

Wyoming School Comprehensive Plan
Green River High School

Great Relationships High Standards



Green River, Wyoming
Darren Howard, Principal

“Learning For All”

2017-2018

PLAN SIGNATURES

District Superintendent

District Board Chairman

WAEA School Improvement Representative

2017-2018

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>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p> | <p>Acceptable</p> |
|---|--------------------------|

| | |
|------------|---|
| 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) |
| YES | 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) |
| YES | If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming) |

Summary of Practices: All courses are mapped and aligned to the standards. GRHS offers a variety of classes to ensure all students have sufficient opportunities to develop learning, thinking, and life skills. In addition to the core subject areas, Green River High School offers courses such as: Advanced Placement, Career and Technical Education, Dual and Current classes and a variety of electives that develop the whole student. CTE Courses are offered in a 3 course sequence, CTE students are tracked and monitored as required by the federal Perkins grant.

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 |
|---|-------------------|

Summary of Practices:

Green River High School has content teams that meet and map the curriculum to ensure the alignment of standards. Common assessments are written and aligned to the standards. The common assessments are evaluated and adjusted to ensure equity and validity. Department meeting are held once a month to discuss student learning and professional practices.

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) | Effective Practice |
|--|---------------------------|

Summary of Practices: Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. Teachers post daily learning targets and focus on student engagement within their lessons.

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: Green River High School Leadership Team has implemented a standard number of classroom walk through with the focus on student engagement, specific learning targets and academic conversation. The team provides feedback on specific look fors to teachers. Teacher are evaluated through a State of Wyoming approved evaluation system.

GRHS is using a district wide instructional model that has been developed by district wide personal.

Collaborative Learning Community (3.5)

| | |
|--|-------------------|
| Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric) | Acceptable |
|--|-------------------|

Summary of Practices: Green River High School teachers participate in a Professional Learning Community twice a month. Teachers are provided an opportunity to work within their departments once a month. The department members meet with the building administrators once a month to focus on improving instruction. Department meetings are held once a month within the content areas.

Instructional Process (3.6)

| | |
|--|-------------------|
| Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric) | Acceptable |
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Summary of Practices:
Green River High School teachers use both formative and summative assessments to support student learning. Grading practices are clearly articulated through course syllabus and course expectations. Teachers often provide exemplars to guide students in their expected learning outcomes.

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 |
|---|-------------------|

NO

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: No, Green River High School no longer has an instructional Coach. The focus has been shifted to administrative team that has developed a district wide instructional model. This model is consistent throughout the district. Administration participates in the planning of PLC, professional development and mentoring of teachers. The administrative team conducts monthly “Nuts and Bolts” meeting with new teachers to provide support in the classroom and overall functions of the school building.

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. [\(3.8 Rubric\)](#)

Effective Practice

YES

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

Summary of Practices: Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress. Webpages, Newsletters, Parent Town Hall Meetings and access to student information system (Infinite Campus). Parent Teacher Conference are held multiple days in both the fall and spring semester. Teachers are available for students and parents one half hour before instructional time and one half hour after instructional time.

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

Summary of Practices: School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. However, there is no formal adult mentor program for students. Green River High School will

work towards an mentor program that allows for students to be paired up with adult advocate to enhance students educational experience.

Grading and Reporting (3.10)

| | |
|--|----------------------------------|
| <p>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)</p> | <p>Effective Practice</p> |
|--|----------------------------------|

Summary of Practices: All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated. Each teacher is required to outline and explain their classroom grading policies in their Course Syllabus. The syllabus is reviewed by administration and sent home to parents at the start of each semester.

Professional Learning (3.11)

| | |
|--|----------------------------------|
| <p>All staff members participate in a continuous program of professional learning. (3.11 Rubric)</p> | <p>Effective Practice</p> |
|--|----------------------------------|

| | |
|-------------------|---|
| <p>YES</p> | <p>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)</p> |
| <p>YES</p> | <p>The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)</p> |

Summary of Practices:All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. Training is provided to staff in the area of confidentiality, bloodborne pathogens, suicide prevention, sexual harassment and other areas through Safe School videos and reviews.

Learning Support Services (3.12)

| | |
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| The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric) | Acceptable |
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|-----|--|
| YES | The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming) |
| YES | The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming) |
| YES | The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming) |
| 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) |
| Yes | The school meets the educational needs of historically underserved populations. (Federal) |

Summary of Practices: Green River High School has a Building Intervention team that meets twice a month to identify and intervene at risk students. Staff are required to post grades on weekly bases. Grades are analyzed and at risk students are identified through the schools Options reports. Additional instructional time is provided to students who have a grade of a D or F on a weekly basis. During the instructional time, teachers have smaller groups and provide differentiated instruction to help student meet their needs. Green River High School staff stay current on research related to unique characteristics of learning through professional development and PLCs.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

| | |
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| 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)

Summary of Practices: Green River High School has developed common assessments for all courses. These assessments are aligned to standards and designed so that all students have an opportunity to demonstrate knowledge.

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: Sweetwater County SD #2 has offered multiple training for support staff. Training includes conflict resolution, MANDT, data analyzes and reading strategies.

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: Green River High School has focused PLC, Early Release Professional Development day and staff meeting on the use of data. Some teachers have gone to outside training for data analysis. We have included support staff in our training. GRHS has organized an ACT team which has attended training to help understand the correlation between student growth and ACT benchmarks.

Determining Verifiable Improvement in Student Learning (5.4)

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|--|--------------------------|
| <p>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)</p> | <p>Acceptable</p> |
|--|--------------------------|

Summary of Practices: Green River High School has multiple assessments, career counseling, intervention programs, and common assessments. Professional development is centered around student performance data. Our focus for 2017-18 school year is to help students perform at or above average on the ACT.

Communicating School Performance (5.5)

| | |
|---|--------------------------|
| <p>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)</p> | <p>Acceptable</p> |
|---|--------------------------|

Summary of Practices: Data is available to all stakeholders. Green River High School involves parents in the curriculum adoption process. The Comprehensive Improvement Plan is available for all Stakeholders on the district website.

Teaching and Learning Improvement Plan

GOAL(S): : Green River High School will increase the % of students who score proficient and above in the areas of Mathematics, Reading, Science, and Language Arts as measured by the Wyoming Accountability Act.

MEASURES AND METHODS (INTERVENTIONS): ACT, ACT ASPIRE, MAP, District Common Assessments

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|------------|---|--|
| Green River High School will continue to implement the Math curriculum. The district math assessments will be given and implemented in all courses. | 2017-2018 | Administration, district curriculum Director and all high school math teachers. | Math Common Assessments written, aligned to standards, and implemented. Student scores analyzed for proficiency. |
| Professional Learning communities will focus on the Habits of Mind to the Standards for Mathematical Practice. GRHS will also focus on Academic Conversations in the classroom (Student Engagement). | 2017-2018 | Administration,, and all GRHS Certified teachers. | The focus of learning targets and students engagement through our Learning walks. Admin will look for specific activities that result in student engagement. |
| GRHS will participate in a book Study on effective practices. | 2017- 2018 | Administration,, and all GRHS Certified teachers. | Administration will observe teachers implementing lessons that focus on effective practices. |
| GRHS will form an ACT team and attend professional development to help increase our student achievement. | 2017-2018 | Administration, ACT Teacher team, and all GRHS certified teachers. | GRHS will focus on test taking strategies, providing students with the opportunity to practice the test, and model instructional lessons on the ACT format. |
| | | | |

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

Evidence of the interventions will be evaluated through the student growth percentile, ACT achievement, graduation rate, and equity.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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|--|-------------------|
| 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) |
|------------|---|

Summary of Practices:

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 |
|---|-------------------|

Summary of Practices:

School Improvement Process (1.3)

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|---|--------------------------|
| <p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p> | <p>Acceptable</p> |
|---|--------------------------|

| | |
|------------|---|
| YES | The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming) |
| YES | The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming) |
| YES | The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal) |
| NA | If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal) |
| YES | The comprehensive plan components are reviewed and revised as necessary by the school. (Federal) |
| YES | The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal) |

Summary of Practices:

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

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

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|--|---------------------------|
| Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric) | Effective Practice |
|--|---------------------------|

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

Summary of Practices: Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

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:

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) | Effective Practice |
|--|---------------------------|

Summary of Practices: Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Stakeholder Engagement (2.5)

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|--|---------------------------|
| Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric) | Effective Practice |
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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) |
|------------|--|

Summary of Practices: Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community and ownership.

Leader and Staff Evaluation (2.6)

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|---|-------------------|
| Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric) | Acceptable |
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| YES | The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming) |
| YES | The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming) |
| YES | The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming) |

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S): Green River High School will increase the % of students who score proficient and above in the areas of Mathematics, Reading, Science, and Language Arts as measured by the Wyoming Accountability Act.

MEASURES AND METHODS (INTERVENTIONS): ACT, ACT ASPIRE, MAP, District Common Assessments

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|-----------|--|--|
| Classroom Walk Throughs ACT Training | 2017-18 | GRHS Administration | GRHS administrative team will conduct classroom walkthroughs 4 days a week. |
| Instructional Rounds | 2017-2018 | District Administration, Curriculum Director, District Staff | Participation in Instructional Rounds at all district school. Focus on Student Engagement and specific learning targets for students |
| Feedback Cycles | 2017-2018 | GRHS Administrative Team GRHS Certified Staff | conducted to provide specific targeted feedback for improved instruction. Admin will provide feedback to teachers and revisit |

| | | | |
|-----------------------------|-----------|------------------------------------|---|
| | | | the classroom to observe implementation of instructional feedback cycles. |
| Intentional Lesson Planning | 2017-2018 | District, Building Administration. | Professional development on Planning for High Student Achievement. |
| | | | |

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

Green River High School Administrative team has committed to a professional growth plans that focuses on increase walkthroughs and specific feedback cycle for certified staff. The goal is to improve instruction in the area of student engagement and academic conversations. The administrative team has committed to scheduled classroom walkthroughs 4 out 5 days a week. Feedback cycles are developed from the walkthroughs. Data will be analyze from ACT, ACT Aspire, and MAP assessments to determine growth in the areas of Math, Science, Language Arts, and Reading. The growth will determine the effectiveness of the interventions in this plan.

Green River High School Certified Staff will use Kagan strategies, differentiate their instruction, help implement new curriculum and assessments. They will participate in a training on purposeful lesson planning for higher student achievement. Staff will continue to participate in writing district common assessments. Students are provided access to the Academic Learning Center that offers opportunities for ACT prep courses and additional training. Students who have a grade of “D” or “F” are required to attend an additional 2 hours of instruction a week. This intervention course is provided through the intervention period on ½ on Fridays.

Students are also required to attend a monthly town hall meeting. These meeting focus on academics and social educations such as anti bullying, positive self esteem, texting and driving, and being responsible adults.

Parents are provided with access to the student information system where they can check grades, attendance and behavior events. Green River High School offers a Parent Advisory Group where they participate in the school improvement process. Meeting are held twice a semester parents an opportunity provide feedback to the administrative team.

Evidence of the interventions will be evaluated through the student growth percentile, ACT achievement, graduation rate, and equity.

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

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|---|-------------------|
| Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric) | Acceptable |
|---|-------------------|

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|------------|--|
| YES | The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming) |
| YES | Instruction is provided by highly qualified teachers (Federal) |
| YES | Paraprofessionals meet the requirements of ESEA (Federal) |

Summary of Practices:

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)

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| 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> |

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. (4.3 Rubric) | Acceptable |
|---|-------------------|

| | |
|------------|---|
| 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) |
| YES | 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:

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 |
|---|-------------------|

| | |
|------------|---|
| YES | Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming) |
|------------|---|

Summary of Practices:

Technology Resources (4.5)

| | |
|---|-------------------|
| The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric) | Acceptable |
|---|-------------------|

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

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. (4.6 Rubric) | Acceptable |
|---|-------------------|

Summary of Practices:

Services to Support Student Educational Needs (4.7)

| | |
|--|-------------------|
| The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric) | Acceptable |
|--|-------------------|

| | |
|------------|---|
| 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): Green River High School will increase the % of students who score proficient and above in the areas of Mathematics, Reading, Science, and Language Arts as measured by the Wyoming Accountability Act.

MEASURES AND METHODS (INTERVENTIONS): ACT, ACT Aspire, MAP and District Common Assessments

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|----------|---|--|
| Link Crew Freshman Mentor Program ACT Prep ½ Day Academic Interventions Friday | | Certified Staff, Admin, and Student Peer mentors | All GRHS freshman will participate in peer mentor program. Freshman will meet with their mentor once a once. |
| Academic Learning Center - PLATO | | Certified Staff, Admin, and Student Peer mentors | All Juniors have access to ACT prep courses through the Academic Learning Center |
| Google Transition | | District Tech Director, Admin, Certified Staff All Staff will be provided a Chromebook | Staff and Students will make a transition to Google profile |
| Safe School Training | | Admin, certified and Support staff | All school personnel will be trained in sexual harassment, confidentiality training, suicide prevention training and crisis management |
| | | | |

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 | X |

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 | X |

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

