

Wyoming School Comprehensive Plan



Wheatland, Wyoming
Sharon Swanson, Principal

2016-2017

PLAN SIGNATURES

Dennis Fischer

District Superintendent

Greg Meyer

District Board Chairman

Sharon Swanson

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)

<p>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)</p>	<p>Acceptable</p>
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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)
N/A	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
N/A	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)
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

Implementation of reading and math programs with teaching practices based on research and common core standards.

English Language Arts Core instruction is provided for all students in phonological awareness, phonics, fluency, comprehension and vocabulary using a direct instruction approach with repeated practice of skills. Teachers of reading receive training in the instruction of these areas through formal training and/or a mentoring process.

An updated version of the core reading program (Reading Street) was purchased in Sept. 2014 to address common core standards. Teachers have addressed the written language standards of the ELA common core through collaboration and each grade level has adjusted instruction to varying degrees. We have added a grammar program to our language arts instruction to help guide, step by step, the instruction of written language to the common core standards in 1st and 2nd grade.

Math: Implementation of a new math program began in the Fall of 2014. Program consultants were brought into the district to provide initial and follow-up training for all teachers in math K-12. Teaching

practices meet requirements for instruction of the 8 mathematical practices recommended by NCTM. The EnVision Math program was chosen K-5 for West and Libbey Elementary. My Math was adopted for our pre-Kindergarten program as it most closely matched instruction included in EnVision and is based on the 8 mathematical practices. An instructional audit was completed in Sept. 2015 to assist principals and teachers to determine areas of improvement needed for instruction. MAP results indicate that our students, K-2, show a general trend in a positive direction in language arts and math. Results of the math instructional audit reveal that our teachers have implemented with fidelity and have stayed true to the mathematical practices. Recommendations were made for further improvement. We will include those recommendations in our school improvement goals.

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

Acceptable

Summary of Practices:

Staff have adopted routines and strategies supported by reading and math research in all areas of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension) and the development of math concepts using mathematical practices. These routines allow teachers to maximize time set aside for instruction (90 minutes in reading, 75 minutes in math) for all students with an additional 30 minutes for differentiated instruction activities for all students as well.

Student learning behaviors are addressed through PBIS plans and the recent adoption of Second Step, a social/emotional learning curriculum. We recognize the need to prepare students to learn by addressing those behaviors that get in the way of their attention and focus in the classroom. This will also allow teachers to help all students remain focused on learning tasks that will benefit their academic work. Supports are provided for students through the Title 1, SPED and classroom activities that will allow teachers to focus on a student's area of need. We are currently working at the district level to more clearly define our MTSS process k-12. This will include Tier 1, 2 and 3 interventions in all academic and behavioral areas. Additional time is also given to students for social learning through our structured recess program and group or individual reteaching, role playing or counseling opportunities for those in need. We have invested a considerable amount of time in the areas of learning targets, student engagement, and data teams. The focus of this is to improve our instruction, learning, and reviewing data for the purpose of improving student learning.

Principals have engaged in training for the supervision of instruction and to support improved instructional strategies. The district has invested in using the 5D+ evaluation system which aligns well with research based instructional strategies.

The district has implemented a curriculum review process for K-12 education. In 15-16, our district completed a review cycle in math, implementing a new common core curriculum K-12. This year, K-5 will begin discussions around ELA instruction in order to prepare for a curriculum review in language arts.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [\(3.3 Rubric\)](#)

Acceptable

Summary of Practices:

Teachers provide multiple opportunities for students to learn vital concepts in all academic areas. We have focused these last two years on increasing student engagement through classroom management strategies, academic routines and strategies supported by learning research. Individual learning needs are determined through the data team process and specific instruction provided for all students in need of additional support academically and behaviorally. Interventions and enrichments are provided for students when a need is determined. We have an established Building Intervention Team and Individual Education Plan process that we follow to provide the level of support students may need for academic learning. Students may be given a variety of tools (ex. manipulatives in math) to support their learning. Technologies that may be used for support include iPads, computers, online resources for programs in math and reading, and RedCats for clarity of instruction.

We follow a walk to read format in grade K-2, allowing teachers to provide interventions or enrichments for students at each level by increasing opportunities to respond and strengthen reading foundations for students who struggle to read and provide enrichment opportunities for those students who perform beyond their grade level. We also follow walk to math beginning in 2nd grade to provide the same opportunities in math.

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:

The school district has implemented the use of the 5D+ evaluation system for teachers. Administrators have been engaged in professional development to improve instructional leadership capacity in the district. This allows administrators to engage in discussions leading to instructional improvements. The principal at Libbey has also engaged in content-specific training in the standards of professional practice in reading and math.

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.

Grade levels choose an area of focus in reading or math, assess students in the area, and determine the need for interventions or enrichments for all students through a formal data team process. Goals are set, interventions and enrichments implemented for a specified period, students are assessed for progress and new goals are set for the next area. The district provided formal training in data teams with Steve Ventura two years ago. Expectations have been outlined and shared with the teaching staff. Each Friday throughout the year, an early release is scheduled to provide time within the workday to hold PLC/Data team meetings, curriculum meetings and District level teams in curriculum, instruction, and assessment. Special area teachers (Art, Music, PE) meet at the district level to review curriculum and coordinate expectations on a less frequent basis. In some places, school personnel can clearly link collaboration to improvement results in instructional practice and student performance. Otherwise, there is a general belief that collaboration leads to improvements in instructional practice and student performance. Formal and informal mentoring of new teachers to the building allows for examination of student work and study teams among school personnel. Staff meetings are held twice a month to provide collaboration time across grade levels. One early release each month will be devoted to district level collaboration.

Areas for Improvement: A more formal approach to examining student work, reflection, study teams, and peer coaching could be used to work toward more improved student performance.

We do meet in data teams but do not engage in peer coaching opportunities.

A clear link to collaboration and student performance.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <u>(3.6 Rubric)</u>

Acceptable

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.

A district focus has been communication of learning targets and sharing of success criteria for students. Staff has engaged in professional development in the last two years and is working to include these practices in their daily work. Teachers review data and make adjustments to instruction based on the performance of their students using multiple measures: FAST, MAP, progress monitors, Unit and topic assessments (program specific).

Areas of improvements:

All teachers are working on communication of learning targets throughout the lesson. This is a point of improvement in our building. Many exemplars are shared in language arts and math but may not happen frequently in every classroom. Timely feedback needs to be given to students in all classrooms.

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:

PLCs, staff meetings, mentoring program for new teachers - Specific roles and duties are outlined. Time is allotted throughout the year to allow for staff to work together.

Areas for improvement: Ongoing mentoring for staff that need more time and support for a longer period would be beneficial. Peer coaching would benefit our staff in areas of expertise. The evaluation system will be used by the principal to engage in instructional discussions with teachers. This process will allow principals to recommend professional development opportunities specific to each teacher’s needs. Time will be allotted at staff meetings for teachers to collaborate in groups around their area of focus during the year.

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)
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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.)

Family nights are held each year to engage parents in literacy and math activities that could be used at home to help their children. Kindergarten holds a literacy night in the Fall of each year to demonstrate for parents

how their children are taught in reading and give out materials that can be used at home to promote literacy. Libbey Elementary has worked in partnership with Wyoming Kids First (coordinating with community events at the public library, meetings with community members to promote literacy, etc.). The school participates each year with Wyoming Reads for first grade. We promote "I Love Reading Month" each February to engage families in special literacy activities and community members and parents are invited to read to our classes. Each year, parents are surveyed to get input about Title programs and services. Parent compacts have been developed and are reviewed regularly to make needed changes. Other methods for involvement or to keep parents informed or involved are:

School Website

Powerschool

newsletters

parent contact - calls, notes, email

Remind

progress monitor results

quarterly awards assemblies

Dr. Seuss week

Parent/Teacher Organization

2nd grade ExamView reports

1st grade tests sent home

Volunteers encouraged- helping with learning activities, chaperones, read to classes, etc.

math and reading letters

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?

- Kindergarten teachers and the principal visit Head Start preschool classes to observe students in the Spring who are coming to school in the Fall
- Kindergarten registration in March
- Kindergarten screening in April, during this time we provide some school information to parents
- Head Start staff meet with Libbey K teachers to inform them of individual student needs

Held meeting after K screening to let preschool teachers know the strengths and weaknesses of students as a whole, things that could be improved upon the next year

- We invite all preschool students in the community to come for a visit in May to Libbey Elementary during school
- Engaged with preschool personnel in discussions sponsored by Wyoming Kids' First for strengthening school readiness
- This school year, we began a Preschool Liaison program to promote further communication between Libbey Elementary and all preschools in the community. We are looking for improved transitions to the public school setting as well as increasing preparedness for success in school.

Areas we can improve: Reading and math nights are often evaluated and annual surveys are completed each October to inform our school areas we can improve. We could provide more opportunities for our parents later in the year to let us know how satisfied they are with specific aspects of our school like opportunities to volunteer. Is there anything we can do to communicate better or with more frequency?

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:

A survey was given to staff where they were asked how well they felt they knew each student at our school. Results indicated that the majority of our students were well known by at least 1 person on the staff with most students well-known by several staff members. There were only a few students who were not well known and they were all newer to our school. This indicates that all students participate in a structure at our school where they have the opportunity to build relationships with staff. In addition, we have developed our PBIS (Positive Behavior Instructional Supports) structure at our school, and we have taken specific steps to seek out students who need more positive relationships and support. For example, counselors invite students to eat with them in groups or individually to provide an opportunity to connect with another adult. Teachers sometimes have lunch or special events with specific students to connect with members of their class. The principal and other teachers or counselors seek out students on the playground to remind them to eat breakfast. They also ask if they need help with homework or just to say welcome back to school today. This is helping us connect with a few students who continue to be at risk for not being engaged in school. A team from Libbey and West attended Tiers training with a focus on behavior intervention with students last year to support behavioral training and supports.

Areas of improvement: Continue to build our system of support as we complete training this year. Tier 1, 2 and 3 structures have been outlined for the school.

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
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Summary of Practices:

All Parents have access to PowerSchool to see student grades and other information. They receive school handbooks on the first day of school. These handbooks are posted in Spanish and English on the district and school websites. School board policy books are available onsite in the building and on the school website. School board agendas and meetings are also posted on the district website. Parent/Teacher conferences are held in October each year and meetings are called throughout the year when asked for by the teacher or parents.

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.

Teachers new to our school receive prescribed training based on their experience and professional development prior to the beginning of the school year. Teachers will be mentored by colleagues within the building to build each staff member’s capacity to provide quality instruction.

The staff is invited to additional opportunities for training in the summer.

Reading Mastery training - teachers and para-professional staff

Math and Reading Consultants periodically when needed

Learning Targets

Student

Engagement Data

Teams/PLCs

FAST

Advantage

Math

Individual Needs: Text Resources, PD in Focus, The Teaching Channel, etc.

Areas for improvement:

Para-professionals are invited to more opportunities for training. Some of our professional development programs have been evaluated for effectiveness. In the Spring, Instructional Facilitators and our Curriculum Director surveyed the district through classroom walkthroughs to check for several items. They observed the types of instruction and Technology being used to determine the effectiveness of our professional development over the last couple of years. The results gave us useful information about proficient areas and areas that need improvement.

Staff surveys and classroom observations are used to evaluate the impact of all professional development.

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)
N/A	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?

We identify areas students are in need of support and make a plan for formal and informal assessments. Our school provides a Walk to Read model for instruction that allows us to plan for the needs of students. We have an additional 30 minutes of reading instruction provided for all students at their level. Enrichment activities are provided for students exceeding expectations. Interventions are provided for those students not meeting grade level expectations. For example, last year in Kindergarten we had two students who significantly exceeded grade level expectations in reading. Two days a week, they had specialized instruction that allowed them to read and comprehend text at a higher level. We provide services in both push-in and pull-out models depending on the level of assistance needed by the student. We currently departmentalize in second grade. Half our teachers teach reading and half our teachers taught math. We received many positive comments by parents. After this year, we will have 3 years’ data to evaluate the positive effects of departmentalization. During these last two summers, we provided an Enrichment program for all students that focused on science. The days were spent reinforcing academic skills using hands-on activities, field trips, and the application of reading and math. We received many positive comments from parents. Our attendance was considerably higher than in years past with traditional academic summer programs.

Areas for improvement: A greater focus on enrichment activities during the school year is needed to provide for all the needs of gifted and talented students.

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
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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)
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Summary of Practices:

Assessments we use: FAST, NWEA MAP, Core Phonics Survey, Program specific unit test in Reading Street, Math Envisions topic assessments, Universal screening for at risk behaviors (BEISY), Weekly Reading assessments.

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
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Summary of Practices:

We look at all forms of data and use this to inform our instruction. Math data lead us to the realization that a stronger core in math was needed in order to deliver higher quality instruction using common core standards. Our reading data indicates the need to strengthen reading instruction between West and Libbey Elementary as we are not meeting expectations in student performance on PAWs at the 3rd, 4th, and 5th grade levels. Support staff provides instruction that enhances student learning in the regular curriculum (sp/lang, OT, PT, etc.).

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:

The 5D+ teacher evaluation system includes criteria around assessment for student learning and the use of data to inform instruction. Grade level mentors will assist new teachers to our school in the collection and use of data.

Areas to improve: Encourage support staff to attend Data team meetings to identify where they can support instruction of the regular curriculum and increase student learning. Support staff (Art, Music, PE) will be working on assessments and how to use data that allows them to support student learning in all areas and succeed in their content areas as well.

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:

Kindergarten readiness is determined each year through a screening process. A Pre-Kindergarten program is offered for students who do not demonstrate readiness for success at school. This screening tool measures academic and non-academic readiness. NWEA MAP is used to determine expected growth rates for students each year, 3x/year. Students meeting learning targets are deemed ready for success at the next level.

Areas for improvement: Staff will need to engage at deeper level to verify student learning at each interval the MAP assessment is given. Other indicators to use throughout the year are unit and topic assessments which measure how well students are learning what is being taught. We need to use both as evidence that our current curriculum is significant enough to be ready for the next level.

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:

Results of classroom assessments are communicated by teachers. School level results are communicated to parent and community groups through meetings and newsletters. PAWs and NWEA MAP results are communicated through the district website.

Areas for Improvement: Parents are informed of their own child's progress with individual reports from MAP, progress monitors, and access to Powerschool for grades and other information. Less consistent has been school level information. Parents have been invited to participate by attending meetings as part of our school improvement team. Attendance at these meetings have been minimal.

Teaching and Learning Improvement Plan

Longitudinal Plan:

1. **Develop an instructional framework for reading and math**
2. **Restructure PLCs**
3. **Building an MTSS system**

2016-19 goal: 85% of all students K-5 will score proficient or above as measured by; the Early Literacy report in grades K-2; and the State PAWS assessment in grades 3-5 by 2018 (this addresses WAEA Growth Equity and Achievement).

- **2016-2017 69% proficient in Reading & Math**
- **2017-2018 76% proficient in Reading & Math**
- **2018-2019 83% proficient in Reading & Math**

Aligning Instructional Framework: West and Libbey Elementary will be working toward aligning our instructional framework in the core areas of reading and math. This is our second year in the adoption of a new math program used to deliver instruction aligned with WY standards. West and Libbey are not aligned in the delivery of language arts instruction. An instructional audit was completed in the Fall of 2015 to identify areas of strength and weakness in reading and math. An action plan in both areas was developed to improve instruction. Principals use the 5D+ Teacher Evaluation tool to help teachers strengthen their instructional practices. We are currently working with a consultant in language arts instruction to improve instructional strategies. The audit indicates a framework for instruction needs to be developed for both buildings regardless of grade level or content area. Weaknesses were identified specific to math and reading instruction, with recommendations to improve.

Restructuring Professional Learning Communities: During the past three years Libbey and West elementary have been working towards building a collaborative culture between the two buildings. The work completed has included combined professional development opportunities on engagement, data teams, math, and reading. During the past year the two schools combined their SIT teams. While PD opportunities have provided foundations for addressing instructional needs there has been little positive change in student scores. A review of meeting agendas for PLCs reveal that while the district has in place the technical structures for PLC many of the cultural components are not being implemented. To restructure the PLCs at and between the two buildings, we will be following the PLC framework of Dufour. In doing so we will address all three big ideas addressed in the research on PLC; (1) ensuring that students learn, (2) collaborative culture, and (3) a focus on results. The PLC structure that we would use would include a shared leadership team for the two buildings that would review and report on progress of the three restructuring goals and data and needs for each building. Meeting process for all co-building elementary curriculum teams and building grade level teams will be reviewed and revised to match the criteria recommended within the professional literature on PLCs. The meeting practices of the current leadership teams that have been established at each building to review the progress of each grade level will also be revised to match the criteria recommended within the professional literature on PLCs. A representative from each building level leadership team will serve on

the co-building leadership team to provide regular updates on specific data and needs of the building. The process will be supported by the district which has also committed to full implementation of the a comprehensive PLC framework district wide. The district framework will include a format for meeting agendas and minutes that entail the four questions and leave available for discussion the various types of formative assessment that are utilized in daily instruction.

Building an MTSS system and align intervention strategies: During the 2015-16 school year, members of the district’s MTSS team have participated in State MTSS training. The team has worked to develop a framework that will be used district wide to support practices for Tier I, II and III academic support. The framework was shared with all elementary staff In March of 2015. Within the developed framework, the criteria for the specificity, frequency and duration of interventions at all levels was noted. While the framework developed by the district MTSS team includes a three tier approach for behavior, it must be aligned and approved by the elementary co-building PBIS Team. The team, comprised of teachers and administrators from the two elementary schools participated in a year long behavior intervention training with Clayton Cook during the past year. The team has utilized the training to support the implementation of a behavior screening process and positive behavior support system at each school. As part of the restructuring effort, intervention practices from the MTSS and PBIS systems would be combined into one intervention framework. The system when fully implemented would include Universal screening conducted two to three times per year, skill specific research based interventions for students identified as needing support, and regular progress monitoring of the academic and behavioral growth of student receiving tier II and III support.

MEASURES AND METHODS (INTERVENTIONS):

1. omiImplement PLCs with fidelity
2. Build an instructional framework
3. Provide professional development
4. Building shared leadership between and within Libbey and West
5. Building an MTSS system and implementing with fidelity
6. Building staff capacity to utilize multiple data systems (i.e.FAST, MAP, Milepost, Lexia, WAEA, PAWS)

Wyoming Department of Education Early Literacy Report Libbey Elementary

Term	Grade Tested	Students Tested	Number Proficient	Number Needed Proficient	Percent proficient	Needed Percent Proficient	Met Goal	Missed Goal by number
Spring 2015	K	66	46	56	70%	85%	No	10
	1	54	27	45	50%	83%	No	18
	2	74	55	62	74%	84%	No	7
Spring 2016	K	60	27	51	45%	85%	No	24

	1	61	46	51	75%	84%	No	5
	2	51	33	43	65%	84%	No	10

Measureable Objective: Develop an instructional framework for reading and math which imbeds research-based practices across all classrooms in all content areas K-5 as measured between 2016-2019 by a published framework.

Research Used to Support School Improvement Process: Marzano - instructional frameworks, Hattie, Dufour, NCTM, Van de Walle, CORE(Honig Diamond & Gutlohn), Allington, Fullan, Honig Diamond

Strategy: Develop the Instructional Framework

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Through the PLC process, develop framework with teaching staff across content areas.	Co-building support	8/1/2016	12/1/2016	Principals, Teaching staff at Libbey and West	Published Written Framework
Strategy: Implement the instructional framework					
Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured

Through the PLC process/staff meetings, share instructional framework and expectations for implementation.	Co-building support	1/16/2016	8/1/2016	Principals, Teaching staff	Agenda, minutes
Professional development in areas of instructional framework identified as weak among staff	PD	Beginning Jan-16	on-going	Principals, Teaching staff	Professional development attendance and evaluation
Develop a monitoring system of the instructional framework	Co-building support	Beginning Jan-16	3/1/2017	Principals	Instructional framework checklist

Measureable Objective: Implement researched, evidenced-based instruction in the areas of language arts, math, and behavior as measured by PAWS, MAP and reading, math and behavior assessments in FAST.

Strategy: Through the PLC process, Co-BLT will research effective reading instruction for grades K-5.

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Through the PLC process, building level content and grade level teams will implement researched,	Co-building support	8/1/2017	Ongoing	All Reading Teachers	

evidence-based instruction in the area of reading.					
PD in the area of research-based reading instruction for all teachers of reading K-5.	PD	8/1/2017	Ongoing	All Reading Teachers	Completion of PD Plan and PD effectiveness survey.
Over the next two years, the district will be re-evaluating the reading curriculum, aligning with standards, identifying effective teaching strategies, and developing assessments K-12. This curriculum will be aligned with the instructional framework developed.	District support	8/1/2016	5/1/2018	All Reading Teachers, administrators	Selection of resources and/or language arts program
Strategy: Through the PLC process, Co-BLT will research effective math instruction for grades K-5					
Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when objective will be measured
Through the PLC process, building level content and grade level teams will	Co-building support	8/1/2017	Ongoing	All Math Teachers	

implement researched evidence-based instruction in the area of math.					
PD in the area of research-based math instruction for all teachers of math K-5.	PD	8/1/2017	Ongoing	All Math Teachers	Completion of PD Plan and PD effectiveness survey.

Research Used to Support Restructuring Process: Dufour, Hattie, Fullan, Eaker & Keating, Peterson, The New Teacher Project (TNTP,) Character Education Partnership (CEP), Muhammad, Drucker

Measureable Objective: Restructure the PLC framework that currently exists at West elementary and Libby elementary by (1) Implementing a comprehensive PLC framework that operates at a co-building level, (2) establishing accountability protocols in and between teams, and (3) establishing criteria and opportunities that build the capacity of teachers to lead.

Strategy: Uniform structure for PLC collaborative time

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
District Developed Expectations for PLC time	District Support	Jul-16	Aug-16	District Admin Team	Published Written Framework
Introduce District Expectations for PLC	Co-Building Support	Aug-16	Aug-16	Libbey and West Principals	5D+ evaluation system, Dimension- professional collaboration and communication

Schedule to designate PLC collaborative times	Building support	Aug-16	Aug-16	Building Principal	Published Schedule
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Strategy: Reorganize teams between building and within buildings

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Administrative reassignment of team members	Building and Co-buildin g	Jul-16	Aug-16	Building Principals	published list of teams, members and PLC times
Team developed goals and norms	District and Building Support	Aug-16	Sep-16	Individual Teams	Published goals and norms provided to principals

Strategy: Develop shared knowledge and capacity for shared leadership

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Book or article studies	PD	Aug-16	2018 May	Team members and principal	Completion of PD Plan and PD effectiveness survey.
District training on PLCs	PD	Aug-16	Ongoing	District Leadership	Completion of PD Plan and PD effectiveness survey.
Develop Co-building philosophy of how leadership teams will operate. To include	Co-buildin g support, meeting time	Aug-16	Ongoing	co-building leadership, Administrati on	Meeting agendas, 5D+, published mission, vision, values, beliefs and norms

shared vision, mission, values, beliefs and norms					
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Research Used to Support Restructuring Process -Wyoming Instructional Network; National Center on Response to Intervention, RTI action network, Bernhardt, Love,

Measurable Objective: Alignment of academic and behavior Intervention practices to meet MTSS criteria identified by the district level MTSS team as measured by team and staff agendas and student intervention progress notes.

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Strategy: Implement protocols and a plan for MTSS

Activity:	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Staff will engage in a comparison study to examine the components of Rtl and PBIS that are used in the MTSS intervention framework	In House PD	Sep-16	Oct.2016	Principal/Interventionists	Staff Agenda & Notes
staff will Identify goals and beliefs that align with MTSS plan to include in the school mission vision goals	Collaboration	Sep-16	ongoing	SIT team, Co-building team, Interventionists	included in published mission, vision, goals

Develop and review building and co-building MTSS team membership	Collaboration	Sep-16	Sep-18	School PBIS & MTSS members and Principals	List of teams and members.
Develop and review MTSS team beliefs and goals within all PLCs	Collaboration	Sep-16	Sep-18	Building and co-building MTSS teams and principals	MTSS team agenda and notes.
Yearly Measure of staff understanding and support of MTSS	District MTSS	Oct.2016	Oct.2018	Principals/ MTSS co-building team	Yearly MTSS survey Results
Create and implement a plan for quarterly review of the MTSS goal.	District MTSS	Sep-16	ongoing	District MTSS	Report to Admin and School board
Develop and publish a list of available research based interventions to address intervention needs	District MTSS	Dec-16	update as needed	district MTSS, Title I, SPED	finalized list published

Measureable Objective: Teachers and PLCs will regularly review and utilize data to guide academic and behavior intervention work as measured by staff and PLC agendas, assessment schedules, Intervention data and student intervention documentation.

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Strategy: Ensure use of Academic Data

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
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Training on how to access of information and data in Mileposts	co-buildin g PD	Sep-16	Dec-16	Principal/Interven tionists	Staff Agenda & Notes
Training on how to access and use of MAP data	co-buildin g PD	Sep-16	Dec-16	Principal/Interven tionists	Staff Agenda & Notes
Training on how to access and use of FAST data	co-buildin g PD	Sep-16	Dec-16	Principal/Interven tionists	Staff Agenda & Notes
Extend BIT meeting process used at West to Libbey	Bi-monthl y school BIT meetings	Sep-16	May-16	Title I staff & identified teachers	BIT Meeting Schedule
Collect evidence of staff use of student intervention systems	support	Sep-16	May-18	Instructional Facilitator, PIC leaders.	PLC agendas and notes, FAST data

Strategy: Establish Assessment timelines and protocols

Activity	Activity Type: PD, District Support, etc.	Begin Date	End Date	Who is Responsible	How/when will objective be measured
Set schedules for universal screening	In house PD	Sep-16	ongoing	principals	published schedule
Review universal screening data by grade level and school (data findings reported to BLT)	building	Sep-16	ongoing	grade level PLC	Intervention groups established, Students to receive FAST identified
Set schedules for BEISY and review of	building	Sep-16	ongoing	PBIS/MTSS team	realized reduction of number of students identified for intervention

data (data findings reported to BLT)					
Progress monitoring schedule for FAST developed and revised as needed(data findings reported to principals and BLT)	building	Sep-16	ongoing	Title I, SPED,	BIT meeting Agenda and notes, TA schedules

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

When implementation of the goal is complete the school will have as evidence:

1. Data from Universal Screeners of all students (MAP spring to spring)
2. Data from State and District assessments
3. Seven months of progress monitoring data for students receiving TIER II and III interventions in reading and math that demonstrate growth of each student assessed.
4. Copies of meeting agendas and notes from grade level PLC, staff meetings and, BIT meetings that reference discussions on reading and math programs and interventions, and growth data.

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:

Each spring, the school improvement team (staff and parents) review the school purpose and revise when needed. The school purpose is then presented to the full staff for final input. This is displayed in the building and school website. This last year, we completed this process but are currently revisiting our plan as required by the WDE using a varied format.

Areas for Improvement:

Engaging stakeholder groups is not always successful. Parents have attended at a decreasing rate over the last two years. We need to identify more successful ways to communicate with stakeholder groups.

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

Summary of Practices:

Shared values and beliefs are reflected in the school purpose each year. Each staff member has chosen a focus for professional development goals to work on this year. These goals are reflective of a commitment to improve teaching and learning throughout the building. Time at staff meetings and/or PLCs will be used for collaboration of ideas to meet these goals.

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. (1.3 Rubric)	Needs Improvement
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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)
N/A	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.

Students, Parents and Staff are surveyed each year to assess the school’s overall performance. Areas in need of improvement are typically reflected in the next school improvement plan. A school improvement team is identified each year including staff and parents to inform them of the steps taken by the school for making improvements. Input is asked to be given by parents as to how we can improve our school. This improvement has taken the form of facilities, communication, parent involvement and instruction.

Areas for Improvement:

A formal process for determining the fidelity which interventions and strategies are implemented will be put in place. This started with Math and Reading training with the elements of instruction that are required.

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
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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)
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Summary of Practices:

Policies and practices are in place to provide for professional growth of staff, to promote effective instruction and assessment, support the school's purpose and direction, and the oversight of fiscal management. These policies and practices are found on the school district website and in each school office. The current board is working to update policies.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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Summary of Practices:

Board members attend professional development regarding the roles and responsibilities of the governing body.

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
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Summary of Practices:

Schools keep the district admin. and school board informed of events by placing it on the district calendar. Daily operations of the school is left to the principal with support from the governing body. When parents have issues to discuss with the governing body, they are willing to listen and encourage stakeholders to speak directly with school staff to resolve issues.

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:

Libbey Elementary adheres to a culture of collaboration. The district is working on establishing a larger sense of community among the schools through a refocus on Professional Learning Communities.

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:

Libbey Elementary has an active Parent/Teacher Organization that limits itself to fundraising activities for the school. As a result our students and staff have been blessed with an excellent playground and many items purchased for classrooms such as technology. We also have great responses from parents during I love Reading month and for various events throughout the school year asking parents to volunteer, read to a class or share a special talent or knowledge with the students. Where we often are unable to get parents involved is when we ask those to attend school improvement team meetings. Generally, at these meetings, parents tend to communicate their satisfaction for academic programming for their children but might ask about a procedure at the school to be adjusted or is there another way to do something? These suggestions and questions are always welcome and are investigated.

Areas for Improvement:

Helping parents to see the significance of their participation within the school improvement team process and engage in the generation of ideas to improve the school

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:

Our current evaluation system is the 5D+ Evaluation System. Assessing: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, Classroom Environment and Culture, Professional Collaboration and Communication. This is a newer evaluation tool for our district with an updated version.

SIG Schools: Explain your teacher and leader evaluation system.

Leadership Capacity Improvement Plan

Longitudinal Plan:

4. Develop an instructional framework for reading and math
5. Restructure PLCs
6. Building an MTSS system

2016-19 goal: 85% of all students K-5 will score proficient or above as measured by; the Early Literacy report in grades K-2; and the State PAWS assessment in grades 3-5 by 2018 (this addresses WAEA Growth Equity and Achievement).

- 2016-2017 69% proficient in Reading & Math
- 2017-2018 76% proficient in Reading & Math
- 2018-2019 83% proficient in Reading & Math

Aligning Instructional Framework: West and Libbey Elementary will be working toward aligning our instructional framework in the core areas of reading and math. This is our second year in the adoption of a new math program used to deliver instruction aligned with WY standards. West and Libbey are not aligned in the delivery of language arts instruction. An instructional audit was completed in the Fall of 2015 to identify areas of strength and weakness in reading and math. An action plan in both areas was developed to improve instruction. Principals use the 5D+ Teacher Evaluation tool to help teachers strengthen their instructional practices. We are currently working with a consultant in language arts instruction to improve instructional strategies. The audit indicates a framework for instruction needs to be developed for both buildings regardless of grade level or content area. Weaknesses were identified specific to math and reading instruction, with recommendations to improve.

Restructuring Professional Learning Communities: During the past three years Libbey and West elementary have been working towards building a collaborative culture between the two buildings. The work completed has included combined professional development opportunities on engagement, data teams, math, and reading. During the past year the two schools combined their SIT teams. While PD opportunities have provided foundations for addressing instructional needs there has been little positive change in student scores. A review of meeting agendas for PLCs reveal that while the district has in place the technical structures for PLC many of the cultural components are not being implemented. To restructure the PLCs at and between the two buildings, we will be following the PLC framework of Dufour. In doing so we will address all three big ideas addressed in the research on PLC; (1) ensuring that students learn, (2) collaborative culture, and (3) a focus on results. The PLC structure that we would use would include a shared leadership team for the two buildings that would review and report on progress of the three restructuring goals and data and needs for each building. Meeting process for all co-building elementary curriculum teams and building grade level teams will be reviewed and revised to match the criteria recommended within the professional literature on PLCs. The meeting practices of the current leadership teams that have been established at each building to review the progress of each grade level will also be revised to match the criteria recommended within the professional literature on PLCs. A representative from each building level leadership team will serve on

the co-building leadership team to provide regular updates on specific data and needs of the building. The process will be supported by the district which has also committed to full implementation of the a comprehensive PLC framework district wide. The district framework will include a format for meeting agendas and minutes that entail the four questions and leave available for discussion the various types of formative assessment that are utilized in daily instruction.

Building an MTSS system and align intervention strategies: During the 2015-16 school year, members of the district’s MTSS team have participated in State MTSS training. The team has worked to develop a framework that will be used district wide to support practices for Tier I, II and III academic support. The framework was shared with all elementary staff In March of 2015. Within the developed framework, the criteria for the specificity, frequency and duration of interventions at all levels was noted. While the framework developed by the district MTSS team includes a three tier approach for behavior, it must be aligned and approved by the elementary co-building PBIS Team. The team, comprised of teachers and administrators from the two elementary schools participated in a year long behavior intervention training with Clayton Cook during the past year. The team has utilized the training to support the implementation of a behavior screening process and positive behavior support system at each school. As part of the restructuring effort, intervention practices from the MTSS and PBIS systems would be combined into one intervention framework. The system when fully implemented would include Universal screening conducted two to three times per year, skill specific research based interventions for students identified as needing support, and regular progress monitoring of the academic and behavioral growth of student receiving tier II and III support.

Measures and Methods (Interventions)

Implement the 5D+ evaluation system that supports teacher growth in using effective instructional strategies in all areas of instruction.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Review and engage in staff level discussions around the instructional strategies and elements of instruction required in reading and math.	Throughout the school year by May, 2016	Principal Teaching staff	Agendas and sign-in sheets

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

Staff meetings are scheduled to discuss the 5D+ indicators, instructional strategies in reading and math, final training for this year will be completed by January 4, 2015.

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?

Local advertisement, recruitment at teacher fairs, state-wide 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. (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?

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
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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)
N/A	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:

All safety inspection reports are given to the district Maintenance director and he passes on any recommendations for improvement to the principal. The principal passes on any information to staff when they are involved in necessary improvements. These are kept on file at the district office.

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

The district employs an instructional facilitator who focuses on technology. She is available to all building staff who would like assistance in the use of technology in their classrooms. This person continually sends out information that can be used as resources for teachers and students in the classroom.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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YES	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices:

Libbey has areas of the school that lack internet access consistently. A plan has been made to remedy the situation, however, we are waiting approval of funds to complete the project. Most rooms are able to access internet on individual devices. The district does have a technology plan that includes: Outfitting each classroom with a specified menu of devices and a rotation system to update school labs and teacher computers. All other items are requested through a specified system. The technology committee then determines what items are purchased through district funds. Another source has been as a result of the fundraising efforts of our Parent/Teacher Organization.

Areas for improvement:

Take necessary steps to improve the internet access in the building. Purchase additional devices to meet literacy/math needs in all classrooms.

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
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Summary of Practices:

Last year, a team of staff began to attend professional development in the area of behavior intervention. Ideas were exchanged and a process of improving the school’s PBIS plan began over the summer. At the start of this year Tier 1 efforts to address social emotional needs of our student were outlined and a social emotional curriculum was purchased (Second Step). This was shared with the remainder of the staff and a timeline has been created for this team to present additional information to the staff. Second Step will begin in early October in all classrooms. Implementation will be reinforced by support staff and paraprofessionals throughout the building as well. A universal screening to measure internalizing and externalizing at risk behaviors will be used for all students to measure the social emotional skills of our students. Students at risk will be identified and interventions organized to address their needs. The measure of effectiveness will be a reduction in office referrals and interruption of learning in the classrooms. In addition, we will see improved ratings for students on the universal screening.

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. <u>(4.7 Rubric)</u>	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:

This relates to the work, outlined in 4.6. Counselors are part of the behavior intervention team and play an active role in interventions. Effectiveness of the program will be determined by the performance of students on the universal screener.

Area for Improvement: Measures of program effectiveness need to be clearly outlined.

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

Teaching and Learning Improvement Plan

Longitudinal Plan:

7. Develop an instructional framework for reading and math
8. Restructure PLCs
9. Building an MTSS system

2016-19 goal: 85% of all students K-5 will score proficient or above as measured by; the Early Literacy report in grades K-2; and the State PAWS assessment in grades 3-5 by 2018 (this addresses WAEA Growth Equity and Achievement).

- 2016-2017 69% proficient in Reading & Math
- 2017-2018 76% proficient in Reading & Math
- 2018-2019 83% proficient in Reading & Math

Aligning Instructional Framework: West and Libbey Elementary will be working toward aligning our instructional framework in the core areas of reading and math. This is our second year in the adoption of a new math program used to deliver instruction aligned with WY standards. West and Libbey are not aligned in the delivery of language arts instruction. An instructional audit was completed in the Fall of 2015 to identify areas of strength and weakness in reading and math. An action plan in both areas was developed to improve instruction. Principals use the 5D+ Teacher Evaluation tool to help teachers strengthen their instructional practices. We are currently working with a consultant in language arts instruction to improve instructional strategies. The audit indicates a framework for instruction needs to be developed for both buildings regardless of grade level or content area. Weaknesses were identified specific to math and reading instruction, with recommendations to improve.

Restructuring Professional Learning Communities: During the past three years Libbey and West elementary have been working towards building a collaborative culture between the two buildings. The work completed has included combined professional development opportunities on engagement, data teams, math, and reading. During the past year the two schools combined their SIT teams. While PD opportunities have provided foundations for addressing instructional needs there has been little positive change in student scores. A review of meeting agendas for PLCs reveal that while the district has in place the technical structures for PLC many of the cultural components are not being implemented. To restructure the PLCs at and between the two buildings, we will be following the PLC framework of Dufour. In doing so we will address all three big ideas addressed in the research on PLC; (1) ensuring that students learn, (2) collaborative culture, and (3) a focus on results. The PLC structure that we would use would include a shared leadership team for the two buildings that would review and report on progress of the three restructuring goals and data and needs for each building. Meeting process for all co-building elementary curriculum teams and building grade level teams will be reviewed and revised to match the criteria recommended within the

professional literature on PLCs. The meeting practices of the current leadership teams that have been established at each building to review the progress of each grade level will also be revised to match the criteria recommended within the professional literature on PLCs. A representative from each building level leadership team will serve on the co-building leadership team to provide regular updates on specific data and needs of the building. The process will be supported by the district which has also committed to full implementation of the a comprehensive PLC framework district wide. The district framework will include a format for meeting agendas and minutes that entail the four questions and leave available for discussion the various types of formative assessment that are utilized in daily instruction.

Building an MTSS system and align intervention strategies: During the 2015-16 school year, members of the district’s MTSS team have participated in State MTSS training. The team has worked to develop a framework that will be used district wide to support practices for Tier I, II and III academic support. The framework was shared with all elementary staff In March of 2015. Within the developed framework, the criteria for the specificity, frequency and duration of interventions at all levels was noted. While the framework developed by the district MTSS team includes a three tier approach for behavior, it must be aligned and approved by the elementary co-building PBIS Team. The team, comprised of teachers and administrators from the two elementary schools participated in a year long behavior intervention training with Clayton Cook during the past year. The team has utilized the training to support the implementation of a behavior screening process and positive behavior support system at each school. As part of the restructuring effort, intervention practices from the MTSS and PBIS systems would be combined into one intervention framework. The system when fully implemented would include Universal screening conducted two to three times per year, skill specific research based interventions for students identified as needing support, and regular progress monitoring of the academic and behavioral growth of student receiving tier II and III support.

Measures and Methods (Interventions)

Instructional technology will be used and maintained to deliver instruction effectively in each classroom.

A social/emotional learning curriculum will be researched and purchased for the school to support student learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Teachers will use technology to deliver and improve instruction: projectors, document cameras, iPADS, Red Cats, computers.	Continuous, as needed	Technology plan funds (district), building budgets	Documented through evaluations
Equipment will be maintained or replaced when needed in order to preserve current supply.	Continuous, as needed	District technology funds, building budgets	Written Requests

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

As we develop our system, we can evaluate the effectiveness by the decrease number of incidences of specified behavior at school.

Students will show progress on the behavior screening being used by the end of the year (BEISY).