

Wyoming School Comprehensive Plan  
**Chugwater Schools**



**Chugwater, Wyoming**  
**Tom Waring, Principal**

**2016-2017**

# PLAN SIGNATURES

*Dennis Fischer*

District Superintendent

*Greg Meyer*

District Board Chairman

*Tom Waring*

WAEA School Improvement Representative

*(Original Signatures on File)*

Plan Year

2016-2017



## **DISCLAIMER**

**This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.**

# COMPREHENSIVE PLAN DIRECTIONS

## Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

### 1. ASSESS NEEDS

- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**.

### 2. STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. [Statutory authority](#) is included in a separate document.

### 3. SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

### 4. IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve WAEA indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

## Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman. (Submit to me by Wednesday, October 28)
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) annually by November 1. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

## WDE Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>YES</b>	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
<b>YES</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>YES</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

**Summary of Practices:**

### Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. <a href="#">(3.2 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:**

***Chugwater Junior High and High School***

**English Language Arts - Stage 5 - Standards Prioritization and Unpacking.** For the next 2-3 years the focus will be on ten descriptors in unpacking the standards. The District Curriculum Teams will go through the following protocol: 1) Understanding the Standards, 2) Prioritized (Essential) Standards are Identified, 3) Prioritized (Essential) Standards are aligned to ensure a quality learning progression for students, 4) Collaboration (essential standards), 5) Communication, 6) Digital Systems and Access, 7) Collaboration (team meetings), 8) Unpacking of Standards 9) Alignment, 10) Student Friendly Language.

**Writing** - Teachers are developing/implementing weekly writing prompts/times to meet standards and goals of improvement, outside of the ELA classrooms. Goals include making expectations the same across disciplines. Teachers have and continue to develop rubrics for evaluating an array of writing styles and genres.

**Math** - This is the third year with a new math curriculum (Junior High- Big Ideas, High school- CME Math) after going through a year-long needs-assessment. Various programs were evaluated based on district and student needs, and Common Core Standards. All three new programs implemented across the grade bands are built on the same instructional framework.

**Sciences** - Stage 1 development of collaborative curriculum maps

### ***Chugwater Elementary***

**Reading** - New to 2016, teachers will be using the 5 foundations of Reading. Through various programs teachers will instruct on these 5 skills: 1) Phonemic Awareness 2) Phonics 3) Vocabulary 4) Fluency and 5) Comprehension. Teachers will use the Reading Mastery program, along with Read Naturally, High Frequency vocabulary lists and chapter books, to ensure a well rounded reading experience.

**Math** - This is the third year with a new math curriculum (elementary-EnVision) after going through a year-long needs-assessment. Various programs were evaluated based on district and student needs, and Common Core Standards. All three new programs implemented across the grade bands are built on the same instructional framework.

**Writing** - Teachers are working towards standard mastery using rubrics and/or models to monitor and assess writing across all subject areas. Specific goals vary by age level, building from simple sentence structure to proper composition of a five-paragraph essay. The focus in writing falls into three categories; narrative, opinion/persuasive, and expository.

**Science** - This is the first year with new FOSS science kits. Each grade-level has three “modules” to explore in this very hands-on curriculum. Students work together on investigations and recording data before a formal introduction to the topic and further exploration and learning.

### ***PCSD***

**Professional Development** - Our district has Friday PLC meeting time. They are arranged as the following: Building Team meeting, District Content Curriculum meeting (this is made up of teachers in their specific content area), and District Curriculum, Instruction and Assessment teams (these are a selected group of teachers and administrators working in a Curriculum specific area). Once a month our district has grade-leveled (elementary) and subject specific (junior high and high school) PLC's. All staff meets in curriculum (subject) specific teams at regular intervals. Professional development was provided in the initial year of implementation for the new math

programs (elementary-EnVision, middle school- Big Ideas, High school- CME Math). Professional development is offered for new teachers at the beginning of each school year. Also, continuing professional development is suggested/required throughout the year for all continuing contract teachers. These can be self-guided/chosen, or can be suggested by administration.

**MAP/NWEA** - Measures of Academic Progress from the Northwest Education Association is given three times per year and is used as an instructional tool for the teachers to measure students skills in reading, language, and math. It is a standardized test with an extensive research base. This compares our students on a national, state, district and school level to grade level, norm-referenced data points.

PAWS, Aspire, NACT, ASVAB are also used in evaluating student progress and placement. Data Teams meet to review data from various sources to evaluate student progress and assess student needs and desired interventions or instructional/curriculum changes. The results from these assessments allows for students to be placed into appropriate learning/ability tiers. Teachers will provide targeted differentiated instruction based on these tiers.

### **INTERVENTION/MTSS**

**Junior High and High School** - Students have 25 minutes Monday through Thursday, and 57 minutes on Friday, used for specific and targeted instruction. Students are placed into specific intervention classrooms focusing on their need.

**Elementary** - Students have 25 minutes Monday through Thursday, and 1 hour on Fridays, dedicated to intervention/ enrichments. Students are placed based upon their specific needs.

**All Title I Schools:** Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students

Following the Multi-tiered System of Support structure all students are given a reading and math screener, as well as the NWEA MAP assessment, to determine which students need additional support through Title I services. Once students are identified, interventions are set up based upon their deficit skills. Interventions align with classroom instruction and involve repetitive intervention or accommodation within the regular classroom. Those interventions are then monitored for effectiveness. After sufficient data is collected, 4 data points, decisions are made about the interventions based on the student's performance within the progress monitor.

**SIG Schools:** Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

## **Instructional Strategies that Engage Students (3.3)**

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**



Teachers use: daily, lesson, chapter, and unit learning targets to meet the needs of the students. The teachers will introduce the learning target at the beginning of the lesson, and check for understanding of the target during the lesson and at the closing of the lesson. Formative and summative assessment are used to monitor progress towards achieving expectations outlined in the standards.

Building Team meetings every other week are designed for teachers to discuss all student needs, but primarily focused on tier 2 and tier 3 students. Through these discussions teachers identify strategies to meet the needs of the students.

**SIG Schools:** Explain how teachers differentiate assignments in response to individual student performance on pre-tests and other methods of assessment.

### Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

In the 2015/2016 school year all administrators and a select group of teachers underwent training in the 5D+ Observation system. In the fall of 2016 another group of teachers were trained in the system. Throughout the school year administration continued trainings in the 5D+ system. This system is designed to give teachers specific formative feedback on the practices they are using in their classroom. Through specific and targeted feedback teachers will implement new strategies for teaching enabling them to meet the needs of each individual student. Administrators are expected to do at least 20 observations each month, these include both unannounced and announced observation. Teachers are expected to do a growth plan focused on the area they feel is their biggest individual need.

### Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. [\(3.5 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

Our district has implemented a professional learning community model. Our district has Friday PLC meeting times. They are arranged as the following: Building Team meeting, District Content Curriculum meeting (this is made up of teachers in their specific content area), and District Curriculum, Instruction and Assessment teams (these are a selected group of teachers and administrators working in a Curriculum specific area. Once a month our district has grade-leveled (elementary) and subject specific (junior high and high school) PLC's. The main goal for teachers is to discuss strategies and resources to improve instruction and student performance.

**All Title I Schools:** Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

Classroom teachers, as well as Title I staff, review the screening for placement and progress monitoring data for progress. With the progress monitoring data teachers use a four point decision making process. Looking at the four most recent data points the following ideas are discussed and considered. If all four (4) are above goal line, increase performance expectation. If all four are below goal line, make an instructional/intervention change. If the four data points are both above and below the goal line, keep collecting data until trend line rule or four- point rule can be applied.

**SIG Schools:** Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

### Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

**SIG Schools:** Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

### Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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**Summary of Practices:**

At the beginning of each school year, there is a New teacher workshop. All teachers will have ongoing support by IFs, principals and the grade or department level plc's. There are three district facilitators, one each for technology integration, data and PLC, and instructional strategies.

### Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. <a href="#">(3.8 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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### **Summary of Practices:**

At Chugwater school we strive to engage our families in various ways and work hard to make everyone feel welcome and respected in our school. Parents are encouraged to attend a multitude of events including: music concerts, Booster Club Meetings, Parent/Teacher Conferences, Fall Festivals, Math Nights, etc.

Along with the use of various technologies (school webpage, teacher webpages, google classroom, facebook page, powerschool links, and email) teachers use a variety of tools to keep parents informed of school events. The elementary teachers use weekly or monthly newsletters to parents. Also, parent phone calls are utilized by teachers. Once a month administration has a parent meeting. There is a small agenda of topics to discuss, however the majority of the meeting is designed for parent questions.

Toward the end of the first quarter, in October, parent/teacher conferences are held for each student. In the fall of 2016, we had 100% parental attendance in Elementary, and 92% attendance in the Junior High and High Schools. A quarterly report is given to all students at this time, and parents meet with teachers to discuss areas of achievement and areas where growth is needed.

Special education sends individual progress notes home and contacts parents by phone. Annual IEP meetings are held to review objectives, and growth toward student goals, with parents.

At the beginning of the year the Chugwater parent/student handbook is sent home to parents to inform them of school policies and procedures, including behavioral expectations, and ISS/OSS protocols. Both parent/s and student/s are expected to sign and return the last page signifying that the handbook has been read. Also, during the first few days of school, teachers will read and discuss the handbook with their classes, clarifying any points of confusion. The handbook includes contact information for all certified and classified staff.

**All Title I Schools:** List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

Once students are identified as needing Title I, intervention permission slips are given to parents. The permission slips both inform parents of their child's need for intervention and their parent involvement rights. A parent compact is discussed at the time of Parent teacher conferences as well as the parent involvement policy. Title I staff manage/hold two parent nights per year. One is dedicated to reading strategies and the other to math strategies that parents can use at home. In addition to parent nights there are two opportunities for parents to evaluate the Title I program and parent involvement policy. The first opportunity is in December and the other in May.

**All Title I Schools:** If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

N/A There are no early childhood programs available in Chugwater.

**SIG Schools:** Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

### Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. <a href="#">(3.9 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

The elementary structure of classes is set up where each teacher has a small class size (under 13 students per class). The classroom teacher ensures each student is well know by them, including the family and/or guardians. The classroom teacher supports the student's educational experience.

In the junior high and high school, each teacher is assigned to a grade level. Students meet with their sponsor teacher on a daily basis. These meeting times are designed into the schedule to support the students in any way necessary. Teachers are expected to help students achieve to their highest potential.

Chugwater schools are a small community where teachers know and understand the learning needs of each student. Teachers are on a first name basis with parents, whether they have the individual student in their classes or not.

### Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. <a href="#">(3.10 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

In the 2015/2016 school year, our district went through a grading/reporting change in the elementary. PCSD #1 in grades K-5, reports student achievement through standards based report cards. In 2016/2017 the Junior High and High School have begun to report on Standards. Junior High and High School students’ progress is reported in both Standards proficiency and in Carnegie Units. The district has added functionality so that teachers report assignments that are directly linked to prioritized standards and benchmarks.

### Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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. (Wyoming)
<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

**Summary of Practices:**

All staff members participate in a continuous program of professional learning. Through the Global Compliance Network all staff are expected to complete training in: Bloodborne Pathogens, Diabetes Awareness, Seizure Disorders, Asthma, Anaphylactic Shock. All staff members are certified in First Aid and CPR. Also, staff members are offered the opportunity to be trained in Crisis Prevention Intervention or CPI.

Other areas of professional learning include but are not limited to: 5D+ Pivot (select group), NWEA Map Reports, Dr. Mohammad’s School Culture, data teams, and student engagement. Professional development has also been offered for the new programs being implemented within the district.

Each year Chugwater schools has representatives travel to both the Fall and Spring School Improvement Conference. Attendees are expected to report back to the staff any ideas that may help us to meet school goals for student achievement and growth.

**All Title I Schools:** List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

Title I staff are trained in the diagnostic Add+VantageMR assessments that align with activities that address number sense within the Wyoming State Standards. A district Math Recovery Champion provides continual updates and support for the assessments and activities. The district is utilizing the Jill Jackson Consulting company to train district teachers in core reading strategies that address all 5 areas of reading. These district trained teachers are sharing the training with both Title I staff and regular education staff.

**SIG Schools:** Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

**SIG Schools:** Describe how the district uses external service providers for key services in SIG schools.

**Learning Support Services (3.12)**

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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. (Wyoming)
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<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	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. (Wyoming)
<b>YES</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>YES</b>	The school meets the educational needs of historically underserved populations. (Federal)

**Summary of Practices:**

All students K-12 have a daily designated intervention time. Students needing extra support have the opportunity to meet and work with a core or intervention teacher for extra assistance. Throughout the school year, teachers will be assessing students to look for specific needs, then they will use the intervention time to address those needs. Along with the specific intervention times, teachers are available before and after school for student support.

The Gear-Up program is provided to assist first-generation college-bound students.

**All Title I Schools:** What is your school’s approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

Following the Multi-tiered System of Support structure all students are given a reading and math screener, as well as the NWEA MAP assessment, to determine which students need additional support through Title I services. Once students are identified, interventions are set up based upon their deficit skills. Interventions align with classroom instruction and involve repetitive intervention or accommodation within the regular classroom. Those interventions are then monitored for effectiveness. After sufficient data is collected, 4 data points, decisions are made about the interventions based on the student’s performance within the progress monitor.

**SIG Schools:** How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. <a href="#">(5.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have
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equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)

**Summary of Practices:**

Our district utilizes the NWEA Measures of Academic Progress (MAP) assessments. The MAP assessment is given Fall, Winter, and Spring to measure growth over time. MAP is aligned to Common Core State Standards which have been adopted by Wyoming.

In the 2015/2016 school year our district started developing common assessments for all grade levels and subject areas. In 2016/2017 teachers are finalizing the common assessment and preparing to assess students with them.

## **Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)**

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. [\(5.2 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## **Training in the Interpretation and Use of Data (5.3)**

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## **Determining Verifiable Improvement in Student Learning (5.4)**

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Teaching and Learning Improvement Plan

### GOAL(S):

**Elementary -- Maintain Growth score of 73.5 Exceeding Targets, and maintain or increase the Achievement score of 59 meeting target or increase to 60 or above on the WDE School Performance report.**

**Jr. High -- Increase Growth scores from an average of 37.5 to 45 or above on WDE Performance report. Increase Achievement scores from an average of 40 to 47 or above on the WDE School Performance report.**

**HS -- 100% of current 9-12th grade students will graduate by May of 2020. Increase both Growth and Additional Readiness to show scores in the Meeting targets range or higher on the WDE School Performance report. Increase ACT scores to an average score of 20 or above.**

### MEASURES AND METHODS (INTERVENTIONS): *PLC & TES*

100% of teachers K-12 will have posted learning targets, as observed by unannounced administrative walkthroughs. The learning target will be addressed at the beginning, middle, and end of lesson. They will be used as a check for student understanding across all grade-levels and disciplines to help improve test scores.

Reading - All Junior High and High school students will use the allocated 25 minute reading time to improve reading fluency and comprehension. Teachers will use the reading time to work with students on fluency needs and comprehension strategies. 75% of students will be proficient or move one level toward proficiency on the NWEA-MAP assessment in reading.

Writing - Students will use writing time to improve in all functions of writing including: narrative, research, and technical. Teachers will use the developed rubrics to score student writing and address student needs through regular class time or the daily designated intervention time. All students 6-12 have a chromebook and a google drive folder that is shared with administration and staff for evaluation. 75% of students will be proficient or move one level toward proficiency on the NWEA-MAP assessment in language usage.



Math - Junior High and High School Students are using “Catch Up” math to work on specific deficiencies. Along with the general math curriculum. Also, small group instruction or 1 to 1 instruction can be use throughout the day. Student have been placed in the math intervention daily time to ensure specific instruction of needs are being met.

Peak - Students will use the daily PEAK (intervention) time to work with assigned teachers in their individual areas of struggle. Students will be assigned PEAK teachers according to the data retrieved from MAPS, Aspire, and ACT. This includes mathematics, reading, writing, and science instruction.

Teachers will implement researched-based instructional strategies to increase student achievement, i.e. Learning Targets.

Teachers will continue to use the school wide reading time, and use it specifically for reading with students.

Teachers will meet the requirements for the usage of the writing timeline, at least one writing per class, per week.

<b>Strategies (Processes) to Implement the Intervention</b>	<b>Timeline</b>	<b>Personnel and Financial Resources</b>	<b>Benchmarks</b>
Teachers: Learning Targets posted, used pre, mid, and post lesson	Implemented Sept 2015-continuing in the 2016/17 school year	Administrators  \$00	Posted learning targets, and teaching directed toward them, as observed through administrator observation
Daily, dedicated, small-group reading time	Implemented Aug 2015-continuing in the 2016/17 school year	\$1000 grant awarded to use toward the purchasing of chapter books for the literature circles	Increased proficiency on MAP reading assessment

Writing with specific feedback. Use google drive document to be shared with all teachers, Scoring rubrics have been shared to all teachers	Aug 2016	Google Drive document - \$0	Proficiency on MAP Language Usage assessment
Moved to 1 to 1 chromebooks with all 6-12 students	August 2016	\$0	1-1 implementation 6-12th grades Teachers have set up Google Classroom with assignments, Also, students can use it for online Edgenuity classes
K-12 PLC meetings to discuss vertical alignment in all subject areas	August 2016	All teachers and administrators \$0	Student growth on NWEA

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

Administrative walk-throughs will determine if all teachers are fully implementing the strategies listed. 75% of students will be proficient or move one level toward proficiency on the NWEA-MAP assessment in reading and language usage.

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

#### Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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**Summary of Practices:**

## Culture Based on Shared Values and Beliefs (1.2)

<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. <a href="#">(1.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
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### Summary of Practices:

The district has worked, in collaboration with teachers, to develop a guaranteed and viable curriculum that will provide a challenging and equitable educational program and learning experience for all students. The district works with a Multi-Tiered System of Support to provide all student the same opportunity by providing a tiered intervention structure for academics.

## School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <a href="#">(1.3 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
<b>YES</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

### Summary of Practices:

Our district reviews school level and student level data throughout the year. We use our staff meetings, PLC grade level meeting, PLC subject meetings, and PLC data team meetings to make plans for teacher and student needs.

**All Title I Schools:** Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

In May the district holds a meeting to discuss the Consolidated Grant money. All stakeholder representatives are invited to the meeting to provide input on how the money is spent. NWEA MAP and the state PAWS assessment are used to decide the areas of greatest need for intervention as well as percentage of free and reduced lunch students within each building. At the conclusion of the meeting the plan for next year is created.

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

<p><b>Board Policies and Practices:</b> The governing body establishes policies and supports practices that ensure effective administration of the school. <a href="#">(2.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p>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. (Wyoming)</p>
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Summary of Practices:

### District Board Operations (2.2)

<p><b>District Board Operations:</b> The governing body operates responsibly and functions effectively. <a href="#">(2.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
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Summary of Practices:

### Leadership Autonomy (2.3)

<p>The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. <a href="#">(2.3 Rubric)</a></p>	<p><b>Acceptable</b></p>
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Summary of Practices:

**SIG Schools:** Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

### Leaders and Staff Foster Culture (2.4)

<p>Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a></p>	<p><b>Acceptable</b></p>
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Summary of Practices:

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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. (Wyoming)
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**Summary of Practices:**

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

**Summary of Practices:**

**SIG Schools:** Explain your teacher and leader evaluation system.

## Leadership Capacity Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

## DOMAIN 3: RESOURCE UTILIZATION

### Standard 4: Resources and Support Systems

#### Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. <a href="#">(4.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
<b>YES</b>	Instruction is provided by highly qualified teachers (Federal)
<b>YES</b>	Paraprofessionals meet the requirements of ESEA (Federal)

Summary of Practices:

All teachers are required to be highly qualified by the state of Wyoming PTSB regulations.

**All Title I Schools:** What strategies are used to attract highly qualified teachers to high need Title I schools?

Local advertisement, recruitment at teacher fairs, statewide and out of state advertisement for open positions allow us to reach out beyond our community. Attractive benefit packages also bring teachers to our district.

**SIG Schools:** Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

## Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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. <ul style="list-style-type: none"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
<b>YES</b>	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. (Wyoming)
<b>YES</b>	The following days are appropriately observed: <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
<b>YES</b>	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
<b>YES</b>	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
<b>YES</b>	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
<b>YES</b>	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
<b>YES</b>	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)

**YES**

Activities approved for Federal Funding are completed within the approved time period. (Federal)

**Summary of Practices:****All Title I Schools:** How do you coordinate and integrate federal, state, and local services and programs?

Federal funds of Title 1, VI-B, Title II-A, Building level and District funds are all used to support various initiatives in our school. We have a process for requesting federal funds to support our programs and provide resources for PD and materials.

**Safe, Clean and Healthy Environment (4.3)**

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. [\(4.3 Rubric\)](#)

**Acceptable**

<b>YES</b>	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. (Wyoming)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	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. (Wyoming)
<b>YES</b>	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. (Wyoming)
<b>YES</b>	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. (Wyoming)
<b>YES</b>	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. (Wyoming)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)



**YES**

The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

**Summary of Practices:**

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

**Acceptable**

**YES**

Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

**Summary of Practices:**

## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

**Acceptable**

**YES**

The school has implemented the district technology plan. (Wyoming)

**Summary of Practices:**

## Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. [\(4.7 Rubric\)](#)

**Acceptable**

**YES**

The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)

**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. (Wyoming)

**Summary of Practices:**

## Assistance Needed

**For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.**

# Resource Utilization Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

# ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

## Corrective Action Options (Please select at least one option listed)

<b>Option 1:</b> Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
<b>Option 2:</b> Extend the school year or school day	
<b>Option 3:</b> Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
<b>Option 4:</b> Significantly decrease the management authority at the school	
<b>Option 5:</b> Restructure the internal organization of the school	
<b>Option 6:</b> Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school's continued inability to make AYP	

### Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

# ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

## SELECT A RESTRUCTURING OPTION

<b>OPTION 1:</b> Close and Reopen as a Charter School	
<b>OPTION 2:</b> Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
<b>OPTION 3:</b> LEA contracts with private management to govern the school	
<b>OPTION 4:</b> Any other major restructuring of the school's governance	

### Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School's Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman