

PART I - ELIGIBILITY CERTIFICATION

11WY1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11WY1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 (per district designation) 2 Middle/Junior high schools
2 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 14667

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	15	25	40
3	0	0	0		10	20	11	31
4	0	0	0		11	16	15	31
5	0	0	0		12	22	10	32
Total in Applying School:								134

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	134
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 10%
 Total number of students who qualify: 13

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Many high school students do not apply for free or reduced lunch for a variety of reasons; peer perception being just one. I would put our percentage closer to 20% based on our middle school numbers that are consistently 20%-30% each year. It is basically the same students and the same families as they move through our school system.

10. Percent of students receiving special education services: 5%
 Total number of students served: 6

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>2</u>
Classroom teachers	<u>7</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>0</u>	<u>8</u>
Total number	<u>9</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	94%	95%	94%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	0%	0%	3%	5%	3%
High school graduation rate	94%	90%	89%	100%	94%

If these data are not available, explain and provide reasonable estimates.

Our student attendance rates are extremely consistent over the years. Many of our families take vacations during the school year as opposed to summers, spring break and Christmas. We also have a religious group that pulls their students for retreats with other communities. As a school district, we have tried to discourage these practices but the students seem to do well with the make-up work.

Our graduation rate for 07-08 was impacted negatively by the expulsion of three students for theft. Our 08-09 graduation rate reflects 2 GED completers and 1 student that moved and never enrolled to our knowledge.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>34</u>
Enrolled in a 4-year college or university	<u>41%</u>
Enrolled in a community college	<u>44%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>12%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

Located in the shadows of the Big Horn Mountains, Big Horn High School is a 9-12 school that share a campus with an elementary school and a middle school. Big Horn High School has a principal and an Assistant Principal. Big Horn is fortunate to be a small school with few poverty or ethnic challenges. While the student population has grown in size, it is less stable than in the past decade. New facilities, coupled with pleasant rural surroundings contribute to a positive learning experience, but they are not the critical factors leading to student success at Big Horn. The key to success at Big Horn is focused attention on results, relationships, and processes to insure that all students learn. Big Horn has the unique advantage of K-12 students sharing one campus thus creating a family approach to learning. Teachers watch students as they progress from primary to middle to high school. Elementary students see older students as leaders, heroes, and big brothers or big sisters. Everyone celebrates the accomplishments of Big Horn students.

Our mission statement has evolved to simply say "**Learning for All.**"

Our vision is now a belief statement that applies to students, staff and the community.

At Big Horn High School, we believe that:

-OWNERSHIP of learning will yield high results

-High EXPECTATIONS for all will maximize achievement. This includes students in regard to their learning, parents in their support of their child's education, and staff in their commitment to the profession.

-an environment in which students feel **SAFE** and trusted enhances learning.

-it is essential to have **RESPECT** for ourselves, our school, and all members of our learning community.

-RELATIONSHIPS should be cultivated, maintained, and deepened through interactions of our school.

-exemplary academics and **CO-CURRICULAR** programs give students opportunities to be successful, involved and engaged in their school.

-all members of our learning community have **RESPONSIBILITIES** and share a collective commitment.

-personal **INTEGRITY** should be modeled and evident by staff and students.

-our environment should harbor **TOLERANCE** and respect for each other. This tolerance should extend outside of our school walls to cultures and conditions beyond our local community.

-COMMUNICATION is regular and open at all levels of the educational system

Our efforts to become a Professional Learning Community coupled with our efforts to live the vision and belief statements have resulted in sustained professional development and attention to collaboration.

Changes in grading practices, the way struggling students are supported, and in scheduling courses are all directly related to the quest of becoming a professional learning community. Our efforts are paying dividends. Our students are consistently 90% or higher in Reading and Math proficiency each year on the state assessment. With few exceptions, our graduation rate is at 90% or better. Our ACT scores in all areas are some of the highest (if not the highest) in the state. Our school has been recognized as the '**Best**

High School in Wyoming" by multiple publications like Business Week and U.S. News and World Report for the past several years.

Our achievement on the PAWS Test (state assessment) has brought our school a great deal of attention both statewide and nationally. Our athletic programs compete for state title in almost every sport each year. Our Academic Team and our Speech Team contend for a state title each year. Our Student Council has received the Honor Council rating each year for the past eight years. Our band and choir receive excellent rating consistently at state and regional festivals. BHHS is now one of the most technologically advanced buildings in the state. Our flex time and tutoring periods now allow us the help struggling students more than ever before.

We would like to examine data more systematically. We would like to provide opportunities for academically able students. We would like to continue the shift from an emphasis on teaching to an emphasis on learning.

We want to create independent learners. We want to continue to leveraging technology. We want to differentiate our teaching and student learning. We want to build engaged learners. We want to maintain a safe campus for all.

1. Assessment Results:

Big Horn High School's recognition comes as a result of consistent high achievement over the life of the PAWS (Proficiency Assessment of Wyoming Students) test. The Paws test is the statewide assessment of all students in third through eighth grades plus eleventh grade. This test assesses students in Reading, Writing and Math. Four levels of achievement are used to describe a student's understanding of the state standards. These levels are Advanced, Proficient, Basic and Below Basic. The goal for the state is to have every student functioning at the proficient level or higher. Proficiency is described as "the student uses knowledge of the standards effectively and has the skills to apply this knowledge." Each subject has specific skills and knowledge outlined in their descriptors but are too extensive to list here.

From its inception (six years ago), our school has been at or above 90% proficient and 30% advanced in Reading, Writing and Math with few exceptions. During this time the modifications to this assessment have been at increasing the cognitive complexity and adjusting the cut score between proficient and basic.

Our exceptions exist in one year regressions that were recovered the next testing cycle. Our small numbers contribute to that some, but not exclusively. The Math scores in 06-07 recovered the next year and then went to 100% proficient in 08-09. The state wide test scores are a little questionable from the 09-10 testing cycle but were consistent at our school.

Differences do exist at Big Horn within our disaggregated subgroups. Low numbers significantly impact achievement rates. But over the five year period, few schools can demonstrate the success we have with IEP and Ethnic subgroups. In some years our percentage of advanced students in these subgroups is higher than the "all student" categories.

The state data can be obtained from the following website: <https://fusion.edu.wyoming.gov>

2. Using Assessment Results:

Big Horn High School uses the assessment data from multiple assessments throughout the year. We use the state assessment, Proficiency Assessment of Wyoming Students (PAWS), ACT, ACT Explore and NWEA's MAP (Measure of Academic Progress). We also use our monthly writing prompts as a source of writing data.

Our school improvement team (includes all certified staff members) does the majority of the work reviewing assessment data. This team meets heavily at the beginning of each year then monthly after that. They are divided into four subcommittees of Reading Team, Writing Team, Profile Team and Parent Advisory Team.

The reading team focuses on results of 9th and 10th grade MAP Reading results. These results are gathered each fall and spring; growth is measured for each student. They also look at the percentage of students in each grade reading at grade level or better. The reading team also looks at the PAWS reading results. The PAWS data is then correlated to the MAP data. The ACT data is also correlated with the other two sources. The reading team uses the combined data to share (with the rest of the school improvement team) what is working and what we need to work on. They also research best practices for interventions that may positively impact student achievement in reading.

The process is slightly different with our math results. Reading and Writing are our two school improvement goals so our Math Team is simply the Math Department. The results are shared with the school improvement team but have not been used as a school wide initiative.

3. Communicating Assessment Results:

Sheridan County School District #1 (SCSD#1) and Big Horn High School have specific modes of communication with regards to assessment data. Our state testing (PAWS) results are provided by the state to each district and school in an easy to understand format, accompanied with an explanation and interpretation guide. Both the student results and interpretation guides are mailed to the student's home and filed in their cumulative folder at school. The aggregated student data is presented to the students and the parents/community at various assemblies through the year. All stakeholders are encouraged to visit, call or email questions to the principal about the school or student results. Many of these questions are answered by the teachers at Parent-Teacher conferences that occur twice each year.

As part of our school improvement teams, we have established a Parent Advisory Committee. Our testing data is discussed extensively by this group. They also help with initiatives that may require public participation. The notes from these meetings are shared with the larger parent population in our community.

We report the PAWS data annually in the Building Report Card and the District Report Card. We publish the school results in our newsletters at both the building and district levels. Newspapers throughout the state print the results of the PAWS assessment each year when it is available. They also publish the Superintendent of Public Instruction's report that ranks the schools by percentage of proficient or better in Reading, Writing, and Math.

4. Sharing Lessons Learned:

Big Horn High School and Sheridan County School District #1 have received many inquiries into our success - especially because of our academic performance in spite of our 4-day school week. Many schools consider adopting the 4-day school week primarily because of the absences created on Fridays because of extra-curricular activities. To many, it doesn't make sense that we can miss so many school days and perform well academically. What we share with others is - our school community has high expectations of students, parents, and staff and we work hard to get students to use time wisely while in school.

Our most regular form of sharing is with our cohorts within district. They, too, are on the 4-day school week and during professional development days we are able to collaborate and improve our methods in promoting student achievement. Other schools and districts contact us to ask about our PLC efforts, professional development initiatives, and daily schedule. We willingly share what we do; not really thinking that we have something extraordinary, but secretly knowing that we have created a culture that is anything but ordinary. These conversations have taken place over the phone, in person, through video-conferencing, and in-school visits.

1. Curriculum:

Big Horn High School (BHHS) has a well-rounded and diverse curriculum for the students. Students are required to have 3 Math, 3 Science, 4 Language Arts and 3 Social Studies as part of our core instruction. BHHS also requires 2 classes in Physical Education/Health. A total of 24 credits are required for graduation. The majority of our students take 4 years in each core content area.

Our Math classes include Algebra 1, Geometry, Algebra 2 and Trigonometry with Calculus and Statistics being offered at the college. Our Science classes include Physical Science, Biology, Chemistry, Environmental Bio-Chemistry, Biology 2 and Physics. Our Language Arts classes include English 1-4 and Advanced English 4. Our Social Studies offerings include US History, World History/ World Geography and American Government. These classes plus our 2 Physical Education/Health classes make up our core curriculum.

We also offer classes in Art, Music and Foreign Language. The visual arts classes are General Art and Clay Arts. A student may take each class more than once for credit. BHHS offers 5 music classes, each may be taken more than once for credit. They include Band, Choir, A Capella Choir, Guitar and Advance Instrumental Techniques.

BHHS offers Spanish as a Foreign Language and it is offered at four levels, Spanish 1 through Spanish 4.

BHHS offers eight different vocational classes that include Computer Science, Business/Careers and Wood Technologies/Manufacturing.

BHHS also offers live video classes and on-line classes. These opportunities are generally offered as enrichment (supplement to our offerings) or remediation (credit recovery). The on-line/video classes that are offered as enrichment are generally dual credit classes from the community colleges around the state of Wyoming. BHHS has the opportunity for some of its more advanced students to take dual enrollment classes at a community college just 6 miles from campus. 25% of our students have accumulated more than 10 college credits at graduation time. We also offer concurrent enrollment class on our campus for students that are interested.

BHHS does not offer any AP or IB classes. We feel that the dual and concurrent enrollment classes cover the student's needs in this area.

Big Horn High School teachers worked in cohort groups to unpack the Wyoming State Standards and identify essential learning targets for their content area. The learning targets specify the essential knowledge or skills that determine student proficiency in each content area. Our teachers also developed common district assessments that align to the learning targets on their essential curriculum maps. Common district assessments are administered four times throughout the year in each content area.

Teachers at Big Horn High School write unit plans that include essential learning targets, student activities, materials and resources, and technology integration. Teachers analyze student performance results to determine student learning based on identified learning targets, which helps them plan next steps for instruction. Time is built into the daily schedule to re-teach concepts and skills to fill in gaps in student learning.

2. Reading/English:

Big Horn High School's Language Arts curriculum follows educational standards set by the school district, which are based upon Wyoming state standards. Students must successfully complete four years of Language Arts classes, one per year. These classes address standards through a variety of reading,

writing, and speaking/listening lessons and activities. In all classes, consistent literature study serves as a catalyst for reading strategy instruction as well as literary analysis. Writing instruction focuses on the Six Traits of Writing through the study and scoring of student work, building on these skills throughout the four years. The curriculum also includes the teaching, modeling, and practicing of the writing process in every class, with particular emphasis on rigorous writing instruction and practice in the junior and senior level courses. Each grade also includes speaking lessons and activities, which often integrate technology so that students can communicate effectively using many formats.

In the past several years, the department has mapped its curriculum and compiled binders of material for standards based lessons and assessments, thus allowing for consistency of content. For instance, to build students' reading capabilities through vocabulary development, each grade studies a predetermined set of Greek and Latin roots, on which they are quarterly and cumulatively tested.

So that teachers may strategize more efficiently, the daily schedule provides a common planning time for language arts teachers, including our foreign language staff. A school-wide FLEX period provides additional work time, targeted intervention, and enrichment opportunities for students. Also included in the schedule is a tutoring period for intensive instructional time for struggling students.

In addition, Big Horn High School implements school-wide writing and reading initiatives, which weave reading and writing into each content area. Content teachers regularly receive training in teaching and modeling research-based reading strategies and in scoring student writing during staff development days and faculty meetings. Here, teachers frequently teach other teachers. For example, the language arts team may present a new reading strategy to the faculty, but it is just as likely that a content teacher will share strategies with the staff that he or she has implemented successfully in his or her classroom. Staff members are committed to professional development and have received training in reading strategy application and instruction.

Big Horn High School works to ensure a variety of reading opportunities and exposure to text for students. We believe exposure to and practice with informational text can best be addressed in content classes, so content area teachers must include a reading component and activity in each unit plan. In an effort to saturate our school with reading and writing, content teachers regularly form assignments that include both. School-wide writing data from student writing is gathered and becomes part of ongoing action research exploring the effectiveness of the initiatives on our struggling writers.

3. Mathematics:

Big Horn High School requires students take a minimum of three years of mathematics to include the following: Algebra I and Geometry. Beyond those introductory courses, Algebra II, Trigonometry, and off-campus (college level) Calculus and Statistics courses are available to our student body. The mathematics department at BHHS strives to offer equal opportunities to all learners, and the department blends fundamental knowledge and skills needed at the next level of study with appropriate applications, abstract mathematical theory, and knowledge at the conceptual level. As students progress through class offerings, they are challenged in their higher order thinking skills, in their ability to reason mathematically, and to problem solve efficiently and elegantly. With the acceptance of the Common Core State Standards, the BHHS mathematics department emphasizes the need for students to possess the ability to apply mathematical modeling, for both students and faculty to practice mathematical thinking, and the importance of a department with sufficient rigor to prepare students to be college and/or career ready. Reaching students below grade level or those not making adequate progress is a corner stone of the department. The math department meets regularly to clearly articulate learning targets and proficiency levels, to differentiate lesson plans, and to analyze common assessment results. Within the classroom, BHHS teachers employ multiple strategies to address all learners with respect to where they are on the learning curve. The math department emphasizes cooperative learning strategies in the classroom; the use of peer tutoring is a prime example of an intervention used to aid students that are struggling conceptually. An emphasis on the use of formative assessments guide instructional pacing and student need for enrichment or re-teaching. Additionally, time built in the school day allows students and teachers

opportunity to conference on learning targets and student performance on those targets. Beyond the use of formative assessment and the daily schedule, students performing below grade level are supported with a “tutoring” hour where teachers can further diagnose learning needs, past achievements, and maintain high levels of mathematical performance.

4. Additional Curriculum Area:

Big Horn High School's science programs are taught with practical hands on approach that provides a comprehensive educational experience in the sciences for all students. Like language arts and math, the science course sequence from Physical Science through Physics allows BHHS students to complete at least one full-year science course each year; with many students taking two or more classes a year. BHHS requires all students to complete a minimum of 3 years of high school science in order to graduate – two required courses include Physical Science and Biology. Our science curriculum addresses the school mission of “*learning for all*” in very direct ways. The use of inquiry-based labs serves as a framework to teach content in all science courses.

While the student is gaining knowledge of a key concept, they are also learning how to design a solution to a problem, collect data, analyze it, and make educated conclusions. All of these skills tie closely with the Science Core Standards, and will benefit students as they become science literate and informed citizens on a global level. A second part of our curriculum that promotes *learning for all* is the extension of the science content into their world, following the third state science standard.

As part of a school-wide implementation strategy, BHHS has focused on improving both reading and writing in all curricular areas. These school improvement goals guide us all, particularly in the science department, as we create inquiry-based approaches to learning, understanding, and communicating science. Overall, the science curriculum at BHHS supports life-long learning by presenting multiple opportunities for students to learn how to reason, evaluate, and draw conclusions; while also gaining a strong background in course specific content.

5. Instructional Methods:

Big Horn recognizes the different learning styles of students and differentiates instruction to promote student learning. Instructional methods include: role play, cooperative learning, lecture, two column note taking, pre-assessments, re-teach and relearn opportunities, peer tutoring, practice, project creation, providing student feedback, monthly writing tasks across the curriculum, and content area reading strategies.

We provide a daily FLEX period in which students are able to relearn from each other or the teacher. They are then allowed to retake assessments to demonstrate mastery. Students with failing grades in any class are required to get help from the teacher until grades are passing. The time is also used for enrichment for those who have mastered the current learning targets. Another intervention in place is for students to participate in a tutoring period. Students are identified through standardized tests, formative assessments, common district assessments, and teacher referral.

Our Instructional Facilitators regularly meet with individual teachers to produce lessons to meet the needs of classes and individuals. The IF's get in the classrooms and provide feedback to teachers to improve their instruction. Students are also identified as struggling with writing, reading, and math and are given opportunities to improve through different tasks within the content. The monthly writing assessment scores are tracked and used to assist students through feedback.

One math teacher effectively incorporates peer tutoring and peer review. In the class, students are often expected to teach and explain the concepts to a partner or small group before asking the teacher for clarification. Our Accounting teacher reports, “I have differentiated my HS Accounting class this year to accommodate our ESL student (foreign exchange). His accounting study plan emphasizes vocabulary, modifying question type (ignoring T/F--it is far too difficult to answer T/F when you are learning the

language at the same time). He is learning the accounting processes--but, at an adjusted pace. Actually, we have also modified the class to accommodate students who want to self-learn (with guidance as needed) ahead of the rest of the class. We have created what we call Study Sequence sheets for each chapter. It tells the minimum assignments (formative assessments) for each section of the chapter. It also lists Enrichment problems that can be done and gives check figures for the application problems to allow students to self-check as they are practicing the processes and preparing for the summative assessments.”

6. Professional Development:

The staff of Big Horn High School has been involved with a professional development plan that lies on a continuum. We started our Professional Learning Communities journey six years ago and have continued on that path since then.

Our first step was curriculum development, which included mapping our learning targets. Each of the content area teachers met as cohorts across the district for over a year to finalize our initial curriculum. Since then we have made adjustments to the curriculum maps. Most of these adjustments have been a narrowing of field and an increase in depth.

When the curriculum was set, we began developing assessments what would help us determine proficiency (or mastery) of our learning targets. Again, the cohort model was used within each content area across the district. These assessments have been modified over the years as we became more familiar with formative assessment practices. We now use common assessments formatively and summatively for each class that we teach.

This professional development continued on to include intervention and enrichment opportunities for our students. We studied, then created a systematic intervention process. It continues to be modified into a pyramid response to intervention. Our assessments are inherently tied to this process.

In the background of the aforementioned professional development, we have also been working with reading and writing across the curriculum. Our staff has had continuous training in best practices for including reading and writing into each class they teach. We have common rubrics for writing exercises with content measurement left to the teacher. We speak a common language in writing and share our experiences monthly. Our reading training has been extensive over the past seven years. Our classroom teachers now have the ability to model multiple reading strategies.

As we look back at our impact on students learning, we can demonstrate an increase in student achievement in writing every grade level. We have almost 100% of our students above the below basic category in reading. Our district assessments indicate that 90% or more of our students are meeting the learning targets with each class. And more students than ever are receiving the additional help they need to continue to learn.

7. School Leadership:

Big Horn High School has a principal and assistant principal. They both also serve as principals for the middle school in the same building. This is the first school year that there has been an assistant principal.

The principal is the instructional leader of the school with primary responsibilities for staff professional development and evaluation, and program implementation and fidelity. The assistant principal monitors student attendance, behavior, special education, and student and staff recognition. Teacher-leaders lead in school improvement committees, parent advisory committees, and technology integration.

The leadership philosophy of our school is based on shared responsibility. The principal sets a direction with short range goals to facilitate a new line of thinking. Teachers are allowed to explore and experiment with ideas to not only meet the short term goals, but go beyond. When new ideas are created

and tried, they are shared with staff. Experimentation and shared responsibility is the leadership style used in our building.

The leadership ensures student achievement through a structured focus during a daily FLEX period. The assistant principal works with all teachers during this time to get students the help they need. The instructional facilitators have been given responsibility for implementing regular, content-area writing and reading activities consistent with our school improvement plan. The principal receives written unit plans from teachers and regularly reviews the plans with the teachers. The unit plans are reviewed to ensure consistency with our grading, learning target, and formative assessment initiatives.

Staff learning teams meet regularly to discuss the needs of students and to evaluate student learning, teaching, and assessment information. Minutes of said meetings are forwarded to the principal. School improvement committees meet monthly to monitor student progress and staff implementation progress of interventions and activities.

The principal regularly visit classrooms and provides feedback to teachers in regard to student learning and student-staff relationships. Weekly staff meetings are used to strengthen relationships, share ideas, and to recognize colleagues through our “Rock-Star” award for great work. In-service days are also used for professional development, data analysis, and collaboration.

The principal has created a schedule to create: common planning time for same-content area teachers; tutoring periods for students in math, science and language arts; and a FLEX period. The principal regularly communicates with staff in regard to the focus on student learning through formative assessment, pre-testing, sharing of ideas, unit plan development, and caring more about student achievement than the students often do.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: PAWS

Edition/Publication Year: revised yearly Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	89	100	89	86	89
Advanced	25	29	29	31	40
Number of students tested	31	38	35	36	27
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100	100	100	75	100
Advanced	0	25	0	25	75
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	100				
Advanced	0				
Number of students tested					
4. Special Education Students					
Proficient and Advanced	0	100	0	33	0
Advanced	0	0	0	33	0
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6. Native American					
Proficient and Advanced		100	100	100	
Advanced		0	0	100	
Number of students tested					
NOTES:					

11WY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: PAWS

Edition/Publication Year: revised yearly Publisher: PEARSON

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient plus Advanced	86	89	89	89	93
Advanced	29	19	34	37	37
Number of students tested	28	36	35	35	27
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100	100	75	100	75
Advanced	0	20	0	75	25
Number of students tested					
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	100	100			
Advanced	50	100			
Number of students tested					
4. Special Education Students					
Proficient plus Advanced	0	50	50	100	100
Advanced	0	50	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6. American Indian					
Proficient plus Advanced			100	100	
Advanced			0	100	
Number of students tested					
NOTES:					

11WY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
proficient plus advanced	89	100	89	86	89
advanced	25	29	29	31	40
Number of students tested	31	38	35	36	27
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient plus advanced	100	100	100	75	100
advanced	0	25	0	25	75
Number of students tested					
2. African American Students					
proficient plus advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient plus advanced	100				
advanced	0				
Number of students tested					
4. Special Education Students					
proficient plus advanced	0	100	0	33	0
advanced	0	0	0	33	0
Number of students tested					
5. English Language Learner Students					
proficient plus advanced					
advanced					
Number of students tested					
6. Native American					
proficient plus advanced		100	100	100	
advanced		0	0	100	
Number of students tested					
NOTES:					

11WY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
proficient plus advanced	86	89	89	89	93
advanced	29	19	34	37	37
Number of students tested	28	36	35	35	27
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient plus advanced	100	100	75	100	75
advanced	0	20	0	75	25
Number of students tested					
2. African American Students					
proficient plus advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient plus advanced	100	100			
advanced	50	100			
Number of students tested					
4. Special Education Students					
proficient plus advanced	0	50	50	100	100
advanced	0	50	0	0	0
Number of students tested					
5. English Language Learner Students					
proficient plus advanced					
advanced					
Number of students tested					
6. Native American					
proficient plus advanced			100	100	
advanced			0	100	
Number of students tested					
NOTES:					

11WY1