

**Wyoming School Comprehensive Plan**

***Guernsey-Sunrise Elementary***

***School***



**Guernsey, Wyoming**

**Mike Beard, Superintendent**

**Glen A. Suppes, Principal**

**2016-2017**

# **PLAN SIGNATURES**

**Mike Beard, District Superintendent**

**Cheryl Deuel, District Board Chairperson**

**Mike Beard, WAEA School Improvement Representative**

**(All signatures are on file)**

**2015-16 School Year**



# **DISCLAIMER**

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

# COMPREHENSIVE PLAN DIRECTIONS

## Writing Plans

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

### 1. ASSESS NEEDS

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

### 2. STATUTORY ASSURANCES

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

### 3. SUMMARY OF PRACTICES

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

### 4. IMPROVEMENT PLANS

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

## Plan Submission

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

## WDE Representative Assistance

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

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

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

**Summary of Practices:** For 2016-2017 the school has a new principal and a second year superintendent. We are still in the process of aligning our K-12 curriculum which will meet state standards. We are finalizing our K-12 Mathematics curriculum and re-evaluating our Reading/ELA curriculum to ensure its alignment to the state standards.

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

<p>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. <a href="#">(3.2 Rubric)</a></p>	<p><b>Needs Improvement</b></p>
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**Summary of Practices:** As of the 2016-2017 school year, all teachers are in the process of developing and aligning curriculum using a Web-Based curriculum template. Curriculum development includes standards based instruction and assessments. Beginning in January 2017, subject specific

experts will begin the process of aligning curriculum to the standards for Reading/ELA and assessing the curriculum work that was done for Mathematics. By May 2018, work will be finalized on vertical alignment of K-12 curriculum.

### Instructional Strategies that Engage Students (3.3)

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

**Acceptable**

**Summary of Practices:** For the 2016-2017 school year, the elementary school staff is receiving Professional Development on CRISS strategies and implementing the Project CRISS strategies in their daily lessons. This was based upon a needs assessment conducted in the spring of 2016. Starting second semester of the 16-17 school year, during our PLC time, the staff will be discussing the strategies that have been used and evaluate its effectiveness with student engagement.

### 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:** For the 2016-2017 school year, the elementary school staff is receiving Professional Development on CRISS strategies and implementing the CRISS strategies in their daily lessons. This was based upon a needs assessment conducted in the spring of 2016. Starting second semester of the 16-17 school year, during our PLC time, the staff will be discussing the strategies that have been used and evaluate its effectiveness with student engagement.

### Collaborative Learning Community (3.5)

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

**Acceptable**

**Summary of Practices:**

PLC time is dedicated once a week for one hour. For the 2016-2017 school year, the PLC time has been dedicated to analysis of our NWEA Maps testing, Project CRISS strategies, Curriculum alignment and a book study around the book “What Great Teachers do Differently” by Todd Whitaker. Starting in January 2017, the PLC time will also be used for the collaborative work of establishing our MTSS system and the work on our Reading/ELA curriculum alignment. The information gained from this training will be shared with teachers, leading to informed decision making regarding effective interventions and differentiation for students. K-6 teachers also meet and discussed Dibels Testing and Progress Monitoring.

### Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:** The district leadership team is in the process of finalizing and submitting an Instructional Framework to the school board for implementation at the start of the year. This Instructional framework is based upon the work done by Project CRISS and aligns with the Professional Development done this school year. With this instructional framework in place, the work done by our teachers with Project CRISS will be greatly enhanced. Part of this process will include the use of the AdvancED ELEOT tool to gauge the level of engagement for our students.

### Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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:** Guernsey-Sunrise school is in the second year of its mentorship program that was developed in the fall of 2015. With a new principal, this program has evolved into



monthly meetings with the new teachers and a plan to revamp the mentorship program for the 2017-2018 school year.

Guernsey-Sunrise School also employs a full time Instructional Facilitator to assist new and veteran teachers improve in their content area.

## 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:** Guernsey-Sunrise School uses PowerSchool as our data management system. Students and parents have the ability to access student grades and attendance. Teachers also contact parents via phone calls, email, and mail. We also host open Parent/Teacher Conferences in the fall and spring semesters. With the 2016-2017 school year, the principal has had monthly parent meetings to try and establish a Parent Accountability Committee. The purpose of these meetings has been information driven with a goal of doing a Book Swap library in the commons and a drive to get more parent volunteers into the classroom.

## Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. [\(3.9 Rubric\)](#)

**Acceptable**

**Summary of Practices:** At the start of the 2016-2017 school year, through a grant, the school brought Rachel’s Challenge, an organization with a focus on students becoming more empathetic towards other students and the staff has started implementing the Rachel’s Challenge curriculum. The School Counselor has started a “Friends of Rachel” group of students willing to help other students.

## Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. ([3.10 Rubric](#))

Acceptable

### Summary of Practices:

## Professional Learning (3.11)

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

Acceptable

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:** In an effort to provide continuous professional learning, the district has enlisted the services of teaching and curriculum expert, Maureen Ryff with Project CRISS, to provide professional development in areas of identified need to all teachers during weekly professional development opportunities.

In the area of curriculum development, 75% of the staff attend a day long training in Cheyenne with Dr, Anthony Muhammed.

In the area of data interpretation, 11 staff members attended the WDE data training in Lusk, Wyoming.

In January 2017, those same 11 will be attending training with Jan Hoagh on standards based grading and assessments.

In August, all staff is required to complete training in regards to OSHA, FERPA, and HIPPA regulations as they pertain to federal law.

In August, all staff is required to complete training in regards to OSHA, FERPA, and HIPPA regulations as they pertain to federal law.

The district has enlisted the services of a teaching and curriculum expert to provide professional development in areas of identified need to all teachers during weekly professional development opportunities.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>YES</b>	The school meets the educational needs of historically underserved populations. (Federal)

**Summary of Practices:** Students experiencing difficulty in mastery of standards are given support utilizing a student intervention team. The team meets to determine appropriate intervention strategies to assist the student. Should the student require further assistance, a building intervention team is available to look at more intensive means of meeting the student’s academic needs. Staff is provided after school for one hour to work with students who are struggling to meet their academic goals.

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. <a href="#">(5.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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:** Guernsey-Sunrise Elementary School uses multiple assessments--PAWS, NWEA-MAP and Dibels DK-6 grade, and teacher generated summative assessments.

## Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. <a href="#">(5.2 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:** Assessment data is available to staff; however, using all data sources in a manner that drives instructional practice is a building initiative. The instructional facilitator will play a large role in the compilation of data and will then work with teachers to identify learning plans for students using research based, best practices.

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

Professional and support staff are trained in the evaluation, interpretation, and use of data. <a href="#">(5.3 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:** In early November, 3rd-6th grade staff members attended training provided by the WDE on data interpretation and root cause analysis. The information learned has been brought back to the staff and presented. The process will become a part of our data interpretation for our winter NWEA Maps testing.

## 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. <a href="#">(5.4 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:** Our school utilizes Dibels, NWEA MAP student data as well as the WAEA performance report to determine improvement and achievement in student learning. MAP is given to students during the fall, winter and spring testing windows to provide adequate opportunities for measurement of improvement.

# 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:** This year, the district administration put together a comprehensive community report, with data from ACT, NWEA and PAWS results from the previous year. This report was approved by the school board in November and is now on our website. Copies of the report will be made available at all school district functions. The administration is also developing a plan to publically present this data to the community through a back to school night in August and the information has been shared with the attendees of the Parent Accountability Committee.

## Teaching and Learning Improvement Plan

**GOAL(S):** By 2017, student achievement, as measured by the WAEA school performance report, will increase from 51% to 60%

**MEASURES AND METHODS (INTERVENTIONS):**

\*By 2017, curriculum in the core areas will be vertically aligned in grades K-6.

\*By 2017 all certified staff will be trained in data analysis to improve student learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Subject team leaders will unpack standards within the core areas and work together to analyze curriculum across grade levels	8/2016 to 5/2017	Core subject teachers, Instructional Facilitator, Principal No Cost	Complete by end of May, 2017 in areas of math, English, and reading
Core subject teachers will align curriculum across grades K-6	8/2016 to 5/2017	Core subject teachers, Instructional Facilitator, Principal	Complete by end of May 2017 as evidenced by fully developed curricula in each core area using the district curriculum mapping tool.
Certified staff will be trained in data analysis during Wednesday morning PLC time	8/2016 to 5/2017	Instructional Facilitator, Core Subject Teachers	Completed by end of May 2017 as staff use data from state, district and classroom assessments to determine individual student learning needs.

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)** The interventions will be fully implemented when our curriculum is aligned and teachers are using assessment data to drive student learning.

# 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. <a href="#">(1.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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:**

Platte County School District #2, reviews the vision and mission statement yearly. Revisions are made as needed.

### 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. <a href="#">(1.2 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

At the beginning of each school year, all staff members partake in district wide training to help meet academic goals for the school. Staff members also meet weekly in assigned Professional Learning Communities.

## 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. <a href="#">(1.3 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	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)
<b>YES</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	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:

We use the AdvancED accreditation process to guide our school improvement efforts and review the school improvement plan annually.



## 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:

Platte County #2 School Board members along with the Superintendent regularly review and update policies as needed.

### District Board Operations (2.2)

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

**Acceptable**

#### Summary of Practices:

### Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Stakeholder Engagement (2.5)

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

**Acceptable**

**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)

### Summary of Practices:

## Leader and Staff Evaluation (2.6)

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

**Acceptable**

**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:

Building administrators follow and adhere to state and district policies when evaluating personnel.

## Leadership Capacity Improvement Plan

**GOAL(S):** By 2017, student achievement, as measured by the WAEA school performance report, will increase from 51% to 60%

**MEASURES AND METHODS (INTERVENTIONS):** The leadership team will support efforts for achievement by providing opportunities for curriculum development and review, data analysis training, and implementation of curriculum teams across the grade levels.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Long-term timeline for curriculum development and review established and implemented	1-16 to 5-2021	Principal, instructional facilitator, curriculum team leaders	Completion by spring 2018 in core areas of math and language arts
Data analysis training on common assessments during PLCs and staff in-service.	1-16 to 5-16	Principal, instructional facilitator, teaching staff	Completion by May 2016 for MAP tests in areas of math, language usage and science
Curriculum teams will be appointed in the areas of Math, English, Science, CTE, Social Studies and other areas. Horizontal alignment will be completed first, then vertical alignment will begin.	1-16 to 5-18	Principal, Instructional facilitator, teaching staff	Curriculum development and monitoring is following a rigorous timeline.

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

The interventions will be fully implemented when our curriculum is aligned and teachers are using assessment data to drive student learning.

# DOMAIN 3: RESOURCE UTILIZATION

## Standard 4: Resources and Support Systems

### Staff Recruiting and Retention (4.1)

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

**Summary of Practices:** The district advertises open positions on our school website, the state school board website, and in newspapers. A highly competitive salary schedule and benefit package is an important consideration for teachers seeking employment. The district also offers incentives to teachers who wish to pursue higher education in their subject area. Our administrative team will be attending numerous job fairs in the Rocky Mountain region to recruit highly qualified teachers.

## Sufficient Resources (4.2)

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

### Summary of Practices:

## 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. <a href="#">(4.3 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	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)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	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:

Building administrators work closely with the school maintenance department to maintain and establish procedures to keep the school environment clean, healthy, and safe.

### Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school’s educational programs. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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. <a href="#">(4.5 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	The school has implemented the district technology plan. (Wyoming)
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**Summary of Practices:**

Platte County School District 2 supports a vigorous technology program. Students in grades 1-6 participate in a one to one computer to pupil initiative. Kindergarten students have access to iPads. Each classroom has either a Promethean board or Smartboard.

### 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. <a href="#">(4.6 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(4.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
<b>YES</b>	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 employs a guidance counselor to serve students in DK-12. A counseling and career center is being planned and will be in place by the fall of 2016.

## 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):** By 2017, student achievement, as measured by the WAEA high school performance report, will increase from 51% to 60%

**MEASURES AND METHODS (INTERVENTIONS):**

\*Continued emphasis on updating and maintaining district technology will remain a priority to ensure continued access to up-to-date resources in the areas of curriculum development, data analysis, and student learning.

\*Development of a Counseling Center to facilitate student academic, social and career development

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Student computer needs will be assessed and current plan of replacement will continue	ongoing	Superintendent, Technology Director	Current replacement plan is five years for each laptop. Adequate funding for current replacement plan and additional computers to accommodate increases in student enrollment.
Updates to technology infrastructure as needed to accommodate increasing technological needs	ongoing	Superintendent, Technology Director	Ongoing monitoring of data storage needs, bandwidth utilization, internal wiring, and trends in informational technology and update when necessary.

**Evaluation/Evidence (How will you know when the intervention is fully implemented?)** Facility improvement is ongoing and evolves to meet the needs of students in the areas of technology and college and career readiness.

# ESEA CORRECTIVE ACTION PLAN

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

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

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

**Please describe:**

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

# ESEA RESTRUCTURING PLAN

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

## SELECT A RESTRUCTURING OPTION

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

**Please include:**

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

