



Improvement Report

Lovell High School
Big Horn County School District #2

Mr. Scott Otremba
502 Hampshire Avenue
Lovell, WY 82431

TABLE OF CONTENTS

Improvement plan 2010-2011	
Goals Summary	1
Goal 1: All students at Lovell High School will be proficient in science.....	2
Goal 2: All students at Lovell High School will be proficient in reading.....	3
Goal 3: All students at Lovell High School will be proficient in writing.....	5
Goal 4: All students at Lovell High School will be proficient in math.....	8
Activity Summary by Funding Source	11
State Assurances	17

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All students at Lovell High School will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 4	Academic	60% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of state standards in Science by 09/30/2011 as measured by PAWS.	\$6914
2	All students at Lovell High School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 10	Academic	80% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency of Reading in English Language Arts by 09/30/2011 as measured by PAWS.	\$6420
3	All students at Lovell High School will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 9	Academic	80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of Writing in English Language Arts by 09/30/2011 as measured by PAWS.	\$4435
4	All students at Lovell High School will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 10	Academic	80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of state standards in Mathematics by 09/30/2011 as measured by PAWS.	\$2000

Goal 1: All students at Lovell High School will be proficient in science.

Measurable Objective 1:

60% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of state standards in Science by 09/30/2011 as measured by PAWS.

Strategy 1:

Science Core Curriculum - In addition to the science textbook core curriculum, the LHS science teachers will implement a series of activities to improve science process skills for all students. Rebecca George and Michael Greenlee attended the ACT workshop in Billings, MT to learn how to address specific science deficiencies. PAWS and ACT science standards have been thoroughly reviewed and the activities and the following steps are implemented to increase student performance.

Activity - Experimental Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During shortened periods on Friday, students will view video segments of Discovery Education Mythbusters and Bill Nye. In this activity students will analyze testable questions, hypothesis, experimental design, observations, and conclusions.	Direct Instruction	09/11/2009	09/30/2011	\$500	Other Funding Source	Michael Greenlee, Rebecca George
Activity - Student Designed and Implemented Experiments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year students propose and conduct laboratory research experiments. They analyze their experimental data, draw conclusions, and present their results. The Science Consortium Activity, Scientific Inquiry, will be administered to science students. This activity focuses on all of the above components plus oral presentation of results and peer review. This activity is used as a district assessment.	Direct Instruction	09/01/2009	09/30/2011	\$0	No Funding Required	Michael Greenlee, Rebecca George, Nancy Cerroni, Curriculum Director
Activity - Experimental Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in experimental design activities where the testable question is provided. Resources for this activity include Key Curriculum Press, Holt's Science Spectrum, and Pearson Biology textbooks.	Direct Instruction	09/01/2009	09/30/2011	\$6414	Other Funding Source, Other Funding Source	Michael Greenlee, Rebecca George
Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During shortened periods on Friday, students will learn strategies for taking the Science portion of the ACT, and practice answering ACT questions.	Direct Instruction	09/01/2009	09/30/2011	\$0	No Funding Required	Michael Greenlee, Rebecca George

Goal 2: All students at Lovell High School will be proficient in reading.

Measurable Objective 1:

80% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency of Reading in English Language Arts by 09/30/2011 as measured by PAWS.

Strategy 1:

Reading Core Curriculum - All English teachers will articulate and align the reading core curricula.

Activity - Reading Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On in-service days, English teachers will discuss curriculum development and classroom application of HS LA Standards and skills. More training may be necessary for English teachers as well.	Professional Development	08/23/2010	09/30/2011	\$0	No Funding Required	Katie Hernandez, Nichole Blain, Carissa Camp

Activity - Pearson Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school 9-11 English classes implemented the Pearson Literature reading program in 2009-10. We will have continued professional development to fully implement the program. The focus for this is narrative texts.	Direct Instruction	08/30/2010	05/27/2011	\$0	No Funding Required	Carissa Camp, Katie Hernandez, Nichole Blain, Nancy Cerroni

Activity - LMS/LHS Reading Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS & LHS English teachers will meet to compare curriculum maps. They will focus on what is essential for students to know for PAWS and ACT and then work on a spiraling curriculum 6-12.	Professional Development	01/03/2011	05/27/2011	\$0	No Funding Required	Nancy Cerroni, Curriculum Director, Nichole Blain, Katie Hernandez, and Kix Carter, Jane Bushnell

Strategy 2:

Reading Across the Curriculum - All teachers at Lovell High School will provide opportunity for functional and expository reading in their classrooms.

Activity - Summarize & Paraphrase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be instructed to use the strategies of summarizing and paraphrasing while writing expository text. The purpose of this activity is to discourage plagiarism when using researched work and to ensure students are comprehending what is being read.	Direct Instruction	09/01/2009	09/30/2011	\$0	No Funding Required	LHS Staff
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Activity - International Reading Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of LHS content area teachers will be attending the International Reading Conference in May 2011. The purpose of this activity is to learn strategies for content area reading instruction. This team will receive guidance prior to the trip to ensure attendance at the most relevant sessions. This team will provide information to the entire staff regarding reading across the curriculum.	Professional Development	09/24/2010	09/30/2011	\$5670	Title II Part A	Scott O'Tremba, principal, Nancy Cerroni, Curriculum Director, Cindy Asay, Deb May, Doug Hazen, Michael Greenlee, LHS English staff

Activity - Expository & Functional Text Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LHS teachers will work to improve comprehension in expository and functional texts by a variety of ways: word walls, think-alouds, and/or vocabulary practice.	Academic Support Program	10/01/2009	09/30/2011	\$0	No Funding Required	All high school staff, Scott O'Tremba, principal, Nancy Cerroni, Curriculum Director

Strategy 3:

Non-Proficient Reading Students - All students basic or below basic on PAWS will improve their reading comprehension across the curriculum through practice and instruction.

Activity - ACE Reader: Special Education Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special ed instructors will implement the ACE Reader, a research-based reading curriculum.	Direct Instruction	01/03/2011	09/30/2011	\$750	Other Funding Source	Karen Wardell, Nichole Blain

Activity - English IV Referral Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A referral process will be developed to use English IV as a remedial course for those seniors who have not demonstrated proficiency on reading standards.	Policy and Process	01/17/2011	08/01/2011	\$0	No Funding Required	Scott O'Tremba, Tawnya Teter, Katie Hernandez, Carissa Camp
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Activity - Reading Gender Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our data analysis it became apparent that our girls outperform boys in PAWS reading. LHS staff will investigate the difference between boys' and girls' performance on PAWS and MAP to determine if the difference is due to ability or motivation. We will look into research based strategies. If motivation is an issue, we may consider discontinuing MAP for those students who have scored above the 40th NP.	Professional Development	11/15/2010	09/30/2011	\$0	No Funding Required	Tawnya Teter, Scott O'Tremba, Principal, Nichole Blain, Katie Hernandez, Carissa Camp, Nancy Cerroni, Curriculum Director

Activity - Reading Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students failing classes or scoring basic or below basic PAWS/MAP will be referred to the BIT. These students will be placed in a tutoring program. Instruction in tutoring will include support in the core curriculum. We are currently investigating feasible supplemental curriculum to implement in tutoring.	Academic Support Program	10/25/2010	09/30/2011	\$0	No Funding Required	Tawnya Teter, Counselor, Scott O'Tremba, LHS BIT, LHS tutoring staff, LHS English Staff

Goal 3: All students at Lovell High School will be proficient in writing.

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of Writing in English Language Arts by 09/30/2011 as measured by PAWS.

Strategy 1:

Writing Core Curriculum - All English teachers will articulate and align the writing core curricula.

Activity - Writing Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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On in-service days, English teachers will discuss curriculum development and classroom application of HS LA Standards and skills. More training may be necessary for English teachers as well.	Professional Development	08/23/2010	09/30/2010	\$0	No Funding Required	Katie Hernandez, Nichole Blain, Carissa Camp, LHS English Teachers.
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Activity - LMS/LHS Writing Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS & LHS English teachers will meet to compare curriculum maps. They will focus on what is essential for students to know for PAWS and ACT and then work on a spiraling curriculum sixth through twelve.	Professional Development	01/03/2011	05/27/2011	\$0	No Funding Required	Nancy Cerroni, Curriculum Director, Nichole Blain, SpEd Teacher, Katie Hernandez, English Teacher-H.S., Jane Bushnell, English Teacher-M.S., Carissa Camp, English Teacher-H.S.

Strategy 2:

Writing Across the Curriculum - All students at Lovell High School will improve their writing skills across the curriculum through practice and instruction, focusing on ideas, sentence fluency, and conventions.

Activity - Handwritten Papers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be instructed by content-area teachers to use correct conventions (spelling, punctuation, capitalization, and grammar) and correct sentence structure when possible. A guide called "Handwritten Papers" has been developed by the LHS LA staff and distributed to all staff members. This will provide consistent expectations of written work for all classes.	Direct Instruction	09/06/2010	09/30/2011	\$0	No Funding Required	LHS Staff, Scott O'Tremba, Principal

Activity - Semester Writing Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be graded on these writings and content-area teachers will post scores on PowerSchool of two writing samples per class per semester using the parts of the Six Traits rubric specified by the building. Resource used to guide teachers in this process is "Teaching Writing in the Content Areas" and the LHS LA instructors.	Direct Instruction	09/01/2009	09/30/2011	\$0	No Funding Required	LHS Staff, Scott O'Tremba, Principal
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Strategy 3:

Non-Proficient Writing Students - All students basic or below basic at Lovell High School will improved their writing skills across the curriculum through practice and instruction, focusing on ideas, sentence fluency, and conventions.

Activity - English IV Referral Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A referral process will be developed to use English IV as a remedial course for those seniors who have not demonstrated proficiency on writing standards.	Policy and Process	01/17/2011	08/01/2011	\$0	No Funding Required	Scott O'Tremba, Tawnya Teter, Katie Hernandez, Carissa Camp

Activity - Writing Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students failing classes or scoring basic or below basic on PAWS will be referred to the BIT. These students will be placed in a tutoring program. Instruction in tutoring will include support in the core curriculum. We are currently investigating feasible, supplemental curriculum to implement in tutoring.	Academic Support Program	10/25/2010	09/30/2011	\$0	No Funding Required	Tawnya Teter, Counselor LHS, Scott O'Tremba, Principal LHS, LHS BIT, LHS Tutoring Staff, LHS English Staff

Activity - National Council of Teachers of English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research writing interventions for student non-proficient in writing.	Professional Development	11/18/2010	09/30/2011	\$4435	Title II Part A	Carissa Camp, Katie Hernandez, Nichole Blain

Activity - Special Education Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education instructors will research and implement a research based writing instruction curriculum.	Professional Development	01/03/2011	09/30/2011	\$0	No Funding Required	Nichole Blain, Karen Wardell

Activity - Write to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write to Learn is a supplement that is a part of our Pearson Reading program. English teachers will use Write to Learn to gain individual feedback on students' writing.	Academic Support Program	01/03/2011	09/30/2011	\$0	No Funding Required	Katie Hernandez, Nichole Blain, Carissa Camp, Nancy Cerroni

Goal 4: All students at Lovell High School will be proficient in math.

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of state standards in Mathematics by 09/30/2011 as measured by PAWS.

Strategy 1:

Non-Proficient Math Students - All Lovell High School School students who have not demonstrated proficiency in math will receive supplemental math instruction in addition to core math curriculum.

Activity - Flagging System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A flagging system will be investigated and implemented into the math committee to flag students who are in Pre-Algebra and below the 50th percentile on the MAP test. The investigation will include the feasibility of retesting students, transition meetings with LMS Math Staff, review of MAP scores and other district assessments with students, and letters home to parents informing them of their student's performance and possible interventions.	Policy and Process	01/17/2011	09/30/2011	\$0	No Funding Required	LHS Math Committee, Nancy Cerroni, Tawnya Teter, Scott O'Tremba, Annette Ellis, RJ May, Sherie Monk

Activity - Review of Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuously review PAWS, MAP, and District Assessment data to identify student performance levels. This process will identify students who are currently not proficient in order to provide supplemental instruction.	Professional Development	08/20/2007	09/30/2011	\$0	No Funding Required	LHS Math Teachers

Activity - AIMSweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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AIMSweb is a progress monitoring tool that allows us to both identify areas of skills' weakness and monitor the progress of students. During the 2010-11 year, we will implement the use of AIMSweb in Pre-Algebra and special ed to accommodate low achieving students. The students will then continue AIMSweb in Algebra I during the 2011-12 school year.	Academic Support Program	01/03/2011	09/30/2011	\$2000	Other Funding Source	Doug Hazen, Karen Wardell, Nichole Blain, Stacy O'Tremba, Meg Anderson, Ruth Hammond, Nancy Cerroni, Scott O'Tremba, Tawnya Teter
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Activity - Math Course Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math course sequence will be changed to be a mandated sequence of pre-algebra (if necessary), Algebra I, Geometry/Investigating Geometry, and Algebra II/Trig. This is to ensure that students receive opportunities to meet all state math standards before taking PAWS.	Policy and Process	01/11/2011	04/01/2011	\$0	No Funding Required	Scott O'Tremba, Tawnya Teter, Devon Parks, Doug Hazen, Austin Gibbons, Annette Ellis

Activity - Non-Proficient Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research is being done to find feasible interventions to support non-proficient math students. We are currently reviewing the current building interventions to determine the use and effectiveness of such procedures are BIT, BIT referral, tutoring classes, after school tutoring, and course sequences.	Academic Support Program	11/02/2009	09/30/2011	\$0	No Funding Required	NCA Math Committee

Strategy 2:

Math Across the Curriculum - All Lovell High School students will use problem solving skills in all content areas to improve math problem solving skills.

Activity - Problem Solving Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be evaluated on each problem that they used the problem solving method. A common rubric will be used to evaluate the student work. One problem solving grade per semester is recorded in PowerSchool.	Direct Instruction	11/02/2009	09/30/2011	\$0	No Funding Required	All LHS Staff

Activity - Problem Solving Method Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be trained by the LHS Math Department on the problem solving method. The training includes the use of the problem solving rubric. In addition, teachers will be trained on how to turn lessons into problem solving activities. A bank of problem solving activities will be developed. This work is based on "Developing Your Problem-Solving Skills: Problem Solving Techniques and Approaches" (Arenofsky, J. 2001). The training is updated annually.	Professional Development	11/03/2008	09/30/2011	\$0	No Funding Required	All LHS Staff
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Activity - Problem Solving Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will solve a content specific problem that is authentic and unknown (to the student) in each content areas each semester. Teachers will use the bank of problem solving activities generated through the training phase of this strategy.	Direct Instruction	11/02/2009	09/30/2011	\$0	No Funding Required	All LHS Staff

Strategy 3:

Math Core Curriculum - All Lovell High School students will improve geometry/measurement and algebra skills through instruction that is based on a quality core curriculum.

Activity - Math/Science Measurement Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will present the measurement standard/benchmarks and PAWS Content Limits to the science teachers. The science teachers will integrate these skills, as feasible, within the scope of the science curriculum.	Professional Development	01/17/2011	09/30/2011	\$0	No Funding Required	LHS Math and Science Teachers

Activity - Math Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LHS math teachers will examine and define essential skills needed for PAWS and ACT in geometry, measurement, and algebra, and align these with our existing math curriculum.	Professional Development	11/03/2008	09/30/2011	\$0	No Funding Required	LHS Math Staff, Nancy Cerroni, Curriculum Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
National Council of Teachers of English	Teachers will research writing interventions for student non-proficient in writing.	Professional Development	11/18/2010	09/30/2011	\$4435	Carissa Camp, Katie Hernandez, Nichole Blain
International Reading Conference	A team of LHS content area teachers will be attending the International Reading Conference in May 2011. The purpose of this activity is to learn strategies for content area reading instruction. This team will receive guidance prior to the trip to ensure attendance at the most relevant sessions. This team will provide information to the entire staff regarding reading across the curriculum.	Professional Development	09/24/2010	09/30/2011	\$5670	Scott O'Tremba, principal, Nancy Cerroni, Curriculum Director, Cindy Asay, Deb May, Doug Hazen, Michael Greenlee, LHS English staff
Total					\$10105	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flagging System	A flagging system will be investigated and implemented into the math committee to flag students who are in Pre-Algebra and below the 50th percentile on the MAP test. The investigation will include the feasibility of retesting students, transition meetings with LMS Math Staff, review of MAP scores and other district assessments with students, and letters home to parents informing them of their student's performance and possible interventions.	Policy and Process	01/17/2011	09/30/2011	\$0	LHS Math Committee, Nancy Cerroni, Tawnya Teter, Scott O'Tremba, Annette Ellis, RJ May, Sherie Monk

Pearson Literature	The high school 9-11 English classes implemented the Pearson Literature reading program in 2009-10. We will have continued professional development to fully implement the program. The focus for this is narrative texts.	Direct Instruction	08/30/2010	05/27/2011	\$0	Carissa Camp, Katie Hernandez, Nichole Blain, Nancy Cerroni
Semester Writing Assignments	Students will be graded on these writings and content-area teachers will post scores on PowerSchool of two writing samples per class per semester using the parts of the Six Traits rubric specified by the building. Resource used to guide teachers in this process is "Teaching Writing in the Content Areas" and the LHS LA instructors.	Direct Instruction	09/01/2009	09/30/2011	\$0	LHS Staff, Scott O'Tremba, Principal
Problem Solving Method Training	All staff will be trained by the LHS Math Department on the problem solving method. The training includes the use of the problem solving rubric. In addition, teachers will be trained on how to turn lessons into problem solving activities. A bank of problem solving activities will be developed. This work is based on "Developing Your Problem-Solving Skills: Problem Solving Techniques and Approaches" (Arenofsky, J. 2001). The training is updated annually.	Professional Development	11/03/2008	09/30/2011	\$0	All LHS Staff
Writing Curriculum Development	On in-service days, English teachers will discuss curriculum development and classroom application of HS LA Standards and skills. More training may be necessary for English teachers as well.	Professional Development	08/23/2010	09/30/2010	\$0	Katie Hernandez, Nichole Blain, Carissa Camp, LHS English Teachers.
ACT Prep	During shortened periods on Friday, students will learn strategies for taking the Science portion of the ACT, and practice answering ACT questions.	Direct Instruction	09/01/2009	09/30/2011	\$0	Michael Greenlee, Rebecca George
Non-Proficient Math Interventions	Research is being done to find feasible interventions to support non-proficient math students. We are currently reviewing the current building interventions to determine the use and effectiveness of such procedures are BIT, BIT referral, tutoring classes, after school tutoring, and course sequences.	Academic Support Program	11/02/2009	09/30/2011	\$0	NCA Math Committee
Special Education Writing Curriculum	Special education instructors will research and implement a research based writing instruction curriculum.	Professional Development	01/03/2011	09/30/2011	\$0	Nichole Blain, Karen Wardell
Math/Science Measurement Integration	Math teachers will present the measurement standard/benchmarks and PAWS Content Limits to the science teachers. The science teachers will integrate these skills, as feasible, within the scope of the science curriculum.	Professional Development	01/17/2011	09/30/2011	\$0	LHS Math and Science Teachers

Expository & Functional Text Comprehension	LHS teachers will work to improve comprehension in expository and functional texts by a variety of ways: word walls, think-alouds, and/or vocabulary practice.	Academic Support Program	10/01/2009	09/30/2011	\$0	All high school staff, Scott O'Tremba, principal, Nancy Cerroni, Curriculum Director
Problem Solving Implementation	Students will solve a content specific problem that is authentic and unknown (to the student) in each content areas each semester. Teachers will use the bank of problem solving activities generated through the training phase of this strategy.	Direct Instruction	11/02/2009	09/30/2011	\$0	All LHS Staff
Reading Tutoring	Students failing classes or scoring basic or below basic PAWS/MAP will be referred to the BIT. These students will be placed in a tutoring program. Instruction in tutoring will include support in the core curriculum. We are currently investigating feasible supplemental curriculum to implement in tutoring.	Academic Support Program	10/25/2010	09/30/2011	\$0	Tawnya Teter, Counselor, Scott O'Tremba, LHS BIT, LHS tutoring staff, LHS English Staff
English IV Referral Process	A referral process will be developed to use English IV as a remedial course for those seniors who have not demonstrated proficiency on reading standards.	Policy and Process	01/17/2011	08/01/2011	\$0	Scott O'Tremba, Tawnya Teter, Katie Hernandez, Carissa Camp
Reading Gender Gap	Through our data analysis it became apparent that our girls outperform boys in PAWS reading. LHS staff will investigate the difference between boys' and girls' performance on PAWS and MAP to determine if the difference is due to ability or motivation. We will look into research based strategies. If motivation is an issue, we may consider discontinuing MAP for those students who have scored above the 40th NP.	Professional Development	11/15/2010	09/30/2011	\$0	Tawnya Teter, Scott O'Tremba, Principal, Nichole Blain, Katie Hernandez, Carissa Camp, Nancy Cerroni, Curriculum Director

Writing Tutoring	Students failing classes or scoring basic or below basic on PAWS will be referred to the BIT. These students will be placed in a tutoring program. Instruction in tutoring will include support in the core curriculum. We are currently investigating feasible, supplemental curriculum to implement in tutoring.	Academic Support Program	10/25/2010	09/30/2011	\$0	Tawnya Teter, Counselor LHS, Scott O'Tremba, Principal LHS, LHS BIT, LHS Tutoring Staff, LHS English Staff
Math Curriculum Alignment	LHS math teachers will examine and define essential skills needed for PAWS and ACT in geometry, measurement, and algebra, and align these with our existing math curriculum.	Professional Development	11/03/2008	09/30/2011	\$0	LHS Math Staff, Nancy Cerroni, Curriculum Director
Handwritten Papers	All students will be instructed by content-area teachers to use correct conventions (spelling, punctuation, capitalization, and grammar) and correct sentence structure when possible. A guide called "Handwritten Papers" has been developed by the LHS LA staff and distributed to all staff members. This will provide consistent expectations of written work for all classes.	Direct Instruction	09/06/2010	09/30/2011	\$0	LHS Staff, Scott O'Tremba, Principal
Student Designed and Implemented Experiments	Throughout the year students propose and conduct laboratory research experiments. They analyze their experimental data, draw conclusions, and present their results. The Science Consortium Activity, Scientific Inquiry, will be administered to science students. This activity focuses on all of the above components plus oral presentation of results and peer review. This activity is used as a district assessment.	Direct Instruction	09/01/2009	09/30/2011	\$0	Michael Greenlee, Rebecca George, Nancy Cerroni, Curriculum Director
Problem Solving Evaluation	Students will be evaluated on each problem that they used the problem solving method. A common rubric will be used to evaluate the student work. One problem solving grade per semester is recorded in PowerSchool.	Direct Instruction	11/02/2009	09/30/2011	\$0	All LHS Staff
Math Course Sequence	The math course sequence will be changed to be a mandated sequence of pre-algebra (if necessary), Algebra I, Geometry/Investigating Geometry, and Algebra II/Trig. This is to ensure that students receive opportunities to meet all state math standards before taking PAWS.	Policy and Process	01/11/2011	04/01/2011	\$0	Scott O'Tremba, Tawnya Teter, Devon Parks, Doug Hazen, Austin Gibbons, Annette Ellis
Summarize & Paraphrase	Students will be instructed to use the strategies of summarizing and paraphrasing while writing expository text. The purpose of this activity is to discourage plagiarism when using researched work and to ensure students are comprehending what is being read.	Direct Instruction	09/01/2009	09/30/2011	\$0	LHS Staff

LMS/LHS Writing Curriculum Alignment	LMS & LHS English teachers will meet to compare curriculum maps. They will focus on what is essential for students to know for PAWS and ACT and then work on a spiraling curriculum sixth through twelve.	Professional Development	01/03/2011	05/27/2011	\$0	Nancy Cerroni, Curriculum Director, Nichole Blain, SpEd Teacher, Katie Hernandez, English Teacher-H.S., Jane Bushnell, English Teacher-M.S., Carissa Camp, English Teacher-H.S.
Review of Assessment Data	Continuously review PAWS, MAP, and District Assessment data to identify student performance levels. This process will identify students who are currently not proficient in order to provide supplemental instruction.	Professional Development	08/20/2007	09/30/2011	\$0	LHS Math Teachers
LMS/LHS Reading Curriculum Alignment	LMS & LHS English teachers will meet to compare curriculum maps. They will focus on what is essential for students to know for PAWS and ACT and then work on a spiraling curriculum 6-12.	Professional Development	01/03/2011	05/27/2011	\$0	Nancy Cerroni, Curriculum Director, Nichole Blain, Katie Hernandez, and Kix Carter, Jane Bushnell
Write to Learn	Write to Learn is a supplement that is a part of our Pearson Reading program. English teachers will use Write to Learn to gain individual feedback on students' writing.	Academic Support Program	01/03/2011	09/30/2011	\$0	Katie Hernandez, Nichole Blain, Carissa Camp, Nancy Cerroni
Reading Curriculum Development	On in-service days, English teachers will discuss curriculum development and classroom application of HS LA Standards and skills. More training may be necessary for English teachers as well.	Professional Development	08/23/2010	09/30/2011	\$0	Katie Hernandez, Nichole Blain, Carissa Camp
English IV Referral Process	A referral process will be developed to use English IV as a remedial course for those seniors who have not demonstrated proficiency on writing standards.	Policy and Process	01/17/2011	08/01/2011	\$0	Scott O'Tremba, Tawnya Teter, Katie Hernandez, Carissa Camp

Total \$0

Other Funding Source

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACE Reader: Special Education Reading Curriculum	The special ed instructors will implement the ACE Reader, a research-based reading curriculum.	Direct Instruction	01/03/2011	09/30/2011	\$750	Karen Wardell, Nichole Blain
AIMSweb	AIMSweb is a progress monitoring tool that allows us to both identify areas of skills' weakness and monitor the progress of students. During the 2010-11 year, we will implement the use of AIMSweb in Pre-Algebra and special ed to accommodate low achieving students. The students will then continue AIMSweb in Algebra I during the 2011-12 school year.	Academic Support Program	01/03/2011	09/30/2011	\$2000	Doug Hazen, Karen Wardell, Nichole Blain, Stacy O'Tremba, Meg Anderson, Ruth Hammond, Nancy Cerroni, Scott O'Tremba, Tawnya Teter
Experimental Design	Students will participate in experimental design activities where the testable question is provided. Resources for this activity include Key Curriculum Press, Holt's Science Spectrum, and Pearson Biology textbooks.	Direct Instruction	09/01/2009	09/30/2011	\$5052	Michael Greenlee, Rebecca George
Experimental Analysis	During shortened periods on Friday, students will view video segments of Discovery Education Mythbusters and Bill Nye. In this activity students will analyze testable questions, hypothesis, experimental design, observations, and conclusions.	Direct Instruction	09/11/2009	09/30/2011	\$500	Michael Greenlee, Rebecca George
Experimental Design	Students will participate in experimental design activities where the testable question is provided. Resources for this activity include Key Curriculum Press, Holt's Science Spectrum, and Pearson Biology textbooks.	Direct Instruction	09/01/2009	09/30/2011	\$1362	Michael Greenlee, Rebecca George
Total					\$9664	

State Assurances

The following is a summary of your institutions certification status with required state assurances. All comments provided in ASSIST with respect to specific assurances are provided in the Comment/Attachment section of the report below. If evidence or documentation was uploaded in support of an assurance, the filename is provided in the Comment/Attachment section as well. The contents of the document can be viewed by logging into ASSIST and clicking on the file name in the Assurance Module.

Assurance	Certified	Comment/Attachment
If applicable, the school assures all students in eleventh grade take the ACT or Work Keys assessment.	Yes	
The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior.	Yes	
The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens.	Yes	
The school provides educational programs sufficient for all students to meet uniform content and performance in all areas of the common core of knowledge and skills.	Yes	
The performance of each continuing contract teacher is formally evaluated in writing at least once each year.	Yes	
Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis.	Yes	
The school implements the district assessment system, including Body of Evidence, to measure student performance relative to district content and performance standards. The system is designed so that all Students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards.	Yes	
The school has implemented the district technology plan.	Yes	
Fire inspections are conducted at least once every three (3) years, and results are available.	Yes	

The school conducts fire/safety drills at least once every month that school is in session according to state statutes.	Yes	
If applicable, the school is providing foreign language instruction in grades K-2.	No	N/A
The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc.	Yes	
All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process.	Yes	
If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented.	Yes	
A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes.	No	N/A We do not have a cafeteria/food services program at Lovell High School.
The performance of each initial contract teacher is formally evaluated in writing at least twice annually.	Yes	
The school is providing for the needs of all disabled students and is in compliance with statutory requirements.	Yes	
The following days are appropriately observed: <ul style="list-style-type: none"> • Wyoming Day, December 10 of each year. • Nellie T. Ross' birthday, November 29 of each year. • Native American Day, the second Friday in May. • Pearl Harbor Remembrance Day, December 7 of each year. • Constitution Day, September 17 of each year. 	Yes	
The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards.	Yes	

<p>The school has developed and has on file the policy for required notification of pesticide application on or around the school building.</p>	<p>Yes</p>	
<p>The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors.</p>	<p>Yes</p>	
<p>The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals.</p>	<p>Yes</p>	
<p>Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes.</p>	<p>Yes</p>	
<p>The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning.</p>	<p>Yes</p>	
<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> • 1/2 Day Kindergarten - 450 hours • Full Day Kindergarten - 900 hours • Elementary - 900 hours • Middle/Jr. High - 1,050 hours • High School - 1,100 hours 	<p>Yes</p>	<p>The school operates on a regular calendar, which includes __175__ student/teacher contact days, __10__ days devoted to professional development, and __2__ days for parent/teacher conferences. The school operates on an approved alternative calendar, which includes _____ student/teacher contact days, _____ days devoted to professional development, and _____ days for parent/teacher conferences. Date of approval for alternative calendar by the State Board of Education: _____</p>

On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school.	Yes	
The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings.	Yes	
The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health.	Yes	
The school monitors its school improvement process and supports the implementation of the school Improvement plan.	Yes	
The school participates in the State Accountability System and complies with applicable Federal laws.	Yes	
Instruction is provided in the essentials of the state and federal constitutions.	Yes	
The school has adopted and implemented strategies to monitor the teaching of standards.	Yes	
The school ensures that all third through eighth and/or eleventh grade students participate in the Wyoming state assessment of student performance in reading, writing, mathematics and, science (known as PAWS).	Yes	
Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff.	Yes	
The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations.	Yes	
The school uses a State Board of Education/WDE approved teacher performance evaluation system.	Yes	
Every three years the school assesses all grade levels, parents, and staff regarding school mission and student learning, school safety, service provision, equity, and opportunity to learn. The results are used for school improvement planning.	Yes	

The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building.	Yes	
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