

**Wyoming School Comprehensive Plan**  
**Monroe Intermediate School**



**Green River, Wyoming**  
**Anne Marie Covey, Principal**

**2016-2017**

# PLAN SIGNATURES

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**District Superintendent**

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**District Board Chairman**

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**WAEA School Improvement Representative**

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**Plan Year**



## DISCLAIMER

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

# COMPREHENSIVE PLAN DIRECTIONS

## Writing Plans

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

### 1. ASSESS NEEDS

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

### 2. STATUTORY ASSURANCES

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

### 3. SUMMARY OF PRACTICES

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

### 4. IMPROVEMENT PLANS

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

## Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) by December 7. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

## WDE Representative Assistance

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

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

<p>1. The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p>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)</p>
<p><b>YES</b></p>	<p>The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)</p>
<p><b>YES</b></p>	<p>Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)</p>
<p><b>N/A</b></p>	<p>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)</p>
<p><b>N/A</b></p>	<p>If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)</p>
<p><b>N/A</b></p>	<p>If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)</p>

**Summary of Practices:**

### 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>Acceptable</b></p>
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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.

**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.

### Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a>	Acceptable
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**Summary of Practices:**

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

### Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. <a href="#">(3.4 Rubric)</a>	Acceptable
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**Summary of Practices**

### Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	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.

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

### Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	Acceptable
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**Summary of Practices:**

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

### 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>	Acceptable
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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:**

## 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. <a href="#">(3.8 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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**Summary of Practices:**

- Leadership teams such as Parent/Teacher Organization.
- School website including teacher pages and school events calendar.
- Periodic progress reports in conjunction with Infinite Campus parent portal for grade checking and general announcements. Includes assessment reports of standardized tests available to parents.
- Monthly newsletter.
- Building marque updated daily with upcoming events, testing schedules, etc.
- Parent teacher conferences, BIT, IEP, 504.
- Varied family activity nights (Fall Festival, academic nights, open houses, talent show).
- Open communication (calls, emails, planners).
- Annual school improvement surveys.

Programs that engage families in meaningful ways are designed and implemented by administrators and teachers with parent input. These programs are evaluated by parent/student involvement (count of parents/student attendance).

## 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. <a href="#">(3.9 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## 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. <a href="#">(3.10 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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)
<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <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)
<b>N/A</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>N/A</b>	The school meets the educational needs of historically underserved populations. (Federal)

### Summary of Practices:

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

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

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

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. [\(5.2 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

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

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

**Acceptable**

**Summary of Practices:**

## Determining Verifiable Improvement in Student Learning (5.4)

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

**Acceptable**

**Summary of Practices:**

## Communicating School Performance (5.5)

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

**Acceptable**

**Summary of Practices:**

## Teaching and Learning Improvement Plan

**GOAL(S):** Increase growth on PAWS reading and math for students in the consolidated subgroup from 44 to 47 by the fall of 2017.

**MEASURES AND METHODS (INTERVENTIONS):** All teachers will implement research-based instructional strategies to increase student engagement.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Staff will receive Professional Development on learning targets through PD days, PLC meetings, and staff meetings. Learning targets will be implemented to guide lesson planning, formative assessments, classroom walkthroughs, and help students take ownership of their learning.	2016-2017 School Year	Provided for all certified instructors.	Learning targets posted and addressed in the classroom for math and reading.
Teachers will be trained in Kagan Cooperative Learning Structures and implement those structures into daily instruction.	2016-2017	Provided for all certified staff at varying levels.	Kagan structures observed in the classroom. Building Kagan team continue to give support and model structures.
Teachers will receive training in lesson planning, formative assessments, and differentiated instruction. Teachers will work to improve and target their lesson plans in a more precise/intentional manner to meet the instructional needs of their students.	2016-2017	Provided for all certified instructors.	Teachers will demonstrate implementation through their daily lesson plans and observations.
Teachers will receive training in and utilize number talks to increase mathematical thinking and student engagement.	2016-2017	Provided for all certified instructors.	Teachers will use the Math Matters book as a resource to implement number talks.

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

- Learning targets will be utilized in every classroom, addressed throughout the lesson and the performance tasks/formative assessments will align to the learning targets.
- Teachers will integrate Kagan structures into lessons to increase student engagement.

**MEASURES AND METHODS (INTERVENTIONS): All teachers will participate in Professional Learning Communities to make instructional decisions based on student achievement and growth data.**

<b>Strategies (Processes) to Implement the Intervention</b>	<b>Timeline</b>	<b>Personnel and Financial Resources</b>	<b>Benchmarks</b>
Teachers will meet weekly during common planning times to review curriculum materials, share instructional strategies, and review achievement and progress monitoring data.	2015-2016	All certified instructors	PLC time is scheduled on the school calendar and minutes are kept.
Teachers will meet at the district level to continue to develop and refine the district common assessments.	2016-2017	All certified instructors, assessment leadership team of admin, teachers and instructional facilitators	Development of common assessments to be used by grade level staff. Administer assessments, grade, and analyze data.

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

- **Teachers will use common assessments to measure student achievement.**
- **Increased student achievement/growth on assessments**
- **Administrative walk-throughs**

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a></p>	<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:

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

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

### School Improvement Process (1.3)

<p>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <a href="#">(1.3 Rubric)</a></p>	<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>N/A</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)

**YES**

The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

**Summary of Practices:**

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

## 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. [\(2.1 Rubric\)](#)

**Effective Practice**

**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:**

The governing body effectively establishes policies and supports practices by implementing evaluations and professional development plans through the McRel system, requiring all buildings to have staff and student handbooks, and meeting regularly through cabinet meetings and professional learning communities as well as school improvement team meetings on a monthly basis.

### District Board Operations (2.2)

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

**Effective Practice**

**Summary of Practices:**

The governing body has in place procedures and processes to evaluate its actions and decisions to ensure that they are in accordance with defined roles and responsibilities. There is in place as a code of ethics. Governing body members regularly participate in formal and systematic professional development, including conflict resolution, decision making, supervision and evaluation, and fiscal responsibility. Board members comply with all regulations, laws, and policies.

## 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. [\(2.3 Rubric\)](#)

**Effective Practice**

### Summary of Practices:

The governing board maintains its distinction between itself and school based administration. Schools have improvement plans in place, oversight of resource allocation, flexibility in determining staff needs, administration has flexibility to determine allocation of budget based on building needs.

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

## Leaders and Staff Foster Culture (2.4)

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

**Acceptable**

### 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:**

**SIG Schools:** Explain your teacher and leader evaluation system.

## Leadership Capacity Improvement Plan

**GOAL(S):** Increase growth on PAWS reading and math for students in the consolidated subgroup from 44 to 47 by the fall of 2017.

**MEASURES AND METHODS (INTERVENTIONS):** School improvement goals and process includes all stakeholders in a common effort to direct the school toward its purpose and direction.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
School improvement team meets regularly to monitor school practices and procedures.	2016-2017	School improvement team members	Meet 1-2 scheduled times per month as School Improvement Team
Staff will participate annually in school improvement process.	2016-2017	All staff	Staff meetings and PD time devoted to school improvement plan development
Parent/teacher organization meets monthly to discuss and plan for overall school improvement.	2016-2017	School administrators and parents of Monroe students	Meeting attendance and minutes
School administrators conduct classroom walkthroughs and leave feedback page.	Monthly	School administrators	Completion of school walkthrough form
Husky Senate develops leadership skills among students and gives an opportunity to be involved in the school improvement process.	Monthly	Students and faculty sponsor	Goal setting and initiatives to improve school climate among student body

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

- Stakeholders are actively involved in the school improvement plan and decision making process.
- Classroom instructional practice will improve based on increased awareness through administrative walkthroughs.

# 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:**

**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.

### Sufficient Resources (4.2)

<p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
<p><b>YES</b></p>	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
<p><b>YES</b></p>	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>

<b>YES</b>	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
<b>YES</b>	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
<b>YES</b>	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
<b>YES</b>	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
<b>YES</b>	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
<b>YES</b>	Activities approved for Federal Funding are completed within the approved time period. (Federal)

### Summary of Practices:

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

## 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>Acceptable</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>N/A</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:**

### 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>Needs Improvement</b>
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<b>YES</b>	The school has implemented the district technology plan. (Wyoming)
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**Summary of Practices:**

### 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. [\(4.7 Rubric\)](#)

**Acceptable**

**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:**

## **Resource Utilization Improvement Plan**

**GOAL(S):** Increase growth on PAWS reading and math for students in the consolidated subgroup from 44 to 47 by the fall of 2017.

**MEASURES AND METHODS (INTERVENTIONS): All certified and support staff will work together to provide a safe, cooperative learning environment where we will use our resources responsibly and effectively.**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Continue to refine the implementation of the Standard Response Protocol Procedures.	2016-2017	Provided by the state and district, school crisis management team	Drills and procedures in place.
Quarterly school assemblies to recognize student achievement across the curriculum.	2016-2017	All staff, students, and applicable parents.	Quarterly assembly
Response to Intervention team meets weekly to discuss students' academic and social and emotional needs. Team develops interventions/next steps and supports classroom teachers with implementation.	2016-2017	School Admin and RTI team	Students receive interventions services as needed based on team decisions.
Second Step Program –Teachers and staff will use the developed lesson plans and Second Step curriculum to teach all students expectations of school areas both in and outside the building.	ongoing	School admin, school social worker and classroom teaches	Observable classroom meetings for Second Step.
PBIS (Positive Behavior Intervention Supports) team meets monthly to discuss and implement plans for positive behaviors for students.	2016-2017	Various staff members and admin.	Monthly classroom discussions of chosen character traits and monthly reward/celebration of students demonstrating those traits.

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

- **Emergency drills and training with staff; also monthly meetings with crisis management team.**
- **Students receive interventions services as needed based on team decisions.**
- **Observable classroom meetings for Second Step.**

**MEASURES AND METHODS (INTERVENTIONS):** District and school personnel will coordinate efforts to utilize media and technology resources responsibly and effectively to improve instruction and student achievement.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Implementation of keyboarding practice for students across grade levels.	2016-2017	Students and staff	Weekly opportunity for students to keyboard and increase keyboarding proficiency.
Implementation of Compass Odyssey for intervention.	2016-2017	Combined district and school level.	Student use of the program at school and for extended day.
Training and implementation of embedded technology resources with newly purchased curriculum materials.	2015-2016	Combined district and school level	Professional Development.

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

- Technology plan in the hands of teachers.
- Daily use of Mimio projectors in classrooms.
- Instruction enhanced by curriculum, technology resources.
- Continued student use of Compass Odyssey reflected through program progress reports.

# 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