

### **WDE Goals**

- **Increasing third grade reading proficiency**
- **Increasing involvement in CTE Pathways**
- **Increasing involvement in the Hathaway Success Curriculum**
- **Increasing the Statewide Accreditation Score**
- **Increasing involvement in Online Learning Opportunities**

PLAN REQUIREMENTS	REFERENCES
<p><b>Improvement Plans.</b> Required of partially meeting and not meeting expectations schools.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10)</p>
<p><b>Needs assessment.</b> Review of data to determine improvement goals.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “the plan shall be based upon an evaluation of the strengths and deficiencies of specific indicator scores”.</p> <p>There is no specific documentation required, but the goal(s) indicate whether or not this evaluation took place.</p>
<p><b>Goals.</b> Address WAEA achievement, growth, equity; graduation rates and additional readiness (HS only).</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “identifies appropriate improvement goals”.</p> <p>The improvement goals should reflect the gains necessary to move from partially meeting to meeting expectations or from not meeting to partially meeting expectations.</p>
<p><b>Action Plan.</b> Typically includes strategies, implementation steps, persons responsible, resources needed, timelines, benchmarks, and evidence of implementation/evaluation.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Pages 8-10) “an explanation of the measures and methods chosen for improvement, the processes to be implemented to deliver the improvement measures, identification of relevant timelines and benchmarks and an articulation of the process for measuring success of the methods chosen to increase performance.”</p>
<p><b>Multiple Plan Requirements.</b> Title 1 Plans may be substituted for the state plan if they meet the state criteria.</p>	<p><a href="http://legisweb.state.wy.us/2017/Engross/HB0040.pdf">http://legisweb.state.wy.us/2017/Engross/HB0040.pdf</a> (Page 12) plans submitted in compliance with 15 paragraphs (iii) through (v) and (vi) of this subsection shall serve to comply with similar requirements administered by the state superintendent and the department, and the state board shall ensure the plans minimize submission of duplicative information, material and the administrative burdens placed upon schools.</p>



863 Sweetwater  
 Lander, Wyoming 82520  
 (307) 332-4711 - fax (307) 332-6671  
 www.landingschools.org

School Name: Pathfinder High School

Principal: Ceatriss Wall

Vice Principal: n/a

Phone: 307-335-7050

Email: cwall@landingschools.org

Website: <http://www.landingschools.org/Pathfinder/>

Teacher Demographics		Student Demographics	
Total Teachers (1 FTE for Science, Social Studies, ELA, SpEd and .5FTE Math)	4.5	Total Students	44
Total Support Staff (1 FTE Counselor, 1FTE Secretary, 1 FTE Paraprofessional, 1 FTE SpEd Paraprofessional, .6 FTE Principal)	4.6		
Average Total Years Teaching	19.6	Race/Ethnicity	65.9% White Other groups have less 6 or fewer students
National Board Certified	0	Free/Reduced	63.6%
Master's Degree	5	IEP by Disability	20.5%
Doctorate	1	ELL (LEP)	0%



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Male	4	Male	40.9%
Female	6	Female	59.1%

**School Improvement Team Members:**

Teachers	Administration	Community Members
Dr. Woolwine, Science	Mrs. Ceatriss Wall, Principal	Melinda Cox
Mrs. Hulkovich, SS	Mrs. Harrison, Counselor	
Mr. Catton, ELA	Mr. Watkins, SpEd Para	
Mrs. Alexander, SpEd	Mrs. Sawyer, Para	
Mr. Sixbey, Math	Mrs. Schucker, Secretary	

**Needs Assessment:** (WAEA - State Report Card Analysis & ESEA 1111(g) (1)(D))

	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>	<b>Source of Progress:</b>	<b>Source of Challenge:</b>
Achievement ACT Composite 14/15 - 15.2 15/16 - 16.7 16/17- 14.9	STAR assessment scores have increased during the 16/17 school year in Math and Reading.	The ACT Composite score has decreased from 15.2 for the 14/15 school year to 14.9 for the 16/17 school year.	The STAR assessment is given in Math and Reading. Targeted instruction occurred in reading and math throughout the year.	All juniors are required to take the ACT for the state assessment and Pathfinder High School has a small sampling size.
Growth	The growth indicator for PHS increased from 27 in 2015/16 to 44 in 2016/17.		Targeted reading intervention occurred for all students during the 16/17 school year. Students participated in 6 minute solution during the CCR block of time.	
Extended Graduation Rate		The extended graduation rate has decreased: 14/15- 50% 15/16-44% 16/17-35.3%		The population at PHS has been transient with inconsistent record keeping and tracking. Additionally, students have been referred to Job Corps and WY Cowboy Challenge which do not count towards graduation.

4 yr Graduation Rate		The graduation rate for PHS has declined over the past three years: 2015: 43.8% 2016: 35% 2017: 31.3%		The population at PHS has been transient with inconsistent record keeping and tracking. Additionally, students have been referred to Job Corps and WY Cowboy Challenge which do not count towards graduation.
Additional Readiness: Credit Accumulation and Hathaway	Students in grades 9-11 during the 2016/17 SY earned 92% of their credits compared to the state average of 71%.	The percentage of students qualifying for the Hathaway Scholarship has declined over the past three years: 14/15 - 33% 15/16 - 24% 16/17-18%	The staff focused on all student earning credits and keeping parents aware of student progress through parent-teacher conferences, parent contact and parent events.	
School Climate Survey	Students participated in the Student Climate Survey. In spring 2017, 96% of the students reported that the school had high expectations and the staff respected and supported them.		The staff focused on building positive relationships with the students while holding high academic and behavioral expectations for all students. New students take the Discovery class and throughout CCR-A/B, Re-Discovery activities were completed.	

**WAEA/ESEA Area of Improvement:**

<b>Goals for this school year:</b>	<b>SMART Goals: Increase graduation rate</b>
	Increase four year graduation rate from 31.3% in 2017 to 55% in 2018 and by 2021 the graduation rate will be 80%.
<b>Plan for this school year:</b> <b>(<a href="#">High leverage practices</a>)</b>	<b>Key strategies to achieve goals:</b>
	<ol style="list-style-type: none"> <li>1. All students will have Student Success Plans (Alt. School Accountability) that are reviewed on a regular basis with their adult mentor. Students will review attendance, grades, credits and future career plans and create SMART goals each semester.</li> <li>2. Seniors will complete a Senior Project outlining their goals tied to academic standards during CCR-B four times per week.</li> <li>3. Junior and Seniors will attend Career and College Planning Days at CWC.</li> <li>4. Seniors will review credits, grades, and attendance with the counselor a minimum of 1x per semester.</li> <li>5. Seniors will have a financial aid night and contact with representative from colleges.</li> </ol>
	<b>Projected costs and funding sources for key strategies:</b>
	Career/College Planning Days - \$200; General Fund

	<b>Professional Development activities:</b>	
<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	Semester Credits Earned by Seniors to ensure on track for graduation	October, January, March, May
	Student Success Plans	Monthly Review between Staff Mentor and Student - November through May

**WAEA/ESEA Area of Improvement:**

<b>Goals for this school year:</b>	<b>SMART Goals: Increase Achievement in Reading and Math</b>
	80% of students will meet their meet their goal in Reading and Math on the STAR Assessment
<b>Plan for this school year:</b> <b>(<a href="#">High leverage practices</a>)</b>	<b>Key strategies to achieve goals:</b>
	<ol style="list-style-type: none"> <li>1. Develop and implement an Rtl system that focuses on a systematic way to identify students for Tier II intervention and Tier III remediation for Math and Reading.</li> <li>2. Tier II intervention students will be identified each week during PLC time based on proficiency for priority standards and/or learning target in each class. Students will attend CCR-A for the following work to re-engage with the standard through targeted instruction and additional time.</li> <li>3. Tier III students will be identified through STAR assessment data for reading and math. They will receive remediation specific their skills during CCR-B 4 times per week.</li> </ol>



	<ol style="list-style-type: none"> <li>4. BIT team will meet weekly to review data including attendance, behavior, tardies, and assessments (Probes for reading and math) and determine if the interventions are working.</li> <li>5. Plans will be tracked in Milepost</li> </ol>	
	<b>Projected costs and funding sources for key strategies:</b>	
	\$5000 - Title I - Professional Development for Rtl	
	<b>Professional Development activities:</b>	
	<ol style="list-style-type: none"> <li>1. Rtl at Work (4 Staff Members)</li> <li>2. Book Study by BIT Team</li> </ol>	
<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	STAR Assessment in Math and Reading for Tier III Students (Individual Goals)	Sept (Baseline) October, November, December, Jan, Feb, March, April, May
	Behavior & Attendance (Individual Goals)	September Baseline; December, January, May

**WAEA/ESEA Area of Improvement:**

<b>Goals for this school year:</b>	<b>SMART Goals: Increase students qualifying for the Hathaway Scholarship</b>
	Increase students qualifying for the Hathaway Scholarship from 18% in 2017 to 50% in 2021.
<b>Plan for this school year:</b>	<b>Key strategies to achieve goals:</b>
	<ol style="list-style-type: none"> <li>1. Student Success Plans that include course planning to ensure that they take Hathaway courses</li> <li>2. Hathaway Education - parent nights, counselor meetings, class meetings</li> </ol>

<b>(High leverage practices)</b>	3. Tutoring provided during lunch and after school to students; students are referred when missing work and all students may attend	
	<b>Projected costs and funding sources for key strategies:</b>	
	\$3000 - Tutoring - General Fund (Bridges) \$1000 - Parent Nights - General Fund	
	<b>Professional Development activities:</b>	
	1. Staff training regarding Student Success Plans throughout the year	
<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>
	Student Success Plans - Semester Review - Credit Accumulation	August, November, January, March and May
	Attendance at Parent Meetings including PT Conferences, Financial Aid Night	October, November, March