

Wyoming School Comprehensive Plan
Glendo Unit School



Glendo, Wyoming
Stanetta Twiford, Principal

2016-2017

PLAN SIGNATURES

Dennis Fischer

District Superintendent

Greg Meyer

District Board Chairman

Stanetta Twiford

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 PLANSBased 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. (3.1 Rubric)	Acceptable
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YES	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)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
YES	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
YES	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices: Because of the push and necessity of raising PAWS Reading and Math scores Salsa has been set aside. Since it is no longer required by WDE, it is only used as an additional activity when time allows.

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. [\(3.2 Rubric\)](#)

Needs
Improvement

Elementary Goals : By Spring of 2019, 85% of our students in grades 3-6 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- a. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math
- b. By Spring of 2018 75% of our students in grades 3-6 be proficient and above in both reading and math

Junior High Goals: By Spring of 2019, 85% of our students in grades 7-8 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- c. By Spring of 2017 65% of our students in grades 7-8 be proficient and above in both reading and math
- d. By Spring of 2018 75% of our students in grades 7-8 be proficient and above in both reading and math

High School Goals: By Spring of 2019 80% of eleventh graders will reach a composite score of 19-21. (Addresses achievement and growth in WAEA)

Subgoals

- e. By Spring of 2017 30% of eleventh graders will reach a composite score of 19-21
- f. By Spring of 2018 60% eleventh graders will reach a composite score of 19-21

The goal last year (2016-2017) was to have 30% increase of students who were proficient and above. The goal was met in Math and Reading showed no change in scores so, therefore, the goal was not met.

The review of last year's data showed a need to re-establish goals for long range planning and use progress monitoring tools with additional strategies and activities to monitor achievement of the goals throughout the year.

Summary of Practices: K-12 alignment teams in all content areas. Curriculum instruction and assessments are monitored through summative and formative assessments that are aligned measuring student learning, using proficiency scales, unit plans and curriculum mapping. These common assessments will be used to determine academic growth and proficiency of the grade level curriculum.

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.

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. (3.3 Rubric)	Effective Practice
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Summary of Practices:

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
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Summary of Practices:

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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Summary of Practices:

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.

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. (3.6 Rubric)	Acceptable
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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. (3.7 Rubric)	Acceptable
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Yes	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:

Through district support and beginning implementation of PLC’s across the district. Glendo is receiving services of a facilitator during the 2016-17 school year no less than once a month. We do not have any new teaching staff this year therefore there is not a need for induction services.

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. (3.8 Rubric)	Acceptable
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YES

Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

Summary of Practices:

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.)

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?

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. [\(3.9 Rubric\)](#)

Acceptable

Summary of Practices:

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. [\(3.10 Rubric\)](#)

Acceptable

Summary of Practices:

Professional Learning (3.11)

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

Summary of Practices:

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

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. (3.12 Rubric)	Acceptable
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YES	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)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	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)
NA	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

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

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. [\(5.1 Rubric\)](#)

Acceptable

YES

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 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:

- District, teacher developed, formative and summative common course assessments
- MAP testing K-9
- ACT, Aspire standardized tests
- Perkins assessments for CTE courses
- PLC's one for elementary and one for secondary

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:

- Data collection and analysis of PAWS, MAP and the ACT Suite. From this analysis the School Wide Improvement Plan and Professional Growth Plan is developed.
- All secondary teachers have the ACT Practice Question books to help prepare the students.

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:

- Standardized tests (ACT suite)
- Credit recovery during summer school
- PLC discussions

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

Elementary Goals : By Spring of 2019, 85% of our students in grades 3-6 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- a. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math

Junior High Goals: By Spring of 2019, 85% of our students in grades 7-8 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- b. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math

High School Goals: By Spring of 2019 80% of eleventh graders will reach a composite score of 19-21. (Addresses achievement and growth in WAEA)

Subgoals

- c. By Spring of 2017 30% of eleventh graders will reach a composite score of 19-21

SURES AND METHODS (INTERVENTIONS):

- Teachers will be part of PLC teams where analyzing student data and making appropriate alterations to delivery of instruction.
- Teachers will review on ACT suite level assessments when results arrive.
- Teachers will implement research-based instructional strategies to increase student engagement.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
District PD provided 2014-2015	Fall 2016 Spring 2017	Classroom teachers	All teachers have had Data Team training
Participate in district MTSS committee	Fall 2015 ongoing	Kathy Morsett Stanetta Twiford	Research Effect size of current interventions
Titile 1 After school Program	Oct. 2016 to May 2017	Tiffany Hegglund	Provide additional time for students with skill gaps. We are not a Title 1 school this year but are using carry over funding.

FAST Bridge	Oct 2016 May 2017	Amy Pindell	Assessments with progress monitoring of the recommended intervention.
Extra vigilance by all teachers of JH students. As a group, these students are very unfocused. Intervention every Friday for one hour after lunch.	Fall 2015 Spring 2016	All teachers of JH students	MAP winter and spring FAST Bridge

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

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. (1.1 Rubric)	Acceptable
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YES	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:

- **Mission/Vision statement in handbook and website.**
- **Parent surveys give us external information.**
- **Mission/Vision is addressed each year and adjusted accordingly.**

Culture Based on Shared Values and Beliefs (1.2)

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. (1.2 Rubric)	Acceptable
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Summary of Practices:

- **Common instructional practices**
- **Data teams have been implemented**
- **Analyze ACT Suite Data**
- **Concurrent courses are offered in Math, Political Science, and Ag.**
- **Dual Enrollment is available**
- **Edgenuity offerings to supplement course offerings**

School Improvement Process (1.3)

The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <u>(1.3 Rubric)</u>	Acceptable
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YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	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)
YES	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	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:

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

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

Acceptable

YES

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

Summary of Practices:

- **Board meeting notes are emailed to district employee's.**
- **All certified staff must complete a yearly Professional Growth Plan**
- **It is an ongoing process to review/ update board policy**

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Acceptable

Summary of Practices:

- **Most, if not all, administrators have attended WILN**
- **PD is discussed, at length, to identify what is needed and the most effective**

Leadership Autonomy (2.3)

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. [\(2.3 Rubric\)](#)

Acceptable

Summary of Practices:

- **Surveys are evaluated, discussed and used for school improvement**
- **Schedules are altered to maximize student instruction time**
- **Monthly workshops are held with the board and administration to promote communication**

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)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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Summary of Practices:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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Summary of Practices:

- Parents are sent a weekly email to update them on coming events
- PTO/Teacher group meets once a month. We are trying to move the conversation more toward improvement and curriculum than fund raising. This is very difficult.
- There is a district [System Improvement Team](#) which includes community members from all schools.

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. (2.6 Rubric)	Acceptable
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YES	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
YES	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)

YES

The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

Summary of Practices:

- Second year using the 5D+ Teacher Evaluation Guide, v. 3, using inquiry to analyze and improve the quality of instruction for all students
- Certified teachers complete a Growth Plan with in the 5D+, v.3, program

SIG Schools: Explain your teacher and leader evaluation system.

Leadership Capacity Improvement Plan

Elementary Goals : By Spring of 2019, 85% of our students in grades 3-6 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- b. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math

Junior High Goals: By Spring of 2019, 85% of our students in grades 7-8 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

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High School Goals: By Spring of 2019 80% of eleventh graders will reach a composite score of 19-21. (Addresses achievement and growth in WAEA)

Subgoals

- C. By Spring of 2017 30% of eleventh graders will reach a composite score of 19-21

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Administrator growth plan in conjunction with 5D+ v.3 Teacher Evaluation System.	2016-2017 Yearly	Administrators	A Growth Plan will be created based on the needed improvement as it is perceived by each person.

MTSS	2016-17 on going	Kathy Morsett Stanetta Twiford	To determine the effect size of the interventions being used data review
FastBridge	Oct. 2016-2017	Amy Pindell Intervention Specialist	Initial assessment followed by biweekly progress reports.

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. (4.1 Rubric)	Acceptable
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YES	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
YES	Instruction is provided by highly qualified teachers (Federal)
YES	Paraprofessionals meet the requirements of ESEA (Federal)

Summary of Practices:

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

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. (4.2 Rubric)	Acceptable
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YES	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> ● ½ Day Kindergarten – 450 hours ● Full Day Kindergarten – 900 hours ● Elementary – 900 hours ● Middle/Jr. High – 1050 hours ● High School – 1100 hours (Wyoming)
YES	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
YES	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> ● Wyoming Day, December 10 of each year. ● Nellie T. Ross’ birthday, November 29 of each year. ● Native American Day, the second Friday in May. ● Pearl Harbor Remembrance Day, December 7 of each year. ● Constitution Day, September 17 of each year. (Wyoming)
YES	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
YES	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
YES	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
YES	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
YES	<p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)</p>
YES	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

Summary of Practices:

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

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
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
YES	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)
YES	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
YES	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)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	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:

- Half day district social worker
- Half day counselor
- Half day nurse

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
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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 req

Resource Utilization Improvement Plan

Elementary Goals : By Spring of 2019, 85% of our students in grades 3-6 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- c. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math

Junior High Goals: By Spring of 2019, 85% of our students in grades 7-8 be proficient and above in both reading and math . (Addresses achievement and growth in WAEA)

Subgoals

- b. By Spring of 2017 65% of our students in grades 3-6 be proficient and above in both reading and math

High School Goals: By Spring of 2019 80% of eleventh graders will reach a composite score of 19-21. (Addresses achievement and growth in WAEA)

Subgoals

- C. By Spring of 2017 30% of eleventh graders will reach a composite score of 19-21

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Google Docs	2015 on going	District initiative	Better communication and organization
Title 1After School Program (using previous year funds) NOTE: No longer Title I School	Oct 2016 May 2017	Tiffany Hegglund	Progress checks throughout and end of program assessments.
Morning tutoring 6:30 - 8:00 AM. Primarily math but any student is welcome, grades 6-12	Fall 2016 Spring 2017	Fran Blatnick, math teacher	Intended to keep students current in math and help others who may need extra time or help

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valuation/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

NA

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

Option 1: Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
Option 2: Extend the school year or school day	
Option 3: Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
Option 4: Significantly decrease the management authority at the school	
Option 5: Restructure the internal organization of the school	
Option 6: 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	X

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)

NA

SELECT A RESTRUCTURING OPTION

OPTION 1: Close and Reopen as a Charter School	
OPTION 2: Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
OPTION 3: LEA contracts with private management to govern the school	
OPTION 4: 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

