

**Wyoming School Comprehensive Plan
Mountain View Elementary School
Uinta County School District 4**



**Mountain View,
Bill Erickson, Principal**

2016-2017

PLAN SIGNATURES

Jeff Newton - Signature on File
District Superintendent

Mark Walker - Signature on File
District Board Chairman

WAEA School Improvement Representative

2016 - 2017
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) 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)

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)	Acceptable
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YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
N/A	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
YES	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

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:

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.

School-wide screening in reading and math using DIBELS Next and MAP takes place three times a year for all K-5 students. In addition, any students receiving a Tier 2 or Tier 3 intervention and are on an IRP, are progressed monitored with DIBELS every two weeks. Progress monitoring data is updated in Milepost in the student's Individualized Reading Plan. Grade level data team meetings are held every two weeks with the school counselor and building principal to review student academic and behavioral data for team decision making on the additional supports provided to our students.

Students are placed in Walk to Read groups according to their academic performance where they receive 120 minutes of core reading instruction in [Reading Street](#). Tier 2 (strategic) students receive an additional 30 minutes of targeted small group instruction in [My Sidewalks](#). Tier 3 (intensive) students receive 120 minutes of small group reading instruction in our core replacement program [Reading Mastery](#).

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. [\(3.3 Rubric\)](#)

Acceptable

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. [\(3.4 Rubric\)](#)

Effective Practice

Summary of Practices: *The administrative team conducts WLN visits together on a weekly basis, visiting classrooms in one school in the district each week. After classroom visitations, the administrative team debriefs and offers improvement suggestions that the building principal then utilizes when following up with observed staff. In addition, the elementary principal does classroom visits and formal observations on a regular basis to support the*

improvement of instructional practices. Furthermore, a Direct Instruction coach, observes and models for all Tier 3 (Intensive) math and reading teachers and provides on-going professional development.

Collaborative Learning Community (3.5)

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

Acceptable

Beginning in the 2016-2017 school year, Teachers at Mountain View Elementary are building on our model of meeting as grade levels to discuss data at least every two weeks with administration and counselor/psychologist. We are now focusing, as is the district, on topics to study as a K-5. This strategy will include studying 6 topics total throughout each school year. Each topic is discussed at three different meetings, at least once every other week at the grade level data meetings and/or staff meetings, spanning six weeks. All teachers K-5 will study/discuss the same topic for the 6 week period. For the 2016-2017 school year teachers have studied learning targets/success criteria with an emphasis on making them meaningful to the current group of students for each lesson each day. Teachers also have looked at classroom management that works. A running toolkit/document has been established for all teachers to share successes and the behavior or routines addressed. They will also define areas they would like to study more in depth to increase strategies and tweak routines within each classroom and how it fits in our PBIS school-wide system. The end document will then be part of our PBIS handbook. Other topics for the 2016-2017 school year will include the use of technology/google drive (various aspects as defined by staff) in the classroom, Questioning techniques, differentiation within our current curricular programs, etc

A focus of our collaborative training for the 2015-2016 and the 2016-2017 school years is to provide Direct Instruction training and follow up coaching for our Tier 3 teachers and paras in both reading and math. Tier 3 teachers and paraprofessionals participated in a two day DI training prior to the start of the 2015-2016 school year. This was followed by six follow up coaching/PD days with the DI instructional facilitator that are spaced throughout the remainder of the school year.

Eight additional days of direct instruction PD and coaching will plan implemented during the 2016-2017 school year involving all Tier 3 teachers and paraprofessionals. Furthermore, district and building level IFs meet monthly with Tier 3 interventionists to provide support and evaluate program effectiveness through student data. WLN classroom walk throughs target Tier 3 intervention programs as well as giving them a priority focus for regular classroom observations by program supervisors, where a Qualitative Observation Guide is utilized for consistent feedback.

Traditionally, professional development is provided to paraprofessionals in administering DIBELS school wide screening and assignment specific training through the Global Compliance Network, testing accommodations trainings and CPI training. Paras have been further supported through district provided technology training and by attending specific out of district training directly related to their assignment such as Young Adult Literature Conferences, Downs Syndrome Conference, Autism training, etc.

Training on working with students with specific disabilities (such as autism) will be ongoing in the 2016-2017 school year dealing with specific strategies to foster inclusion opportunities, and provide consistent directives to students.

Summary of Practices:

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

Grade level teams meet every two weeks in grade level data meetings with the building principal to review assessment data (including MAPS, Program, DIBELS, and PAWS data when appropriate) in order to improve instruction and student performance by providing common planning time to collaborate 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. [\(3.6 Rubric\)](#)

Acceptable

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. [\(3.7 Rubric\)](#)

Acceptable

YES

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

Summary of Practices: *At Mountain View Elementary School, all newly hired, or transferred teachers are assigned an experienced mentor for at least one year. They meet prior to the start of school and at least weekly over the course of the school year. A focus is placed on supporting the mentee in effectively implementing the curricular programs and our school, pod, and grade level programs such as PBIS, Second Step, Walk to Read and Walk to Math.*

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

YES

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

Summary of Practices:

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)
Parents of all students receiving Title I services sign a compact outlining all the required elements of a Title I Compact and receive a copy of our district parental involvement procedure. Parents are invited to regularly scheduled parental involvement activities such as grade level math nights, community reads, parent/teacher conferences, BIT meetings, Title I Open House among other Title I family nights, Readers' Theaters, All Pod Meetings, etc. Families receive a login for EnVision 2.0 math website, where they are able to utilize program resources to help with homework and to view elements students have seen in school. Information about an app that goes directly with our math program is also shared. Title I students receive coupons for free books to encourage at home reading with their parents to use at our school book fair. Students may also earn a free book by participating in our summer reading program. When new curricular programs are adopted in our elementary school, family math nights or family reading nights are held by grade levels to engage families in our instructional programs.

All Title I Schools: If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?
Kindergarten teachers and other school staff meet with CDC staff in the spring preceding their kindergarten year to review students goals and performance. All incoming kindergartners go through a comprehensive screening process in April involving academic, social, fine motor and gross motor assessments. Parent training is provided as part of our screening process. Incoming kindergartners participate in a three week, half day, summer school program emphasizing both academic and social skills each June.

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

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:

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. [\(3.11 Rubric\)](#)

Effective

YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

Summary of Practices:

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

A Direct Instruction coach, observes and models for all Tier 3 (Intensive) math and reading teachers and provides on-going professional development. Eight professional development days for the 2015-2016 school year and seven for the 2016-2017 school year were set aside for this identified need. Program specific training followed by observation/coaching days will be provided for Reading Mastery and Corrective Reading teachers as well as Connecting Math Concepts teachers. All K-5 teachers were provided training in "Teaching through Behaviors" in November of 2015.

Elementary staff members were able to attend a Google training dealing with various aspects of Google Drive, Mail, etc They were then able to train their peers on what they had learned in a follow-up training before the 2016-2017 school year. Grade level team meetings and staff meetings will also provide refreshers throughout the school year.

The district hires an experienced mentor teacher to work with all newly hired staff members to coach and support them throughout their first year of teaching, including newly hired Title I teachers.

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

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

Learning Support Services (3.12)

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

NO	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

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

All students receive 120 minutes of daily reading at their instructional level through our Walk to Read program. In addition, targeted Title I students receive an additional 30 minutes of small group instruction utilizing our strategic intervention program, [My Sidewalks](#). Students needing 80% review, 20% new, receive 120 minutes of small group instruction each day in our core replacement programs. Our math program is [Connecting Math Concepts](#) and our core replacement reading program is [Reading Mastery](#). Students do not miss core reading instruction to receive Title I strategic intervention. That pull time comes out of a non-reading block of time during the school day.

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

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Effective
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YES	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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Summary of Practices: *All K-5 students participate in school-wide screening in both reading and math utilizing DIBELS Next and MAP, three times a year, in the Fall, Winter and Spring. Students receiving a strategic or intensive intervention who are below the 38th percentile and not on an IEP, are progress monitored and placed on an Individualized Reading Plan. These same students will also be progressed monitored every two weeks as long as they qualify for an intervention. All K-5 students are given formative weekly and unit assessments in reading and mathematics, with unit assessments for students in each grade level tracked electronically through Atlas and Milepost. Parents are provided documentation of their child’s performance on the state’s content standards at the end of each trimester. All staff who work with a particular child has electronic access to that child’s historical academic data. In addition, all third through fifth grade students are annually assessed in both reading and math on the state’s assessment, PAWS.*

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: *A trained team of paraprofessionals screen every K-5 student in reading and mathematics utilizing DIBELS Next in the Fall, Winter and Spring. The data collected, along with student program assessment data and MAP data is utilized for determining best fit instructional groups for Walk to Read and Walk to Math. This data forms the baseline data for the progress monitoring of all students who need strategic or intensive interventions.*

Student academic and behavioral data is analyzed at grade level teams meetings held every two weeks. Data is broken down to evaluate student growth within all four quartiles as well as student growth within different intervention programs. Analysis of student data led to the prioritizing of professional development efforts for Direct Instruction teachers of our Tier 3 students and ongoing observation and one-on-one coaching. Elementary staff participate in regularly scheduled data meetings where we analyze comparison and trend data about student learning and program effectiveness that allows us to form/modify fluid instruction and intervention groups that evolve throughout the year dependent upon student need. Data at these meetings is also used to drive collaborative learning groups with each grade level and as a K-5 to better instruction/teaching and learning. Topics include: making Learning Targets and Success Criteria posted for each lesson more meaningful to students and staff, More effective practices for classroom management to decrease problem behaviors and increase student engagement, among others.

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): By 2017, the WAEA school performance level will be increased from meeting expectations to exceeding expectations by increasing the total proficient on PAWS to over 69%.

MEASURES AND METHODS (INTERVENTIONS): *Tier 3 teachers will implement research-based instructional strategies to increase student engagement and implement Tier 3 programs with fidelity.*

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p><u>Effective Teaching in Every Classroom</u> Professional Development for Tier 3 Intervention Teachers. Sept. 1 & 2, 29, 30 of 2015, Nov. 12 & 13, 2015, Jan. 14 & 15, 2016 and Feb. 4 & 5, 2016.</p> <p>August 31; Sept. 3, 4, 23 of 2016; Jan. 26, 27; March 2, 3 of 2017</p>	<p>Fall of 2015 through June of 2017</p>	<p>DI Instructional Facilitator Tami Bebee-Schwartz, Tier 3 Reading & Math teachers. District funds, TI funds, VIB funds.</p>	<p>All Tier 3 teachers trained in Direct Instruction - 8 days each school year.</p> <p>All teachers who are trained are coached quarterly.</p>
<p><u>Guaranteed and Viable Curriculum</u> On-going support of Tier 3 intervention teachers. Teachers/Supervisors/IFs will meet before the start of the school year and the last Monday of each month.</p>	<p>August 2015 through June of 2017</p>	<p>Tier 3 teachers. District funds, VIB funds, TI funds.</p>	<p>Tier 3 reading teachers meet at least monthly with their supervisors for follow up.</p> <p>Monthly curricular program progress checks of Tier 3 intervention groups.</p> <p>All needed teacher/student materials acquired and distributed.</p>

<p>1. Provide the district’s general strategy for increasing reading proficiency for the next school year.</p> <p>Mountain View Elementary has implemented a three-tier intervention model in reading. All K-5 student participate daily in Walk to Read, where they receive reading instruction directed at their instructional level. We have increased our reading block to 90 minutes a day in kindergarten, 115 minutes in first grade and to 120 minutes in grades two through five.</p> <p>We offer SuccessMaker reading, an adaptive on line reading program, to all first through fifth grade students as an after school safe haven program, four nights a week. Our media center support independent reading of all our K-5 students through leading coordination efforts with our AR program.</p>	<p>August 2015 through June of 2017</p>	<p>District funds, VIB funds, TI funds.</p>	<p>Schedules developed for increased reading block time in each of the three PODS.</p> <p>Bridges Extended Day grant money set aside to support after school safe havens for SuccessMaker.</p> <p>Meet with media center staff to established goals to coordinate AR program efforts on a K-5 basis.</p>
<p>2. Address the student to teacher ratio.</p> <p>As of 11/9/16 we have 276 students in our Kindergarten through Third grade classrooms. With 17 classroom teachers, we have a student/teacher ratio of 16.2 to 1. An additional third grade teacher was added for the 2016-2017 school year, creating a student/teacher ratio of 14.8 to 1 in third grade.</p>	<p>August 2015 through June of 2017</p>	<p>District funds, Title II funds.</p>	<p>Set aside TII funds for a fourth section of Fifth Grade</p> <p>Allocate district funding for 16 K-3 teaching positions, when combined with the TII funded position, give us a student to teacher ratio of 16.2 to 1.</p>
<p>3. Explain the use of certified tutors and the use of instructional facilitators in K-3.</p> <p>Certified tutors help to provide Tier 2 and Tier 3 small group reading interventions for elementary students. Tier 2 tutors provide an additional 30 minutes of small group instruction each day to identified strategic students in reading. <u>My Sidewalks</u>, the program intervention for our core reading program <u>Reading Street</u>, is utilized. Identified Tier 3 students, receive 120 minutes of daily instruction in our core replacement program, <u>Reading Mastery</u>.</p>	<p>August 2015 through June of 2017</p>	<p>District funds, VIB funds, TI funds.</p>	<p>Earmark TI, VIB and district funds for certified teachers to provide small group reading intervention for elementary students.</p> <p>Schedule bi-monthly meeting times for IFs to meet with grade level teams and to analyze student data of school wide screening and progress monitoring.</p>

<p>District instructional facilitators meet twice a month with grade level teams to facilitate academic and behavioral data meetings. Individual and group student data is analyzed and utilized to make program intervention decisions in reading. Data utilized includes school wide screening information in reading gathered F, W and S on all students with DIBELS Next and MAP. Student results on program assessments, both weekly and unit, are reviewed. Progress data is monitored every two weeks on all students receiving either a Tier 2 and Tier 3 intervention. In addition, district instructional facilitators meets monthly with Tier 3 reading teachers to monitor lesson progress, improve teaching and learning, acquire program materials and to plan future staff development supports.</p> <p>An out of district, Direct Instruction instructional facilitator, is utilized eight times a year to work with our Tier 2 and Tier 3 reading intervention teachers. She provides program specific staff development as well as teacher observation and one-on-one coaching throughout the school year.</p>			<p>Establish regular Tier 3 meeting times for IFs to work with Tier 3 reading teachers.</p> <p>Schedule eight days of PD/teacher observation/coaching with Direct Instruction instructional facilitator in the 15-16 & 16-17 calendars.</p>
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Evaluation/Evidence (How will you know when the intervention is fully implemented?) Over 50% of our students who are receiving Tier 3 intervention in reading and/or math will be proficient or higher on PAWS in those subject areas.

- [Kindergarten Instructional Differentiation Plan for Reading:](#)
- [First Grade Instructional Differentiation Plan for Reading:](#)
- [Second Grade Instructional Differentiation Plan for Reading:](#)
- [Third Grade Instructional Differentiation Plan for Reading:](#)

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. [\(1.1 Rubric\)](#)

Acceptable

YES

The school provides opportunities for *all children* 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)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Acceptable

YES

The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)

YES

The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)

YES

The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)

YES

If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)

YES

The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)

YES

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

Summary of Practices:

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

Annually, the Title I Director conducts a needs assessment that includes the review of Tier 1, Tier 2 and Tier 3 academic achievement data in reading and math. Student learning needs are used to guide program, staffing and professional development focuses. The Title I Director conducts a spring planning meeting with Title I staff and hosts a Title I Open House for parents of Title I students to set programs goals for the upcoming school year. The Title I Director is part of the district's Consolidated Grant public input meeting each spring and shares information and goals of our Title I program with representative groups at this meeting. Each fall, the Title I Director shares our school's parent involvement policy with the superintendent and school board members at the October board meeting where it is annually approved. This involvement policy is reviewed and adjusted each spring with Title I parents as part of the Title I Open House. Title I parents and their children sign a school/home compact each year that outlines the responsibilities of the student, the parent and the school as part of the communication process.

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: The US flag and the State of Wyoming flags on displayed on a lighted flagpole in front of the school. They are also displayed in large gathering areas such as the administrative offices, the school lunchroom, the gymnasiums and the Pod commons areas. Each classroom also has the US and Wyoming flag displayed on the wall. Each elementary classroom begins the day by reciting the Pledge and the Pledge is always recited to begin our monthly All Pod Meetings.

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. [\(2.4 Rubric\)](#)

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): By 2017, the WAEA school performance level will be increased from meeting expectations to exceeding expectations by increasing the total proficient on PAWS to over 69%.

MEASURES AND METHODS (INTERVENTIONS): *Tier 3 supervisors/building principal will actively participate in Tier 3 Direct Instruction Training/Follow Up Coaching, in order to effectively support Tier 3 intervention teachers.*

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p><u>Guaranteed and Viable Curriculum</u> Professional Development for Tier 3 Intervention Teacher Supervisors & Instructional facilitators. Sept. 1 & 2, 29, 30 of 2015, Nov. 12 & 13, 2015, Jan. 14 & 15, 2015 and Feb. 4 & 5, 2015.</p> <p>August 31; Sept. 3, 4, 23 of 2016; Jan. 26, 27; March 2, 3 of 2017</p>	<p>Fall of 2015 through June of 2017.</p>	<p>DI Instructional Facilitator Tami Bebee-Schwartz, Tier 3 Supervisors & Instructional Facilitators, District funds, TI funds, VIB funds.</p>	<p>All Tier 3 teachers supervisors & instructional facilitators trained in Direct Instruction - 8 days each school year.</p> <p>Tier 3 supervisors & IFs collaborate to plan future PD time with Direct Instruction IF Tami Bebee-Schwartz.</p> <p>All Tier 3 supervisors & instructional facilitators participate in follow up coaching meetings/training with Tier 3 teachers and DI IF Tami Bebee-Schwartz.</p>

Evaluation/Evidence (How will you know when the intervention is fully implemented?) *Over 50% of our students who are receiving Tier 3 intervention in reading and/or math will be proficient or higher on PAWS in those subject areas. When surveyed in the spring, over 80% of Tier 3 intervention teachers will report being adequately supported by their supervisor.*

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

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

Summary of Practices:

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools? *Open positions are extensively advertised locally and on official internet sites. Positions are posted as soon as needs are determined. Teacher fairs are visited by school administrators in Wyoming and Utah in the spring. On site interviews are hosted in Mountain View. Newly hired or transferred staff are provided with an experienced mentor teacher for at least the first year. School housing is offered at low cost for the first two years for newly hired staff. The district offers a competitive salary and benefit package, low class size, on-going professional development and funds for needed supplies and materials.*

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

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

Acceptable

<p>NO Days - Alt. Calen, YES Hours</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"> • ½ Day Kindergarten – 450 hours • Full Day Kindergarten – 900 hours • Elementary – 900 hours • Middle/Jr. High – 1050 hours • High School – 1100 hours (Wyoming)
<p>YES</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>YES</p>	<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)
<p>YES</p>	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
<p>YES</p>	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
<p>YES</p>	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
<p>YES</p>	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
<p>YES</p>	<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>
<p>YES</p>	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

Summary of Practices:

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

Collaborative funding for Tier 2 and Tier 3 intervention teachers utilizing Title I, VIB and state/local funds.

Interventions are provided for identified K-5 students in reading and math including Tier 2 (strategic) and Tier 3

(intensive) small groups. Collaborative funding is used to support extended day programs during the school year and

extended year programs such as Bridges Summer School and ESY. VIB, TI and district programs support programs such

as kindergarten screening, the kindergarten summer success program. Coordination meetings are held with the CDC

in the spring to ensure an effective transition into the public school system. Collaborative funding supports parent involvement activities such as grade level math nights, Readers’ Theaters, etc. Grant program directors meet regularly with building administrator and staff to coordinate services and programs. A Title I planning meeting and Title I Open House is held each spring prior the Consolidated Grant Community Input Meeting. Funding for collaborative goals is established through that planning process.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
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)
YES	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
YES	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs. (Federal)

Summary of Practices:

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: *The staff does an excellent job of effectively implementing the technology components of the Pearson reading and math programs for instruction and assessment. SuccessMaker reading and math, Accelerated Reader and teachers utilizing interactive boards and document cameras regularly are all consistently used in our elementary classrooms. Web quests, blogs, Book Creator, Starfall, Kid Pix to publish, utilizing iPods and iPads and Google slides are used less consistently across all grades. Several grade provide parent/student online access to our enVision Math program. All fifth grade students receive keyboarding lessons on a weekly basis as part of their library instruction.*

To further implement the integration of technology we will form collaborative learning groups and better utilize in house experts such as when a group of teachers provided follow up training to their peers this past August using google drive, classroom etc.... We need to further expand the curriculum assessment components of our programs across all grade levels and our teachers would like more input on the technology equipment that is purchased by the district. A curriculum scope and sequence across all grade levels needs to be developed.

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. [\(4.6 Rubric\)](#)

Effective

Summary of Practices: *We are a PBIS school and as such, behavioral expectations have been established for all areas within the school environment. Expectations are taught consistently throughout the school year and posted for all to see. "Buff Time" is held throughout the year as an incentive to encourage students to meet expectations. Reteaching is offered in each POD at least weekly for students requiring extra behavioral support.*

Second Step is the Tier I core program for K-8 students in our school district. Social skills are further supported through the formation of small groups (Tier 2) who meet weekly with our school counselor who provides additional support on targeted skills. A few students (Tier 3) will need more teaching and support and will be placed on an individual behavior plan. K-5 Tier I guidance lessons are provided to all students including lessons on careers and Character Counts. Health and nutrition units are taught as part of our elementary PE/Health program.

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: *At the elementary level we place an emphasis on learning about our community. Many school-community partnerships are in place where members of our community who are in visible roles come into our school and work with our students to help them learn about their jobs and related content standards. Dr. Clifford (dentist), Bridger Valley Electric, Uinta County Fire Department, Soil Conservation District and the Fossil Butte Paleontologist are all examples of such partnerships.*

Curriculum-wise, an emphasis is placed in grade one through five on budgeting, time and money, grade four with current events and the State of Wyoming, grades three & four learn about occupations (with other grades doing a unit as part of their guidance curriculum), resources and community events and K-3 sees an emphasis on community and citizenship. First grade has units of study on wants and needs and an occupational study in science. Second and third grades focus on voting and fifth grade has a unit of study on the constitution and government.

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.

UCSD#4 is on an alternative calendar which consists of at least 175 teacher work days. The alternative calendar has been approved annually by the Wyoming Department of Education. Elementary students are in school for 1100 hours each year, well over the 900 hour minimum established for elementary schools.

Resource Utilization Improvement Plan

GOAL(S): By 2017, the WAEA school performance level will be increased from meeting expectations to exceeding expectations by increasing the total proficient on PAWS to over 69%.

MEASURES AND METHODS (INTERVENTIONS): *District administrators and federal program directors will dedicate time, effort and funding for improving the instruction practice of our Tier 3 teachers.*

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Plan for effective Tier 3 professional development/coaching for reading and math intervention teachers through Spring of 2017.	Spring of 2015 through Spring of 2017. Schedule Direct Instruction Tier 3 Training for 16-17.	District, school and program administrators. District, T1 and VIB funds.	Funding allocated, training scheduled and follow up coaching provided for 15-16. 16-17 DI training will be scheduled by January of 2016.
Monthly Tier 3 intervention teacher meetings to ensure program fidelity and program progress by monitoring lesson progress of all Tier 3 small groups.	August of 2015 through Spring of 2017.	School principal and program directors. District, T1 and VIB funds.	The school principal, program directors and IFs will meet regularly with Tier 3 intervention teachers to ensure effective implementation of Direct Instruction strategies to increase student achievement.
Create a systematic ordering process to ensure that all needed instructional materials are available for Tier 3 intervention teachers.	Fall of 2015 through Spring of 2017.	Title I Director, Special Education Director.	Required teacher and student materials will be readily available for Reading Mastery, Corrective Reading and Connecting Math Concepts groups.

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Evaluation/Evidence (How will you know when the intervention is fully implemented?) *Over 50% of our students who are receiving Tier 3 intervention in reading and/or math will be proficient or higher on PAWS in those subject areas. When surveyed in the spring, over 80% of Tier 3 intervention teachers will report being adequately supported by their supervisor and through the Direct Instruction professional development and coaching and monthly Tier 3 meetings. Required program materials for Tier 3 groups will be on hand.*

ESEA CORRECTIVE ACTION PLAN - NA

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

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

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

Please describe:

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

ESEA RESTRUCTURING PLAN - NA

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

SELECT A RESTRUCTURING OPTION

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

Please include:

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