

Wyoming Comprehensive School Plan

WHEATLAND MIDDLE SCHOOL



Wheatland, Wyoming
Mr. Cory Dziowgo , Principal

2016-2017

PLAN SIGNATURES

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Plan Year

2016-2017

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p>	Acceptable
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YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
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:

Wheatland Middle School offers a well-rounded curricular experience. We offer a solid core curriculum, a fine arts and CTE experience, with a variety of enrichment and remedial classes to meet student learning needs. Our courses are based on the state standards and provide the foundational skills needed for students to progress to high school and beyond. Our courses are designed with the end in mind and align closely with the high school curriculum. Currently, our RTI process flows from the middle school through the high school.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

Acceptable

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

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

Summary of Practices:

Wheatland Middle School uses data in an acceptable manner and are trending towards being an effective practice. We use our data to assess student progress, the effectiveness of our programming and to evaluate professional practice. Adjustments are made to the curriculum, professional practice, and our RtI process based on the data. Additionally, the individual data is used to assess student progress and provide additional support as needed.

We use PAWS and MAP as our universal screeners. Classroom assessments and F.A.S.T. are used to progress monitor students. The classroom assessments are used as a monitoring tool for all students. Teachers review data and adjust instruction as needed. The F.A.S.T. program is used to progress monitor students scoring below the 50th percentile on the MAP assessment (the universal screener). Grade Level PLC teams meet regularly to review and discuss data. Students not meeting expectations will be referred to the Intervention Specialist for additional support.

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

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

Summary of Practices:

The WMS staff has engaged in a great deal of professional development based on the use of instructional strategies aimed at increasing student achievement. Professional development efforts have been focused on student engagement and quality student feedback. We have used disciplinary literacy as the building initiative and focal area.

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:

The administration monitors and is supportive on the instructional practice of teachers. The district has recently adopted the CEL 5D Plus model for teacher growth and evaluation. The process is growth minded. The administration provides frequent classroom walkthroughs and multiple classroom visits aimed and providing immediate and useful feedback to teachers based on their goals. The district also provides multiple support systems for staff including: district department PLC meeting, PD Online, new teacher mentoring, and ongoing technology training.

Collaborative Learning Community (3.5)

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

Acceptable

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

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

Summary of Practices:

Wheatland Middle School staff meet as grade level PLC twice a week, as a department PLC once a month, and as a District team once a month. The goal of each meeting is to work as a collaborative team to provide the highest level possible to support student learning and growth. All staff have received basic training in the Professional Learning Community model. A majority have had extensive training in the use of the PLC model to impact student learning. During the meetings the focus is on improving student learning regardless of where they are. Student work and student data are reviewed and drive the decision making.

Instructional Process (3.6)

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

Acceptable

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

Summary of Practices:

Teachers at Wheatland Middle School use a variety of best practices for instruction. Several teachers have been trained in Project CRISS and all current staff members have been exposed to a variety of researched based reading strategies during our Disciplinary Literacy training provide by the University of Wyoming Literacy Center.

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

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)

Summary of Practices:

WMS utilizes the services of two secondary instructional facilitators to provide professional training and mentoring. One instructional facilitator is focused on the use of technology to support student learning, enhance teacher delivery, and engage students in the learning process. The second is focused on mentoring teachers and providing high level professional development for staff to increase their use of high yield instructional strategies, increase student engagement and assist teachers in providing timely and targeted feedback to students.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

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

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

Summary of Practices:

At Wheatland Middle School we understand the importance of engaging families in the learning process. We use a variety of methods to keep parents informed including parent nights, parent forum meetings (PTO), open house, PowerSchool, newsletter, website, texting service, and more. We send home weekly notices to student falling behind, as well as, progress report twice every quarter. Parents are encouraged to visit the school and partake in all activities including field trips, classroom activities, in STEM activity night, and more.

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)	Needs Improvement
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Summary of Practices:

Due to the need for a change in schedule WMS does not have a formal structure in place for student mentoring and advocacy. We did have a homeroom for each student. We do have a great deal of informal mentoring and advocacy through the PLC teams but this is still an informal process. The counselor will be working with the Core Leaders to develop a more formal plan.

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:

Grading at Wheatland Middle School is based on clearly defined criteria. All staff members use as uniform system for grading. Grades are posted weekly on PowerSchool. Common rubrics are used for citizenship and standard grading practice. Grades are sent to parents twice each quarter. Our transition to Standards Based Grading has been implemented this year. We are working thru any problems that arise at this time.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. ([3.11 Rubric](#))

Acceptable

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 bloodborne pathogens. (Wyoming)

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

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

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

Summary of Practices:

All staff members participate in a continuous program of professional growth and learning that is connected to district, school, or personal goals. Currently, the staff is focused on disciplinary literacy, student engagement, and providing timely and effect feedback. The staff is continuing to use the work of Dr. Gillis and the Wyoming Literacy Center to support their growth in using high yield, high engagement practices to promote literacy in the content areas.

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
YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
N/A	The school meets the educational needs of historically underserved populations. (Federal)

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

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

Summary of Practices:

Wheatland Middle School offers a variety of enrichments and interventions which support the academic needs of students and meet their unique learning needs.

Interventions are provided at each grade level with a focus on math and language arts. A general intervention is also offered at each grade level which is more dynamic and focused on the individual need of the students.

Enrichment classes are offered daily which include foreign language, STEM, reading, problem solving, woodworking, Art, music and more. Classes are offered on A and B day schedule to provide maximum exposure and opportunities for students.

WMS also offers programs before and after school to support student learning. We offer extended day tutoring as needed as well as Bridges Summer School to support student learning outside of the regular school day. WMS also works with the 21st century grant to provide after school support with the primary focus on STEM activities.

Starting second semester, WMS will employ a full time intervention specialist to work with students and staff to support student growth in our targeted areas.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

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

Wheatland Middle School has established and maintains a clearly defined and comprehensive student assessment system. The system is based on the use of a universal screen, classroom assessments, and progress monitoring tools to evaluate student progress and growth. School personnel maintain and use an assessment system that utilizes data from multiple sources. These include national, state, district, and classroom assessments. As a school, we have engaged in assessment training and the use of assessment data to drive instruction and improve student learning. Much of the focus has been on the use of the MAP assessment tool and of local common assessments. As well PowerSchool is used to record and track student progress in each classroom.

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
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Summary of Practices:

WMS is very good at collecting data and using a wide range of data sources. Currently we collect data from the the following: PAWS, MAP, SRI, Language! screener, FAST, Classroom assessments, PowerSchool (Student grades, Attendance, etc). Most of the data is stored in PowerSchool and SilverBack Milepost. The data comparison is completed by the school administration and Core Leadership team. The primary tools used at this point are MAP and PAWS. The FAST program is new and has not been fully implemented at this point.

Training in the Interpretation and Use of Data (5.3)

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

**Needs
Improvement**

Summary of Practices:

Some staff members have been training in the evaluation, interpretation, and use of data, however, our training has not reached a critical mass. The district has invested in Silverback Milepost as a tool to assist teachers with data collection, tracking, and use of student data. More training is needed on this tool in order to fully utilize this as an effect resource. The district has sent several teams to state training on the use of and interpretation of data. Professional development planning is exploring opportunities to continue to train staff on the use of assessment 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**

Summary of Practices:

WMS uses the MAP assessment, PAWS data, as well as classroom data to determine and verify improvement. The primary tool for readiness and success at the next level is determined by classroom achievement. This includes class assessments, class grades, and coursework toward standards.

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:

The school leadership monitors and communicates the comprehensive information about student learning, the condition of student learning, and the achievement of the school to stakeholders. Information from for the assessment tools such as MAP, FAST, and SRI are reviewed on a regular basis. Student grades are also reviewed regularly. The data is shared with staff and discuss during PLC meetings. Progress towards meeting the school targeted goals is also shared monthly at the parent meetings.

Teaching and Learning Improvement Plan

GOAL(S):

- 1) Use student data to improve instructional practices and student achievement by August of 2016.
- 2) Develop a systemic adult advocacy program for all students by May 2016
- 3) By 2017-2018, Wheatland Middle School will increase student achievement from 49% to 52% as measured by the WAEA achievement indicator in order to move from below targets to meeting expectations.

MEASURES AND METHODS (INTERVENTIONS):

Teacher use of Silverback Milepost, record of targeted interventions.

Each grade level will share their plan for advocacy at the March staff meeting.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Improve staff understanding of student data, how to analyze data, and use data to improve student learning	August 2017	District Team Leads and Principal	Send key staff to assessment literacy training provided by the WDE.

		Ms. Linda Carter-Instructional Facilitator \$1000.00	Ms. Carter will work with PLC teams to analyze and use data to improve student learning (meet with each team monthly)
Ensure that each student on campus has an adult advocate.	May 2017	Ms. Sarah Broadway-School Counselor WMS PLC Core Leaders \$500.00	Ms. Broadway will continue to work with each PLC team to develop a grade level advocacy program. Alternative schedules may be discussed.

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

Goal 1: All staff are using data to direct instruction and provide interventions for students. All staff are using a variety of data to make an informed decision.

Goal 2: Each student feels he or she has an adult advocate on our school campus.

Goal 3: We will know we have reached our goal when the 17-18 WAEA results are shared with us.

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 mission and vision are reviewed annually by all stakeholders. The school PTO, Core Leadership Team and school administration work together to disseminate the school vision to all stakeholders. Following a comprehensive review each Spring, revisions are made to address deficiencies or strengthen student outcomes.

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:

Wheatland Middle School strives to be an exemplary school. The stakeholders (parents, students, staff and community members) have a clear sense of the goals they need to accomplish and the necessary characteristics of the school community they seek to become. The stakeholders' endeavor is to transform these ideals and beliefs into reality. The following is intended to provide the standards that Wheatland Middle School will promote:

- 1) Wheatland Middle School will provide an orderly, inviting climate that enables students to enjoy their middle school experience with a shared sense of pride in the school.
- 2) The effectiveness of Wheatland Middle School is based on the conduct, character, and achievement of its students.
- 3) Wheatland Middle School operates on the premise that a school can only be as good as the personnel that it employs. Therefore, the Board of Education is committed to recruiting and retaining outstanding educators who can advance the school and district’s vision.
- 4) Wheatland Middle School provides students with a core curriculum enhanced with a variety of elective courses, enrichments, and co-curricular activities. This balanced program engages students in the learning process, stimulates curiosity, and requires students to demonstrate their knowledge and learning. The school articulates the student targets and continuously monitors each student’s progress towards those targets through a variety of indicators.
- 5) Wheatland Middle School requires effective leaders who are able to build a shared vision among the entire school community and serve as a bridge between the current reality and future that is desired.

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)
YES	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

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

Summary of Practices:

Wheatland Middle School is committed to the continuous improvement process. Efforts are made each year to improve teacher effectiveness and student learning through a close analysis of school data and research into the best practices for teachers and student learning.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

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

Acceptable

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

Summary of Practices:

Board policies and practices support the continuous learning process and student achievement.

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

Board operations support the school, staff and the learning process.

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

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

Summary of Practices:

School leaders are given the autonomy to meet or exceed the goals for achievement through the daily operations of the school.

Leaders and Staff Foster Culture (2.4)

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

The culture at Wheatland Middle School is conducive to teaching and learning and fully supports the learning environment.

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:

Stakeholders are engaged at a basic level. It has been challenge to get full commitment from our school stakeholders. Wheatland Middle School receives high marks for inclusion of parents based on the AdvancEd Climate Survey but the lack of continues parent involvement outside the PTO is evident.

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

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

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

Wheatland Middle School along with all district schools have switched to the CEL 5D Plus evaluation tool. This is the initial implementation year. Early indication is that this will be a valuable tool to promote teacher growth resulting in a high level of student learning.

Leadership Capacity Improvement Plan

GOAL(S):

- 1) Improve the teacher evaluation tool and growth model.
- 2) Improve stakeholder involvement in the decision making process.

MEASURES AND METHODS (INTERVENTIONS):

The teacher growth model and evaluation tool will be phased in over the next two years. Teacher and administrator training will be provided over this time period.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Fully implement the CEL 5 Plus Growth and Evaluation mode.	May 2017	Mr. Cory J. Dziowgo -Principal	Initial Phase introduced and phased in by December 2015. Phase 2 introduced and implemented by May 2016. Phase 3 by December 2016. Phase 4 by May 2017. Full Implementation May 2017
Provide clear and transparent communication to parents	Present to May 2017	Mr. Cory J. Dziowgo -Principal	Increase use of Remind texting system and the parent enrollment by 20% by February 2017

Provide easy access to school documents and process	Present to May 2017	Mr. Cory J. Dziowgo -Principal Mrs. Jamie Wilson-School Registrar/Webmaster	Provide access to school documents and processes with the ability to comment on the school webpage by
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Goal 1: This goal will be met when each staff member is fully engaged in the growth model. Teachers are using the 5D Plus model to grow professional and seek innovative and creative ways to reach students and improve student learning.

Goal 2: This goal will be fully met when we have a critical mass of parents providing feedback and are fully involved in the learning process.

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)

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

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

Summary of Practices:

Wheatland Middle School employees highly qualified and professional staff. Support staff are highly qualified and fully support the school’s educational programs and students. Currently, Wheatland Middle School is fully staffed.

Sufficient Resources (4.2)

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

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

Summary of Practices:

Wheatland Middle School has appropriate and significant resources to properly operate the school.

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)	Effective Practice
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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)
N/A	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:

Wheatland Middle School is well maintained and the facilities support student learning.

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:

Technology Resources (4.5)

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

Summary of Practices: Wheatland Middle School classrooms are all outfitted with a teacher computer, projector, and document camera. The students and staff utilize both iPad and Google Chromebook cart in tandem with computer labs to support the teaching in the classroom. Technology is used to enhance, extend, and differentiate the learning and teaching in the classroom.

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:

Services to Support Student Educational Needs (4.7)

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

YES

All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

Summary of Practices:

Assistance Needed

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

Resource Utilization Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

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

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

ESEA CORRECTIVE ACTION PLAN

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

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

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

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

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

Please include:

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