

# Wyoming School Comprehensive Plan

## Peak High School



Wheatland, Wyoming  
Josh Sandlian, Associate Principal

**2016-2017**

# PLAN SIGNATURES

*Dennis Fischer*

**District Superintendent**

*Greg Meyer*

**District Board Chairman**

*Josh Sandlian*

**WAEA School Improvement Representative**

(Original Signatures on File at District Office)

**2016 - 2017 Plan Year**



## **DISCLAIMER**

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

# COMPREHENSIVE PLAN DIRECTIONS

## Writing Plans

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

### 1. ASSESS NEEDS

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

### 2. STATUTORY ASSURANCES

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

### 3. SUMMARY OF PRACTICES

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

### 4. IMPROVEMENT PLANS

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

## Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- 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) by December 7. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

## WDE Representative Assistance

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

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a>	<b>Acceptable</b>
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	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)
	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
	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)
	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

#### Summary of Practices:

Peak High School utilizes an online curriculum through Edgenuity to deliver an equitable and challenging learning environment for students. Students are able to proceed through the coursework at somewhat their own pace while still being monitored for on-time completion of the course. Peak High School also tries to utilize community resources to bring in hands on learning for students, such as an OSHA 10 class, First Aid/CPR, and community speakers.

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

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

Peak High School utilizes an online vendor, Edgenuity, to assist in curriculum delivery. Peak HS utilizes individual learning plans for student learning. Each student is also assigned a mentor teacher that meets on a regular schedule to review educational and personal goals.

## Instructional Strategies that Engage Students (3.3)

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

**Needs Improvement**

### Summary of Practices:

In the design structure for the first year of Peak HS, teachers are being shared with Wheatland HS (both schools are on the same campus). Teachers work with students providing support as the students work through the online curriculum.

A goal for Peak HS is to create a blended learning program with highly engaging instructional strategies. Other strategies that Peak HS is incorporating is using community resources and Eastern Wyoming College Outreach programs to provide certification courses (OSHA, First Aid/CPR, CNA course).

## Instructional Leadership (3.4)

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

**Acceptable**

### Summary of Practices:

A teacher evaluation tool (5D+) was implemented for the 2015-2016 School year. Administration spent 7 days of training with Dr. Whitney Meissner. Five teacher leaders had 5 days of training and implementation with Dr. Whitney Meissner over the course of the year. Monthly staff meetings will be utilized to implement and deepen our understanding of the the 5D+ model over the course of the year. A second cohort group spent 4 days of training with Dr. Whitney Meissner during June 2016 and August 2016. New teachers to the school district will meet with building administration to review specific district goals and focus areas during new teacher orientation in August 2016.

## Collaborative Learning Community (3.5)

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

**Acceptable**

### Summary of Practices:

All faculty participate in a PLC group for Peak High School. Regular meetings include discussion on:

1. Improving instructional practice
2. Building a strong culture
3. Addressing the needs of students
4. Discussing the operational practices of Peak HS

## Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. [\(3.6 Rubric\)](#)

**Needs Improvement**

### Summary of Practices:

Currently, Peak HS teachers provide support for students in their learning through the online curriculum. In year 1, teachers from Wheatland HS have been assigned a period to work at Peak HS. One teacher from ELA, Social Studies, Math, Science, along with Art, Special Education, and the WHS counselor all work with students at Peak HS. For year 2, it is the goal of the district to recruit teachers for Peak HS starting for the 2017-2018 school year to improve the instructional practice. It is the goal that the instructional format would become a blended learning plan at Peak HS.

## 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**

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

### Summary of Practices:

Each student enrolled at Peak HS has been assigned a mentor teacher. The students were placed with teachers based on prior relationships at Wheatland HS. Teachers are meeting with students on a regular frequency to discuss course progress and educational goals.

## 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**

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

### Summary of Practices:



## 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:

Peak HS has a small enrollment of less than 20 students. Each student has a mentor teacher, but all teachers are working with students to work through their instructional goals.

## 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**

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)

The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

## 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**

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)

The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)

	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)
	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
	The school meets the educational needs of historically underserved populations. (Federal)

**Summary of Practices:**

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. <a href="#">(5.1 Rubric)</a>	<b>Acceptable</b>
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	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:**

### 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. <a href="#">(5.2 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

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

Professional and support staff are trained in the evaluation, interpretation, and use of data. <a href="#">(5.3 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

**Administration and teacher leaders have attended the following trainings with the intent to share out the information during staff meetings over the course of the year.**

**ACT/ASPIRE Training---September 17, 2016**

## Determining Verifiable Improvement in Student Learning (5.4)

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

**Acceptable**

Summary of Practices:

## Communicating School Performance (5.5)

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

**Acceptable**

Summary of Practices

## Teaching and Learning Improvement Plan

**GOAL(S):** Peak High School will meet a graduation rate of 100% including on time graduates and extended graduates in years 5, 6, and 7 as described in the Attainment section of the Wyoming Alternative School Accountability Model.

### MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Utilize the Wyoming Alternative School Student Success Plan to guide student's progression and goal setting.	September 2016-May 2017	Josh Sandlian, Dan Marquart, and Peak HS teachers will monitor student progress.  Edgenuity will be paid for by district funds.	Mr. Sandlian and Mr. Marquart will monitor progress of course progress towards graduation.  Peak HS teachers will mentor students and refer to information and goals set by the student in the student's personal success plan.
Each student will have a mentor teacher assigned to them.	2016-2017 School year	Josh Sandlian, Peak HS teachers	The Peak HS teachers will meet with the students they mentor to check on course progress, and monitor student goals.

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

Building administration will monitor the implementation of the interventions and make appropriate adjustments for needed resources. Full implementation will be evidenced by completion of student success plans, course completion, and graduation rates.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

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

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

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

As a new school, Peak HS is working to build the culture within the students, parents, staff and stakeholders. We will be developing a mission and vision for the school that promotes learning and growth.

### School Improvement Process (1.3)

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

**Summary of Practices:**

## 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**

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:**

### District Board Operations (2.2)

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

**Acceptable**

**Summary of Practices:**

### 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:**

### 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**

**Summary of Practices:**

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. [\(2.5 Rubric\)](#)

**Acceptable**

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)

### Summary of Practices:

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. [\(2.6 Rubric\)](#)

**Acceptable**

The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)

The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)

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

**Administration at Peak HS is evaluated using the 4D+ Rubric for Instructional Growth and Teacher Evaluation. This rubric was created by the Center for Educational Leadership from the University of Washington. The administrator and teacher evaluation rubrics compliment each other with a focus on growth.**

**A teacher evaluation tool (5D+) was implemented for the 2015-2016 School year. Administration spent 7 days of training with Dr. Whitney Meissner. Five teacher leaders had 5 days of training and implementation with Dr. Whitney Meissner over the course of the year. Monthly staff meetings will be utilized to implement and deepen our understanding of the the 5D+ model over the course of the year. A second cohort group spent 4 days of training with Dr. Whitney Meissner during June 2016 and August 2016. New teachers to the school district will meet with building administration to review specific district goals and focus areas during new teacher orientation in August 2016.**

# Leadership Capacity Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

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

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

## DOMAIN 3: RESOURCE UTILIZATION

### Standard 4: Resources and Support Systems

#### Staff Recruiting and Retention (4.1)

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

Summary of Practices:

## 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**

	<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"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
	<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>
	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
	<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>
	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

### Summary of Practices:

**This is the first year for Peak High School and all funding is provided by Platte County School District #1. Our goal is that Peak HS will be included in the State of Wyoming funding model for the 2017-2018 school year.**

## 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**



	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)
	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
	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)
	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)
	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)
	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)
	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
	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. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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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:**

## Technology Resources (4.5)

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

**Acceptable**

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

### Summary of Practices:

Peak HS utilizes desktop computers for each student to complete their work. Peak HS will be applying for various technology grants to purchase Chromebooks for the school.

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

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

**Acceptable**

### Summary of Practices:

## Services to Support Student Educational Needs (4.7)

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

**Acceptable**

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

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:

## Resource Utilization Improvement Plan

**GOAL(S):**

**MEASURES AND METHODS (INTERVENTIONS):**

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

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

## ESEA CORRECTIVE ACTION PLAN

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

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

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

**Please describe:**

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

## ESEA RESTRUCTURING PLAN

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

### SELECT A RESTRUCTURING OPTION

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

### Please include:

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