS Traffic Signal Report for Dean Morgan Writing (dated 08/10/07)

Percents represent the total number of students in the RED who took both winter and spring PAWS divided by the total number of tests given for both tests.

Data represents the percent of Writing students who scored a "1" and/or "2" on the rubric.

	<u>6th</u>	<u>7th</u>	<u>8th</u>
Expressive Essay			
Purpose/Voice	64%	68%	43%
Organization	63%	67%	35%
Idea/Development	58%	69%	35%
Sentences	69%	62%	38%
Word Choice	66%	67%	38%
Conventions	66%	60%	37%
Expository Essay			
Purpose/Voice	61%	51%	58%
Organization	69%	50%	61%
Idea/Development	58%	53%	61%
Sentences	73%	50%	56%
Word Choice	69%	49%	52%
Conventions	57%	51%	53%

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

Natrona County School District #1 has identified the beginnings of an Essential Curriculum, is providing training around 6+1 Traits, Writer's Workshop, and Goal Setting. At DMJH we have hired a consultant to guide us in the implementation of the Essential Curriculum through the use of content maps, focus calendars, and formative assessments. Our school has put the following 13 actions in place.

1. Adoption and implementation of the Dean Morgan Literacy Plan, which was developed by teacher representatives from each department and administrators, using proven research for improving student achievement.
2. All teachers have been trained in 6+1 Traits and Step Up To Writing and will be coached on the implementation.
3. All teaching staff will be trained and will be coached in the use of CRISS instructional strategies or strategies learned through the Cohorts at DMJH.
4. All teaching staff will receive training in understanding assessment data and how to use data to make decisions regarding instructional practices.
5. First through Third Year Teachers will be involved in the District Mentoring Program.
6. All language arts, special education, and content area 6th through 9th grade teachers who have not been previously trained in 6+1 Traits will receive training.
7. WY Bridges DMJH Extended Day Program and Winter Bridges will be offered to at-risk and IEP students.
8. WY Bridges DMJH Jump Start Program will be offered to at-risk and IEP students.
9. At-Risk and IEP students will receive one-on-one tutoring in deficit skills.
10. Professional development for all teachers to help regular ed and special ed teachers learn how to team teach effectively in inclusion classrooms.
11. Instructional Facilitators will provide ongoing embedded staff development within the school program by observing, modeling, and peercoaching.
12. Tutors and Comet Block Advisors will provide interventions to at-risk students in one-on-one or small group settings based on analysis of assessment data and student goals.
13. Creation and adoption of a Dean Morgan Math Plan, which will be developed by teacher representatives from each department and administrators, using proven research for improving student achievement.

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 supports our Literacy Plan and the creation of a Math Plan as interventions to increase student achievement. Data analysis indicates the students at DMJH are increasing their proficiency levels. Special Education students are making growth toward proficiency. The DMJH ELL population is showing increases in proficiency due to program and staff development. Free and Reduced lunch along with At-Risk students are also showing increases toward proficiency due to the focused efforts of programs and tutors. Staff members are more committed to professional development and the implementation of effective teaching strategies due to the influence of Instructional Facilitators and Professional Learning Communities.

SCHOOL IMPROVEMENT PLAN

Reading

School Name: Dean Morgan Junior High School
School District: Natrona County School District #1

Date: October 16, 2007

NCA GOAL: Students will improve reading comprehension in order to develop their ability to read to learn.

Essence of Goal: Students utilize a variety of reading strategies.

Support Data Used in Selection of Goal:

1. ~~WyCAS~~ PAWS Reading Assessment
2. NWEA Growth Assessment
3. ~~Terra-Nova~~ Scholastic Reading Inventory (SRI)

Assessments Used to Measure Goal:

1. ~~WyCAS~~/PAWS (Reading)
2. Scholastic Reading Inventory (SRI)
3. NWEA Growth Assessment

Research Used in Selection of Intervention:

1. Tovani, Do I Really Have to Teach Reading?
2. Wilhelm, Improving Comprehension With Think Aloud Strategies
3. Beers, When Kids Can't Read: What Teachers Can Do
4. Marzano, Classroom Instruction That Works
5. Marzano, What Works in School
6. Florida Center for Reading Research

ANNUAL MEASUREABLE OBJECTIVE: (one for each group that did not meet AYP)

Students with IEPs will raise their PAWS score by 10%

CURRENT PERFORMANCE ON PAWS:

See Data Analysis Summary

PERFORMANCE TARGET: (measurable change:

42% of DMJH IEP students will perform Proficient or Advanced on the 2008 PAWS test.

ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE		COMPLETION INDICATED BY:	RESOURCES	STAFF DEVELOPMENT	DOLLARS:		Final Outcome s Achieved ?	Date Outcome s Reviewed
		START	END				Amount	\$ Source		
1. A representative from each curricular area will form a Literacy Team. This team will attend the Literacy Leaders Institute in Chicago in July to develop a school-wide literacy plan.	Holly Thompson	July 2005	July 2005			Eleven teachers, two administrators, and one district level coordinator.	\$1800.00 per person	Make a Difference Grant	Yes	July 2005
2. Representatives from all curricular areas will participate in a study cohort group to learn comprehension strategies that apply to all curricular areas.	Holly Thompson	April 2005	May 2005		<u>Real Reading</u> , <u>Real Writing</u> – <u>Content Area Strategies</u>	Melanie Baldwin, Liz Bienvenu, Dianne Park, Jennifer Alvar, Jim Cobb, Jaime Bachert, Walt Wilcox, Sheryl Jordan, Val Zierden, Shawn Gillum, Patrick Glynn, Carolyn Jacobs, Vicki Row, Dawn Burns, Linda Husk, Debbie McCullar, Cathy Maass, Mary Johnson, Kaye Hunt	\$270.00	District Funds	Yes	May 2005