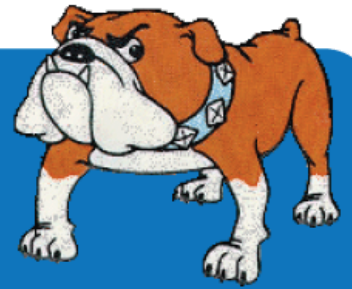


Wyoming School Comprehensive Plan

West Elementary School



Wheatland, Wyoming
Vicki S. Begin, Principal

2016-2017

PLAN SIGNATURES

Dennis Fischer

District Superintendent

Greg Meyer

District Board Chairman

Vicki Begin

WAEA School Improvement Representative

(Original Signatures on File)

Plan Year

2016-2017



DISCLAIMER

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

COMPREHENSIVE PLAN DIRECTIONS

Writing Plans

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

1. ASSESS NEEDS

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

2. STATUTORY ASSURANCES

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

3. SUMMARY OF PRACTICES

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

4. IMPROVEMENT PLANS

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

Plan Submission

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

WDE Representative Assistance

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

TABLE OF CONTENTS

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2) (AdvancEd Priority 5)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2) (AdvancEd Priority 2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

Teaching and Learning Improvement Plan

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3) (AdvancEd Priority 3)

AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1) (AdvancEd Priority 1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5) (AdvancEd Priority 4)
- Leader and Staff Evaluation (2.6)

Leadership Capacity Improvement Plan

DOMAIN 3: RESOURCE UTILIZATION

AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

Resource Utilization Improvement Plan

Corrective Action Plan

Restructuring Plan

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)
Yes	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)
N/A	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 math programs with teaching practices based on research and Wyoming State Standards.

Implementation of a reading framework that is based on research practices and Wyoming State Standards in grades 3-5.

At the 2nd and 3rd grade level an at grade level alternate core was implemented to support students needing a more structured approach to reading.

English Language Arts Core instruction is provided for all students in comprehension, fluency, accuracy and vocabulary. Two separate delivery systems are used as a vehicle for instruction. Students in grades three and four utilize a balanced literacy approach and Reading Mastery. In grade five the use of literacy circles with anchor texts supports a balanced literacy approach that builds cross curricular connections to social studies content.

In all three grades, additional reading support is provided to all students through the use of online programs and separate times for differentiated instruction (DI) within the instructional day. Online programs are also used in grades

three through five to support continued growth in phonological awareness, spelling and vocabulary skills. The programs and intervention used during DI times provide student reading support at each student’s skill level.

Training; Teachers of reading receive training on instructional practice for reading, through in-house, on-site, off site, online professional development opportunities, and the school mentoring or coaching process. During the 2016-2017 school year a core group of teachers from West Elementary and Libbey Elementary will participate in CORE reading training. Those receiving training will be responsible for providing training and information to others in the school to ensure the five foundations of reading are implemented, taught, and assessed in all grades.

Written Language The Wyoming ELA standards are used in grades three through five as a guide for the instruction and assessment of all written student work. To support student growth in writing each grade level completes a formal writing assessment two times each year. Grade level teachers are provided one day of inservice time for each assessment in order to score and discuss grade level results. Teachers use data from the assessments to make adjustments to writing instruction.

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. An instructional audit was completed in Sept. 2015 to assist principals and teachers and determine areas of improvement needed for instruction. In 2017 additional training was provided for first and second year teachers as well as Title 1 staff.

Assessment:

Data Discussion: PAWS scores indicate that West and Libbey Elementary are not meeting expectations consistently in the areas of reading and math, with reading as the weaker area. MAP scores indicate we are not meeting expectations in every grade, every year. After 3rd grade, gains are minimal or non-existent, specifically on MAP. WAEA reports indicate we were meeting expectations in equity, growth, and achievement in the 2013-2014 school year. In the 2014-2015 school year, we did not meet expectations in the area of growth. In 2015-2016, the school met expectations in achievement, but did not meet expectations in equity and growth. In 2015-2016, the school met expectations in achievement, but did not meet expectations in equity and growth.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Needs Improvement
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Summary of Practices:

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

Staff have adopted routines and strategies supported by reading and math research. Reading is taught through a balanced literacy approach. Reading instruction and intervention focus on, phonics, fluency, vocabulary, comprehension and accuracy. The school schedule for reading has been developed to allow 60 minutes for core instruction and 30 minutes for differentiated instruction. While each grade level utilizes reading practices that are supported by research during the core and DI times, there is a lack of vertical alignment between grades. To develop a plan of action to address concerns of misalignment the school has been working with a reading consultant. During the 2016-2017 year information and strategies gained from in house CORE 5 training will be implemented. As part of the district's curriculum review process, the district ELA team will also be reviewing all ELA program needs district wide to build vertical alignment.

In math the district has begun the process of vertical alignment through the adoption of the K-5 Envisions math program. Math instruction and intervention focus on the development of math concepts using mathematical practices. School schedules for math have been developed that allow teachers to use 60 minutes per day for math instruction. Also, each grade level has an additional 30 minutes each day that is utilized for differentiated instruction in math .

Supports that focus on a student's area of need are provided for students through Title 1, SPED and classroom activities. We are currently working at the district level to clearly define the K-12 MTSS process. This will include Tier 1, 2 and 3 interventions in all academic and behavioral areas. A building MTSS team also meets monthly to review school intervention data and program needs. Additional time is also given to provide students with opportunities for social learning through group or individual reteaching/role playing or counseling.

We have invested a considerable amount of time on the areas of learning targets, student engagement, and data teams. The focus of our work is to improve our instruction, learning, and data review processes for the purpose of improving student growth and achievement. 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. Three years ago, our district completed a review cycle in math, implementing a new common core curriculum K-12. This past year, our district completed a review cycle for science and, implemented a new curriculum based on the national science standards for grade K-12. This year, review on the social studies curriculum will be completed and new material will be adopted for next year. The district ELA team is in their second year of discussion regarding ELA curriculum, instruction, and assessment needs. Information gathered will be used to support the adoption of a K-12 curriculum during the 2018-2019 school year.

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
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Summary of Practices:

Teachers provide multiple opportunities for students to learn vital concepts in all academic areas. During the past three years, staff have focused on increasing student engagement through classroom management strategies, academic routines and strategies supported by learning research. Individual learning needs are determined through a PLC/data team process and specific instruction. The process is used to identify 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 BIT and IEP 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 used to support student learning include iPads, computers, online resources for programs in math and reading, and RedCats for clarity of instruction.

In order to address the needs of all students a school wide model for Title I support has been adopted to support students during core instruction. Title teachers and paraprofessionals push into the classroom to help with instruction. During the differentiated instruction (DI) time, a walk to read or walk to math format is used. During DI, students participate in focus groups that address specific skill needs. Online programs, such as IXL math, Vocabulary City, Lexia and Khan academy have also provided students with additional opportunities for practice.

Areas for improvement: In the area of technology there has been an increase in the number of devices available for teacher and student use. This is an area that continues to need improvement (number and quality of devices available to teachers).

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Needs Improvement
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Summary of Practices:

Staff posit that past leadership practices have not been strategic enough to monitor and support the improvement of instructional practices of teachers. To address the need, the school district implemented the use of the 5D+ evaluation system for teachers. To address the need to improve instructional leadership, administrators and a small group of staff were trained in the use of the 5D+ during the 2015-2016 and 2016-17 school year. This use of the system provides a framework for administrators to engage in discussions with staff that have supported instructional improvements. Additionally, at the district level, all administrative staff have received monthly training on developing and supporting PLC practices.

Collaborative Learning Community (3.5)

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

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

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/PLC 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 monitoring period. The district provided formal training in data teams during the 2013-2014 and 2014-2015 school years. During the 2016-2017 school year teams have worked to rebuild their formal PLC process in order to keep student data at the heart of decision making.

Each Friday throughout the year, an early release is scheduled to provide time within the workday to hold team meetings. At West elementary that time is used for Data team meetings, grade level intervention team meetings, behavior intervention team meetings and other district curriculum, instruction and assessment meetings. Special area teachers (Art, Music, PE) also meet regularly to develop whole group lessons that are used to support student physical development and contribute to the success of students in other content areas. Special education staff divide their time between district SPED training and grade level meetings. 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 opportunities for professional development and collaboration time across grade levels.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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Summary of Practices:

A district focus has been communication of learning targets and sharing of success criteria for students. Staff members were provided training on engagement strategies during the 2014, and 2015 school years. Teachers 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: PAWS, MAP, FAST progress monitors, placement tests and topic assessments (program specific).

Areas for improvement: All teachers are working on communication of learning targets throughout the lesson. This continues to be an area for growth in our building. Timely feedback needs to be given to students in all classrooms. Information and exemplars on engagement strategies have been shared with staff and are accessible to staff via Google Drive.

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)	Needs Improvement
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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:

A mentoring program has been implemented at the district level. The program is facilitated by a teacher leader in collaboration with the district superintendent. Mentees attend an induction training prior to the start of the year. Mentee progress is monitored and supported through the work of the lead teacher.

Staff are provided coaching support in instruction, PLC and, self assessment. There are two coaches at 1.5 FTE that are available to work with staff. Coaches are shared with Libbey elementary. All first and second year staff are required to complete video self assessments with the support of a coach. One coach has been assigned to provide support to teams to review and build PLC practices. Coaches are available to provide instructional, video and PLC support to all staff upon request.

Areas for improvement: As the current coaching model was recently rebuilt, there is a need to monitor its use and effectiveness, and ensure that staff are being provided the type of support that is needed. In addition to receiving coaching support, peer coaching or instructional rounds would benefit our staff and allow for greater sharing of expertise.

It is believed that the recently implemented 5D+ evaluation system will provide principals with an opportunity to engage in instructional discussions with teachers. Under the system teachers develop a growth plan that is support by the principal through classroom observation data. This process allows principals to provide feedback and recommend instructional steps or professional development opportunities specific to each teacher’s needs.

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

Yes

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

Summary of Practices:

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

In addition to having an open house for all students and their families at the start of the school year, each grade level has an orientation meeting each year for students and their parents. During the meetings parents are; introduced to grade level staff, interventionists and specialist; and provided information on school and classroom practices, school calendars, school website's, modes of communication, educational resources and after school activities. Title I staff provide two Family nights each year to showcase the literacy and math work of students and engage parents in activities that could be used at home to help their children. As a school we promote “I Love to Read 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 using the parent Survey from ASSIST. Parent compacts have been developed and are reviewed regularly to make needed changes. Compacts are included in the parent student handbook that is published yearly. Other methods for involvement or to keep parents informed or involved are:

School Website

Powerschool

School and classroom newsletters

parent contact - calls, notes, emails, Remind 101

progress monitor results

Parent/Teacher Organization

Environment program/presentation (3rd grade)

Waxless Wax museum (4th grade)

Various classroom presentations and field trips

Parade of states presentation (5th grade)

Muffins with Mam’s (PTO sponsored students display work)

Donuts with Dudes (PTO sponsored students display work)

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

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

Need Improvement

Summary of Practices:

This is an area where we have just begun to develop school wide practices. A survey was given to staff in which 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 someone 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, as we have developed our PBIS structure at our school, we have taken specific steps to seek out students who need more positive relationships and support. For example, counselors invite students to meet 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 and halls to say welcome back to school each day. In addition, various staff members have been assigned a student that they check with before and after school to learn about their day and provide organizational support. All of the previously mentioned activities are helping staff to connect with a few students who continue to be at risk for not engaging in school. In the past four West staff attended Tiers training which focused on behavior intervention with students. Three of those individuals now meet with the building MTSS team to lead data discussions regarding student behavior and behavior supports.

Areas of improvement: Continue to build our system of support. Continue to build PBIS supports that monitor the work through the building MTSS team.

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 and these 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 September and October each year, and meetings are called throughout the year when requested by teacher or parent.

Areas for improvement: The inputting of daily grades into PowerSchool by K-5 teachers was implemented in 2015-2016 school year. Growth in this area is still needed to ensure that that adopted plan for grading becomes an embedded practice for teachers, students and parents.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Needs Improvement
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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.

Reading and math teachers new to our school receive prescribed training based on their experience and professional development prior to entering our school. Teachers will be mentored by colleagues within the building to build each staff member's capacity to provide quality instruction.

All staff invited to additional opportunities for training in the summer as we are able to arrange.

Reading Mastery training - teachers and paraprofessional staff

Math- and Reading Consultants provide training (i.e. Envision Math for new staff, CORE Reading- Train the trainer)

5D+ Evaluation Rubric

Student Engagement

CCIRA (yearly reading conference)

Data Teams/PLCs

Paraprofessionals engaging in training on how to work with our struggling students - various topics 2x per month

Advantage Math

State MTSS training 2015-17

Book Study Materials (Explicit instruction, Academic Conversations, Essential Questions, Teach like a Champion)

Individual Needs: Text Resources, The Teaching Channel, etc.

NWEA Webinars on data review

State training to support use of assessment data.

Self evaluation work with instructional coach.

Areas for improvement:

Invite para-professionals to more of the opportunities for training. We have included them more over the last year and are giving more opportunities this year. Some of our professional development programs have been evaluated for effectiveness but not all. Continue to utilize instructional coaches to build, revise and support the district developed self-assessment process for non-tenured staff (and others as requested).

Since all staff do not attend the same training opportunities there needs to be a prescribed plan or formal process put in place that provides for information sharing between staff. This is beginning to occur through the work that is being done by the district MTSS team, the building MTSS team, 5D+ training group and CORE reading trainees.

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)
Yes	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?

Through multiple assessments, we identify students that are in need of support and make a plan for that support. During Core instruction students attend at level core instruction that is the most appropriate for their learning needs. We have an additional 30 minutes of differentiated reading instruction provided for all students to address students individual skill level needs. During DI time, enrichment activities are provided for students exceeding expectations and interventions are provided for those students not meeting grade level expectations. We provide services in both push-in and pull-out models depending on the level of assistance needed by the student. We continually analyze data from formal and informal assessments, identify students in need of assistance and plan for the intervention. To provide extended learning opportunities the school offers and after school program four days per week. Students attending the program received reading and math support that are specific to their individual learning needs. During the summer there were two programs offered. The onsite summer school program was done in partnership with Libbey Elementary. It offered student the opportunity to engage in reading and math activities designed to reinforce reading and math skills at all levels. The second program offered was an online reading and math classroom. In this program students completed assignments in online programs, completed independent reading and engaged in online classroom discussions with their teacher.

Areas for improvement: Though high achieving students are provided with differentiated instruction in math and language arts that is appropriate to their learning needs, students are not specifically identified as gifted and talented. Continuous monitoring of MAP and PAWs scores for this population is needed to determine if current practices are fostering the academic growth of this population.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. [\(5.1 Rubric\)](#)

Acceptable

Yes

The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)

Summary of Practices:

Assessments we use: NWEA MAP, Core Phonics Survey,, Math Envisions topic assessments, Common grade level assessments, Add+VantageMR math assessment,, Universal screening for at risk behaviors (BEISY), We will be piloting FAST for reading and math. We will use the program this year for progress monitoring in reading and math. Our long term goal for the program will be to utilize it for universal screening for reading, math, and behavior screening and progress monitors.

Areas for improvement: Progress monitoring of intervention effectiveness for students receiving intervention support.

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. [\(5.2 Rubric\)](#)

Needs Improvement

Summary of Practices:

We look at all forms of data and use this to inform our instruction. During the first days of school, all staff meet in grade level and cross-grade level groups to review district, school, grade level, and student level data to identify trends and make plans for next steps. During the year, grade level teams utilize PAWs data and MAP data (3 times per year) to determine the areas of support that are needed for classroom and intervention support. FAST assessments are used to provide progress monitoring data on students receiving intervention. A behavior screener is completed by staff in the fall to determine students in need of behavior intervention. Individualized measures are developed by staff to support the progress monitoring of student behavior interventions.

Areas for improvement:

While steps have been taken to provide time for analyzing data at all levels, there is a continued need to understand how to effectively utilize the data that is being used. As identified by the WAEA accountability report, West Elementary did not meet expectations for growth or equity on the 2015-16 PAWS. Thus, there is a continued need to develop a systemic data analysis process that can be used to identify the areas of intervention needed at the Tier I-III level that are needed to support student growth.

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
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Summary of Practices:

All teaching and support staff engage in professional development related to evaluation, interpretation, and use of data. Only teaching staff engage in PLC/data teams as they are the decision making body for student programs.

Areas for improvement: Encourage support staff to attend PLC/data team meetings to identify where they can support instruction of the regular curriculum and increase student learning. Continue to train support staff on the use of the FAST Bridge assessment and the resulting data.

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)	Needs Improvement
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Summary of Practices:

NWEA MAP is used to determine expected growth rates for students each year. Students meeting learning targets are deemed ready for success at the next level.

Areas for improvement: Staff will need to engage at a higher level to verify student learning at each interval the MAP assessment is given. Other indicators to use throughout the year are math topic assessments which measure how well students are learning what is taught and pre and post assessment used for PLC/data team work. We need to continue to support the work of the district assessment team as it reviews and rebuilds district and school assessment 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
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Summary of Practices:

Results of classroom assessments are communicated by teachers. Through the use of the PowerSchool parent portal parents have the ability to track their own child's academic progress throughout each quarter. 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.

Teaching and Learning Improvement Plan

Longitudinal Plan:

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

GOAL(S):

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 2019 (this addresses WAEA Growth Equity and Achievement).

- 2016-2017- 69% proficient in reading and math
- 2017-2018-76% proficient in reading and math
- 2018-2019- 85% proficient in reading and 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. Implement 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)

2013-2016 PAWS Math

School Year	Grade	Subject	Below_Basic	Basic	Proficient	Advanced	Basic & Below	Prof. & Adv.
2013-14	3	Math	12.50%	34.72%	29.17%	23.61%	47.22%	52.78%
2014-15	3	Math	16.18%	23.53%	44.12%	16.18%	39.71%	60.29%
2015-16	3	Math	15.85%	19.51%	45.12%	19.51%	35.37%	64.63%
2013-14	4	Math	10.20%	36.73%	44.90%	8.16%	46.94%	53.06%

2014-15	4	Math	9.59%	39.73%	30.14%	20.55%	49.32%	50.68%
2015-16	4	Math	13.51%	28.38%	48.65%	9.46%	41.89%	58.11%
2013-14	5	Math	8.82%	32.35%	44.12%	14.71%	41.18%	58.82%
2014-15	5	Math	7.69%	40.38%	46.15%	5.77%	48.08%	51.92%
2015-16	5	Math	14.67%	28.00%	41.33%	16.00%	42.67%	57.33%

2013-2016 PAWS Reading

School Year	Grade	Subject	Below_Basic	Basic	Proficient	Advanced	Basic & Below	Prof. & Adv.
2013-14	3	Reading	13.89%	23.61%	36.11%	26.39%	37.50%	62.50%
2014-15	3	Reading	14.71%	16.18%	41.18%	27.94%	30.88%	69.12%
2015-16	3	Reading	9.76%	20.73%	45.12%	24.39%	30.49%	69.51%
2013-14	4	Reading	24.49%	16.33%	38.78%	20.41%	40.82%	59.18%
2014-15	4	Reading	17.81%	27.40%	35.62%	19.18%	45.21%	54.79%
2015-16	4	Reading	17.57%	14.86%	39.19%	28.38%	32.43%	67.57%
2013-14	5	Reading	8.82%	36.76%	38.24%	16.18%	45.59%	54.41%
2014-15	5	Reading	25.00%	23.08%	38.46%	13.46%	48.08%	51.92%
2015-16	5	Reading	14.67%	28.00%	38.67%	18.67%	42.67%	57.33%

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
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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
Measurable 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, evidence-based instruction in the area of reading.	Co-building support	8/1/2017	Ongoing	All Reading Teachers	
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	District support	8/1/2016	5/1/2018	All Reading Teachers, administrators	Selection of resources and/or language arts program

aligned with the instructional framework developed.					
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 implement researched evidence-based instruction in the area of math.	Co-building support	8/1/2017	Ongoing	All Math Teachers	
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

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
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Administrative reassignment of team members	Building and Co-building	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 shared vision, mission, values, beliefs and norms	Co-building support, meeting time	Aug-16	Ongoing	co-building leadership, Administration	Meeting agendas, 5D+, published mission, vision, values, beliefs and norms

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.

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 RtI 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,	included in published

				Interventionists	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.

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
Training on how to access of information and data in Mileposts	co-building PD	Sep-16	Dec-16	Principal/Interventionists	Staff Agenda & Notes
Training on how to access and use of MAP data	co-building PD	Sep-16	Dec-16	Principal/Interventionists	Staff Agenda & Notes
Training on how to access and use of FAST data	co-building PD	Sep-16	Dec-16	Principal/Interventionists	Staff Agenda & Notes

Extend BIT meeting process used at West to Libbey	Bi-monthly 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 data (data findings reported to BLT)	building	Sep-16	ongoing	PBIS/MTSS team	realized reduction of number of students identified for intervention
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:

The school's purpose for student success is reviewed and revised and communicated with the help of stakeholders. The school purpose is reviewed at Staff, BLT and SIT meetings. Members of these groups recommend any changes that are needed. The purpose displayed throughout the school and is communicated to parents and students through handbooks, newsletters and daily announcements.

Areas for Improvement: While stakeholders are invited to be a part of the process involvement of non-school staff has been limited. 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
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Summary of Practices:

School leadership and staff share high expectations for professional practice. Grade level PLCs meet weekly to examine grade level needs and develop lessons and academic interventions. A weekly bulletin is posted by the principal each week. As a part of the 5D+ evaluation system, staff are provided timely feedback on observations done in their classrooms. The feedback is used to foster conversations between the teacher and principal that result in stronger learning outcomes for students. Bimonthly staff meetings provide staff with additional training on curriculum and assessment practices that can be used to better support student learning.

Areas for improvement: Work needs to be done to insure that all communications are timely, consistent and include all stakeholders.

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)	Acceptable
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Yes	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
Yes	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
Yes	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
NA	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:

The district provides all staff with aggregated longitudinal MAP and PAWs data at the beginning of every year. The results allow staff to analyze grade level and cohort data to identify trends. Additionally, all grade level PLC groups utilize MAP student benchmark data from fall, winter, and spring to identify instructional areas of strength and weakness. Data is then used to guide instructional decisions at the grade and classroom level. Benchmark results are also used to help identify groups of students that need additional academic support. Progress monitoring data is reviewed every 6 weeks to determine student progress and revise student intervention plans. To support the growth of teacher’s instructional practice, the 5D+ evaluation system administered through Pivot software is used by school leaders. The observation system allow leaders to provide ongoing feedback to each teacher regarding their instructional practices and their student’s response to instruction.

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

There are two process that are used to identify school needs, and support improvement planning. The first is the use of survey data. 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.

The second process used for planning is that of curriculum review. During the past three years Libbey and West Elementary have hired consultants to complete formal audits of the math and reading programs. Information from the audits were shared at BLT meetings, SIT meetings, staff meetings, board work sessions, and District administration meetings. Discussions from the meetings have helped to guide planning for needed curriculum changes.

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:

The district has developed a plan to review and revise all district policies. Two to four policies are reviewed, discussed and updated by the school board every month. A subcommittee, made up of board members and administrators, has been established to review district policies and make recommendation to the board.

The school vision statement and beliefs are aligned with the district vision and beliefs. The vision statement Reach the Peak addresses the need to equally support the high academic growth of all students. Professional development activities for all staff are implemented to support the work that is needed to achieve goals set by the school and district. Individual professional development opportunities that address specific needs of a grade level or individual are provided as needed.

Areas for improvement: While policies and practices are in place that guide decisions on professional development, school staff perceive a need to better define how decisions regarding Professional Development are made. Also, work is needed in the area of instructional coaching to provide a mechanism for guiding effective and equitable instructional practice.

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:

School board members receive yearly training on the roles and responsibilities of the governing body and its individual members. The district has established a set of meeting protocols that are to be followed by the school board and all PLC and administrative teams within the district.

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:

The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning. The administrative team meets two times per month to discuss school and district needs. The principal works with district

administration to obtain support for staff professional development opportunities needed to support building goals. The district provides a building budget that is managed by the principal and used to procure materials and resources for 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)	Needs Improvement
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Summary of Practices:

Staff support a common vision and belief. Collaboration is evident in the various teams that function within the building

BLT: The Building Leadership Team (BLT) meets once a month to discuss and share information and needs brought by the principal and each grade level. Team leaders share information with their respective teams and provide information back to the BLT that supports decision making.

SIT: As Libbey and West serve many of the same families, the School Improvement Team (SIT) from each school have been combined. The team includes staff members from school, the principals from both buildings, instructional coach, lead Title I teacher and parent volunteers. The team meets once a month. The SIT team serves as forum for providing information on school improvement initiatives restructuring planning and school data results. Additionally, it serves as a conduit to gain parent input and support for school improvement initiatives and restructuring plans. During the past year this team developed an action plan for improvement that will be implemented at each school.

Grade Level: All staff are members of a grade level PLC. These groups meet weekly during the Friday in-service time. Groups discuss lesson and curriculum alignment, conduct curriculum data teams, and review student benchmark and intervention data.

MTSS: The building Multi-Tiered System of Support (MTSS) team meets one time per month to review various academic and behavior data and make recommendations to classroom teachers on additional measures needed to support academic and behavior needs at the Tier I level.

CRISIS: The school crisis team meets three times per year to review building crisis protocols and make recommendations to the district team on building crisis needs.

Teacher meetings: Certified staff meet together two times per month to discuss school needs and participate in on-site PD that address curriculum, assessment and intervention practices.

Areas for improvement: Innovation and professional growth are limited by budget constraints. More work is needed to develop a budget committee that would support the principal in making purchasing decisions for the school. Additionally, work needs to be done to restructure PLC membership or discussion topics so that information discussed is pertinent to all participants (i.e. specialists). Finally, there continues to be a need to build a sense of community among and between all stakeholders (teachers, administration, parents, students, and community members).

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Needs Improvement
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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:

The principal and staff invite parents to be active members of the learning community. The student handbook is revised each year by the BLT, approved by the school board and posted on the school website. A school newsletter is sent out electronically each month to parents. This principal and Title I teachers work together to plan and present a parent night twice a year. The Principals at Libbey and West have teamed together to gain parent support and participation in the Elementary School Improvement Team. During the past year the principal helped to secure members and committee chairs for each of the PTO activity committees. She has also spoken with members of community organizations in an attempt to secure volunteers that could provide extra time weekly to read with students.

Areas for improvement:Not all parents have access to certain modes of communication. Though the handbook, parent survey, and school newsletter are available in hardcopy format they must be requested. Paper copies that provide dates and times of school programs and events need to be sent home regularly with students. All notices need to be sent out at least two weeks in advance of a program or event to provide parents ample time to plan.

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:

At the start of the 2015-16 school year the district implemented the 5d+ evaluation system. In 2016-2017 the district implemented the 5D+ version 3 rubric. Domains evaluated include: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, Classroom Environment and Culture, Professional Collaboration and Communication. Through the use of the 5D+ evaluation system, staff are provided timely feedback on observations that are completed regularly in their classrooms. The feedback is used to foster conversations between the teacher and principal that result in stronger learning outcomes for students.

A new evaluation system for administrators was also implemented by the district during the 2015-2016 school year. Principals are now evaluated using the 4D Instructional Leader evaluation. The evaluation utilizes eight evaluation criteria that are designed to engage principals in conversations that are focused on student learning.

Leadership Capacity Improvement Plan

Longitudinal Plan:

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

GOAL(S):

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 2019 (this addresses WAEA Growth Equity and Achievement).

- 2016-2017- 69% proficient in reading and math
- 2017-2018-76% proficient in reading and math
- 2018-2019- 85% proficient in reading and math

MEASURES AND METHODS (INTERVENTIONS):

- Implement PLCs with fidelity
- 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
Through the PIC process Mission, Vision, Goals, Values/Beliefs will be reviewed and established for all school teams	Aug 2017-May 2018	Principal Teaching staff	Documents with Mission, Vision, Goals, Values/Beliefs adopted by school teams
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	Meeting/training agendas, sign-in sheets, individual 5D+ observation notes and feedback.

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) Copies of training and meeting agendas and notes.
- 2) Documents that list mission, vision, values and goals for each team
- 3) Completed observation templates, notes and feedback posted in PIVOT.

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:

The school is in compliance with the State staffing requirements. Each grade level is served by a full or part time Title teacher and special education teacher. An additional SPED teacher serves a small high needs special education population. There is one half time teacher that serves ESL students. Three Title paraprofessionals and four SPED paraprofessionals provide additional support for the intervention work that is done with students within the school. Two SPED paraprofessionals provide support for students with high needs. All staff have met State certification requirements. All teachers are recognized as being Highly Qualified.

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

The principal is responsible for identifying when and where new staff are needed. Upon the principal’s request, positions are posted/advertised locally and statewide. To attract high quality teachers, the district offers a competitive benefits package and seeks applicants that have been certified by the state as highly qualified and share school district vision and values.

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
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	<ul style="list-style-type: none"> High School – 1100 hours (Wyoming)
Yes	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)
Yes	The following days are appropriately observed: <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	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
Yes	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
Yes	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
Yes	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
Yes	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
Yes	Activities approved for Federal Funding are completed within the approved time period. (Federal)

Summary of Practices:

Instructional time: A schedule has been developed that provides each grade level with at least 60 minutes for core reading instruction and 60 minutes for core math instruction. An additional 30 minutes is provided for differentiated instruction in math and reading in all grade levels.

Material resources: The district has provided instructional materials for the math and science core that were recently adopted. The reading curriculum is in its second year of review. It is anticipated that additional resources to support the core program will be provided during the 2018-2019 school year. Students and teachers share technology resources. There are two computer labs available for all classroom to use. Third grade shares an iPad lab. Fourth grade shares an Ipad and Chromebook lab. Fifth grade shares a Chromebook lab.

Fiscal resources: The principal submits a yearly budget request to the district business manager. The request is reviewed and revised based on district funds available. Grade levels and staff forecast the need for resources for the following year at the end of each school year. Requisitions for materials are submitted to the principal by teachers. The requisitions are reviewed and submitted to the district by the principal. Additional requisitions may be submitted by staff or grade levels throughout the year as need arises. Purchases are limited by assessed benefit to instruction and fund availability.

Areas for improvement: The addition of a budget review process that included staff members would insure that funding is being directed to support areas of highest academic need.

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

School Title programs and Special Education programs are overseen by the district Superintendent, lead Title I teacher, ESL coordinator, 21st century grant director and the district Special Education Coordinator. Principals work with each program leader to procure program resources and trainings to support the work being done through Title I and SPED. Principals work with Title and SPED teachers to develop schedules, and identify and serve students needing academic intervention. The school presently utilizes a school wide model for Title I support and has worked to implement a push-in model of support for reading and math. Building Intervention Team (BIT) meetings are held in each grade level every eight weeks to monitor the progress of students receiving intervention support from Title I staff.

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:

The school has procedures in place to review student health records and guide staff in working with the health and safety needs of students.

- All school staff receive yearly health trainings. The online trainings are presented through the GCN training network. The school nurse oversees the training process for the school.
- Custodial staff clean and sanitize all surfaces (desks, counters, railings bathroom fixtures etc.) throughout the day.
- The school has implemented a crisis team that meets regularly to discuss and revise crisis plans. Team discussions are guided by District Crisis Team agenda items.
- The school currently conducts practice drills for fire, earthquake, tornado, lock out, lock down, and hold in place.
- There are security cameras installed that provide surveillance of all entrances, hallways, and library.
- The MTSS team administers a behavior screener yearly to identify students that need additional behavior support. A sub committee of the team works with staff to implement and monitor Tier 2 and Tier 3 behavior interventions.

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 school has a school library and a reader’s library from which students may check out books and magazines. A daily newspaper is provided for use in all classrooms. Students also are provided with opportunities to access resources from the public library. All students in the school have been provided with a seat for Lexia , IXL Math, and Discovery learning.

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Needs Improvement
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Yes	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices:

There are two computer labs available for all classrooms to use. Fourth grade shares an Ipad and Chromebook lab. Fifth grade shares a Chromebook lab. Third grades share an Ipad lab.

All technology equipment and resources are purchased and managed at the district level. The school has two staff members that serve as member/representatives on the district technology team. All major purchase requests are submitted to the team and decided upon by its membership. All district technology planning is done by the team. Support for the existing infrastructure is provided by two district technology staff members and one technology facilitator.

Areas for improvement: More portable devices are needed to insure that all students and classrooms have access to online programs. A Faster and more reliable log-in process is needed for students to be able to independently access online resources.

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:

The school engages in process that address the physical, social and emotional needs of students.

- Yearly health screening for vision and hearing are conducted by the school nurse
- 504 plans are developed for students identified as needing specific accommodations to provide them FAPE
- Teachers work with the MTSS team to address the social and emotional needs of students. Programs and process implemented or supported by the team include:
 - implementation of the second step emotional learning curriculum in all classroom K-5.
 - Implementation of Why Try as a Tier II support for developing social skills
 - Yearly administration of the BEISY, a behavior screener that is used to identify students that need additional behavior support.
 - Monthly meetings of the MTSS sub-committee on behavior to review student behavior intervention plans (Tier 2 and Tier 3) and make recommendations to classroom teachers on additional measures needed to support the behavior needs of individual students.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Acceptable
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Yes	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
NA	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:

- The school shares a full time counselor with Libbey Elementary.

- The school has access to the services of a social worker that is shared by all schools in the district.
- The school has two representatives that are members of the district MTSS team that have participated in training at the state level.
- The school has a Title I teacher that is currently participating in the MTSS coaches training at the state level.

Area for improvement: Continued work with the district MTSS team is needed to update the current school MTSS plan.

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.

NA

Resource Utilization Improvement Plan

Longitudinal Plan:

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

GOAL(S):

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 2019 (this addresses WAEA Growth Equity and Achievement).

- 2016-2017- 69% proficient in reading and math
- 2017-2018-76% proficient in reading and math
- 2018-2019- 85% proficient in reading and math

MEASURES AND METHODS (INTERVENTIONS):

1. A system for regularly collecting, analyzing, and reporting behavior data will be used.
2. A progress monitoring plan for interventions that includes a review of data every 6-8 weeks will be used.
3. A Tier III intervention plan that reflects the “BEST model” will be used
4. Instructional technology will be used and maintained to effectively deliver instruction in each classroom.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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MTSS sub-committee on behavior will set regular meeting times to discuss and develop the MTSS plan and timeline for collecting, analyzing and sharing data results for Tier II and III interventions	October 2016-May 2017	School counselor, principal, and sub-committee members.	Meeting notes, Shared framework Evidence of data collection and use (student meeting notes, intervention plans).
Identify student activities and rewards to be used at each level of the BEST plan.	Oct. 2017-May 2018	School counselor, principal, and sub-committee members.	Levels posted
Identify forms to be used by students on a BEST plan for check in.	Oct. 2017-May 2018	School counselor, principal, and sub-committee members.	Document available
Identify BEST program locations, staff and resources that will be used to support the program.	Oct. 2017-May 2018	School counselor, principal, and sub-committee members, SPED director	Daily check-in logs for students assigned to the program.
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?)

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

1. The use of the BEST program to support students behavior.
2. Graphed results from tracked individual interventions demonstrating the use of a three tier system of support
3. A decrease in the number of tech reports filed for hardware issues.
4. Regular evidence of use embedded in notes for teacher observations.