

**Pathfinder High School  
School Improvement Plan 2020-2021**

**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>

School Name: Pathfinder High School



FREMONT COUNTY  
School District 1

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

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 Math)	5	Total Students	40
Total Support Staff (1 FTE Counselor, 1FTE Secretary, 1 FTE Paraprofessional, .6 FTE Principal)	3.6		
Average Total Years Teaching	15.2	Race/Ethnicity	65.9% White Other groups have less 6 or fewer students
National Board Certified	0	Free/Reduced	100%
Master's Degree	3	IEP by Disability	25%
Doctorate	1	ELL (LEP)	0%
Male	3	Male	35%
Female	6	Female	65%



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**School Improvement Team Members:**

Teachers	Administration
Dr. Woolwine, Science	Mrs. Ceatriss Wall, Principal
Mrs. Hulkovich, SS	Mrs. Harrison, Counselor
Mr. Catton, ELA	Ms. Sorenson, Paraprofessional
Mrs. Titus, SpEd	Mrs. Brown, Administrative Assistant
Mr. Hartpence, Math	

**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 17/18 - 16 18/19-16.9	ACT Composite score increased from 14.9 in 16/17 to 16 in 17/18 and to 16.9 in 18/19.	The ACT Composite score has decreased from 15.2 for the 14/15 school year to 14.9 for the 16/17 school year.	Staff began to examine the ACT and types of questions to familiarize students with the assessment.	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 and to 50 in 18/19.		Tier III math and reading intervention occurs four times a week for identified students during the 20/21 school year. This has occurred for three years now.	
Extended Graduation Rate		The extended graduation rate has decreased: 14/15- 50% 15/16-44% 16/17-35.3% 19/20-71%		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 until this past school year.
4 yr Graduation Rate		The graduation rate for PHS has declined over the		The population at PHS has been transient with

		<p>past three years: 2015: 43.8% 2016: 35% 2017: 31.3% 2018: 63.61% 2019: 76.9% 2020: 68%</p>		<p>inconsistent record keeping and tracking. Beginning the 2017/18 school year, staff worked to track rates and created tiered levels of support for students through the BIT process.</p>
<p>Additional Readiness: Credit Accumulation and Hathaway</p>	<p>Students in grades 9-11 during the 2016/17 SY earned 71% of their credits compared to the state average of 69% and in 18/19 was 96%.</p>	<p>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% 17/18 - 14% 18/19 - 44.4% (Below Target for Accountability) 19/20-43%</p>	<p>The staff focused on all student earning credits and keeping parents aware of student progress through parent-teacher conferences, parent contact and parent events.</p>	
<p>School Climate Survey</p>	<p>Students participated in the Student Climate Survey. Scores in all three areas, High Expectations, Staff Respect/Support and Student Respect/Support remained consistent from spring 2018 to fall 2019.</p>		<p>The staff focused on building positive relationships with the students while holding high academic and behavioral expectations for all students. A SEL program is being taught to all students by the guidance counselor through CCR-A/B and advisory groups met regularly with</p>	



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			team building activities.	
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**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. Senior project will include job shadowing.</li> <li>3. Junior and Seniors will attend Career and College Planning Days at CWC either in person or virtually.</li> <li>4. Seniors will review credits, grades, and attendance with the counselor a minimum of 1x per semester.</li> <li>5. Seniors will participate in a financial aid training and have contact with representative from colleges either in person or virtually.</li> <li>6. Seniors will have the opportunity to visit Wyoming colleges including University of Wyoming either in person or virtually.</li> <li>7. Staff will create a college day for all students and share information about their own colleges.</li> </ol>
	<b>Projected costs and funding sources for key strategies:</b>
	Career/College Planning Days - \$200; General Fund College Visits - \$500; 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>
	ACT Composite average will be an 18 by 2021 and 20 by 2023.
<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 plans</li> <li>5. Teachers will implement Project Based Learning into the unit taught at PHS and use the Maker Space to creat the products for a public presentation.</li> <li>6. PHS will complete the process to become a testing center for ACT.</li> <li>7. Students will participate in the ACT weekly challenge and ACT study times during CCRB.</li> </ol>	
	<b>Projected costs and funding sources for key strategies:</b>	
	<p>\$10,000 - Title I - Professional Development for PLC Conference          \$10,000 - Title I - Project Based Learning Professional Development</p>	
	<b>Professional Development activities:</b>	
	<ol style="list-style-type: none"> <li>1. Attend PLC Summit as a staff to refine Rtl system</li> <li>2. Book Study by Staff regarding PBL</li> <li>3. PBL Training for all staff over three years</li> <li>4. Core teachers will attend the ACT Training provided by Wyoming GearUp</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> <a href="#">(High leverage practices)</a>	<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> <li>3. Tutoring provided during lunch and after school to students; students are referred when missing work and all students may attend</li> <li>4. "7 Mindsets" as SEL program taught to all students to focus students on achieving post-secondary goals</li> <li>5. Small groups taught by counselor that focus on Trauma Informed Practices with the focus teaching students techniques that they can use to remain in class.</li> <li>6. Students will have the opportunity to participate in the Work Keys assessment.</li> <li>7. PHS will create a partnership with CWC to offer a pathway to CNA courses and certification.</li> <li>8. PHS will work to offer the HiSet as an option for students who are credit deficient on campus in order for students to work with staff that they have a relationship with.</li> </ol>	
	<b>Projected costs and funding sources for key strategies:</b>	
	\$10,000 - "7 Mindsets" curriculum and training - Title I \$1000 - Parent Nights - General Fund	
	<b>Professional Development activities:</b>	
<ol style="list-style-type: none"> <li>1. Staff training regarding Student Success Plans throughout the year</li> <li>2. 7 Mindsets Training and Ridiculously Amazing Schools</li> </ol>		
<b>Benchmarks for Progress</b>	<b>Benchmark:</b>	<b>Timeline:</b>



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	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