

GLENROCK HIGH SCHOOL



GLENROCK, WYOMING
Scott James, Principal

2016-2017

PLAN SIGNATURES

District Superintendent

District Board Chairman

WAEA School Improvement Representative

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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

Curriculum Leadership Institute has been hired to lead our district through the curriculum and assessment writing process. Each curriculum area is on a five year rotation in revamping and updating curriculum and assessments. Our course offerings also meet the Hathaway Course Requirement so students have the ability to apply for the different levels within the scholarship program.

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](#))

**EFFECTIVE
PRACTICE**

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

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

Summary of Practices:

Once again, the CLI organization works with our district to insure our curriculum and assessments are updated and meet the state standards. The process includes Outcome Component Plans which focuses on the instructional processes and learning progressions to assist students in meeting or exceeding the standards.

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

Summary of Practices:

Our district has spent the past three years bringing in specialists to help our teachers with the student engagement process. Frank Smith and Tricia Berg have spent time in classrooms and in in-services to aid our teachers in this expectation.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Summary of Practices:

The teachers are reviewed following the school district’s certified personnel evaluation process that has been approved by the state department.

Collaborative Learning Community (3.5)

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

Acceptable

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

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

Summary of Practices:

PLC teams have been established in the high school to use data to improve individual student achievement and to focus and monitor school improvement processes and strategies.

Instructional Process (3.6)

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

Acceptable

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

Summary of Practices:

Teachers are using the student engagement processes under the direction of Frank Smith and have worked with Tricia Berg with Discipline in the Secondary Classroom that contains ideas from Randall Sprick.

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
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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)
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Summary of Practices:

The high school follows the district’s mentoring program with new certified staff.

Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. [\(3.8 Rubric\)](#)

Acceptable

YES

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

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

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

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

Summary of Practices:

The high school uses the Powerschool data system to keep parents involved by giving them a user name and password so they can access their child's updated grades and concerns from teachers. The high school has parent/teacher conferences twice a year that allows parents to discuss their student's grades and classroom activities face to face with the teacher. The high school averages around 45% of students represented at these conferences. MAP, ACT Suite Test results are mailed home to parents for their information-these indicate how their student is doing.

The high school has a school improvement team that meets twice a year. The team consists of parents, students and staff. The team goes over data, school's mission and goals and talk about ideas to improve all of these. Overall Test results are posted in the district's Data Notebook for the school board, staff and public to look over.

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:

The high school has a mentoring system set up for the students. The student and mentor meet four times a week to discuss grades, problems and other areas that the school feels needs addressed for that school year. In addition, we have identified time on Friday’s (Academic Plus) to support students that are receiving failing grades with classroom teachers. The entire staff monitors and works with different students to help ensure connections with at minimum one adult. Additionally, GHS offers numerous activities and clubs to support making connections and developing student advocacy skills.

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:

Grades at the high school consist of homework, formative and summative tests scores. The summative tests are aligned to standards and are developed through an attentional process that is overseen by the District’s Curriculum Coordinating Council and that follow district grading policies and criteria.

Professional Learning (3.11)

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

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

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

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

Summary of Practices:

The high school follows the district's policies and training practices that are done each year in the above categories.

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)
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)

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

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

Summary of Practices:

The high school has college courses offered to Juniors and Seniors, in which they receive both high school and college credit. The high school offers course sections to adapt to needs of different learners at all levels. The high school offers remediation for students failing courses, failing summative exams (that are aligned to state standards) on Friday afternoons in a program called Academic +.

The high school has a BIT team ready to advocate for at-risk students that are identified and come up with ideas to help for those students if needed, to insure success. GHS is looking to expand its use of PBIS to support student learning behaviors.

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 Practice
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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:

The high school follows the district's Assessment System. The system is developed and modified by school stakeholders while process guidance and checks are coordinated by the outside group Curriculum Leadership Institute.

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
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Summary of Practices:

The high school looks at MAP, ACT trend data provided from our district’s Assessment Coordinator. Program evaluations is done through the curriculum process that is over seen by the Curriculum Leadership Instititue.

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:

School and individual student data is interpreted, used for decisions, and evaluated at multiple levels. PD is provided through different means including use of outside consultants, embedded PD, and PLC teams.

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:

The high school looks and evaluates data from MAP, ACT Test Suite, and other data to determine where the low areas are and tries to come up with solutions to bring those areas up to acceptable levels. The data is also gone over with the school improvement team and the assessment coordinator with the help of Partners in Learning help determine where areas of improvement are and how those areas can be addressed.

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
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Summary of Practices:

The high school shares the data with parents and students in the school improvement team meetings and overall the data is put into a bound Data Notebook and gone over with the board of trustees as well as staff and is placed for the general public to view in the school and central administration offices. District and school improvement plans and results are communicated through multiple means.

Teaching and Learning Improvement Plan

Overview: Glenrock High School’s mission focuses on providing a quality education in a safe and caring environment while instilling an understanding of the value of hard work and ethical behavior. To reach this mission it requires the combined efforts of all subject areas. The improvement plan below contains elements that should positively impact all classrooms.

GOAL(S):

1. A minimum of 90% of all freshman students will be passing all eight classes for graduation by July 2017 and this minimum will be maintained in future years.
2. Increase career and college readiness indicators
3. To improve the Equity category on Glenrock High School Performance Report to the Meeting Target Level. The Equity measure will be increased a minimum of four points for the 2016-2017 school year.
4. To increase the Achievement and Growth categories on the GHS Performance Report. Achievement category will increase from 33% Achievement in 15-16 to 40% Achievement in 16-17. Growth will increase from a score of 46 in 15-16 to a score of 50 in 16-17.

MEASURES AND METHODS (INTERVENTIONS):

1. An RTI Model including a PLC group focused on implementation will be utilized to assist all students in reaching growth targets on MAP, ACT Suite, and other assessments. MAP, ACT Suite, and other assessments will be used to facilitate and evaluate RTI effectiveness.
2. PLC teams will be utilized to review data, target interventions and to make changes to different program aspects related to academic achievement, positive behavior supports, and the student mentoring program.
3. Math curriculum will be revised and 9-12 course sequences evaluated and modified as part of the District’s curriculum review process.
4. Professional learning focused on strategies related to Leadership, PLC, Data Interpretation, Technology Integration (Google), Student Engagement Strategies, Student Behavior Strategies (PBIS), and Reading & Math Strategies.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Test scores from MAP with other results are used to place students into the academic support courses or classes for Math.	August & January	Counselor, Teachers, and Principal	

Potential new course sequences including potential EWC, AP, and support courses will be explored and decisions made.	Aug. 2017	CLI Consultant \$1500 for AP PD	Students will score above the 40 th Percentile in Spring 17 MAP Testing. 10% increase in students reaching ACT Aspire & ACT benchmarks.
ELA- Students will be placed into ELA-Honors or ELA classes based on MAP results and other indicators. Some students will be placed into support class to build academic skills.	Yearlong	Course sections established within the schedule. Funds for potential intervention programs.	Students will score above the 40 th Percentile in Spring MAP Testing. 10% increase in students reaching ACT Aspire & ACT benchmarks.
An RTI focused PLC Team will use student data to identify and implement targeted instructional and behavioral interventions. This team will meet weekly for 40 minutes.	Oct.- May	Timely Data Access and meeting time within the school week.	Individualized student growth target data
Academic Plus will be expected of students that are failing any class on the previous Wednesday. Homework Club is offered before school & after school to support students that need additional help or time.	Yearlong	Bridges and tutoring funds to pay staff	Reduction in # of students receiving an F grade at semester.
Weekly failure data will be shared during staff meetings to monitor effectiveness of different interventions including Academic Plus	Yearlong	Time to collect, analyze, and prepare data reports	Reduction in # of students receiving an F grade at semester.
9th grade students grades will be monitored to develop early interventions and support for students failing multiple classes during the semester.	Yearlong	Weekly grade checks, RTI data and resources for instructional support	Reduction in # of students receiving an F grade at semester.
Digital resources to support individualized student learning and skill development will be investigated and incorporated into classrooms, interventions, and credit recovery	Nov. 2017 through July 2017	Time to research, investigate, and possibly pilot digital resources	The team will make a recommendation that can be done within resource constraints.

ACT Aspire data and MAP data will be used to target content area reading strategies and fluency strategies for different grade levels, subject areas, or courses.	Jan. 2017 to May 2017	TBD	Targets determined by graduation class using ACT, ACT Aspire, MAP, and other data
Experts in ELA, Math and Behavior interventions will work with teachers to develop strategies, curriculum, and interventions.	Yearlong	\$35,000/yearly	School's Performance Rating
CLI will work with math teachers on curriculum and assessment alignment including potential redesign of courses and sequences	Oct. 2016 to Jan. 2017	CLI consultant fee Math PD for teachers Materials for interventions	School's Performance Rating
A PLC team will work to identify mentoring class purposes and to strengthen impact of mentoring for students academically & for improving learning behaviors.	Yearlong	40 minutes weekly built into the schedule for PLC to meet	School's Performance Rating A revised mentoring plan published and distributed
The Mentoring PLC team will gather mentoring data on current practices.	November 2017	40 minutes weekly built into the schedule for PLC to meet	Identification of current foci and strategies being utilized during mentoring time.
The Mentoring PLC team will develop with input from stakeholders a calendar for mentoring classes including identification of strategies and resources.	Feb. 2017	40 minutes weekly built into the schedule for PLC to meet	Publication of a new mentoring calendar with clear mentoring expectations.
The revised mentoring plan will be implemented by all mentoring groups.	Feb. 2017-May 2017	Resources needed for implementation in multiple classrooms	Reduction in percentage of students with failing grades. Increased student involvement and efficacy approval ratings by stakeholders. All students will participate in focused enrichment activities during mentoring time on a consistent basis.

The PBIS PLC Team will survey staff and students to help develop a PBIS Framework for GHS	Dec. 17, 2016	Time to create survey on Google Forms & evaluate results	80% Survey response rate for students and staff
The PBIS PLC Team will analyze and share student and staff survey data to assist in development of framework.	Jan. 31, 2017	Time to analyze and interpret results	All survey data is analyzed and reported.
The PBIS PLC Team with stakeholder input will develop and publish a PBIS Framework to guide future PBIS actions into 2017-2018 school year.	May 26, 2017	Time for team to complete framework.	PBIS Framework is developed, published, and communicated.

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

Students will be tested within each program throughout the semester and year-and when they pass the MAP at least the 40%-

When the school has met the Acceptable level on the School Performance Rating in Equity and increased the Acceptable Level scores as identified in the goals.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Acceptable
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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Summary of Practices:

The School's Improvement team meets twice yearly and the staff goes over goals and mission statement to insure they are followed and still are what the school wants.

A Strategic Plan has been developed and revised at the district's level to insure goals and mission statement is being followed.

Culture Based on Shared Values and Beliefs (1.2)

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

The high school offers many courses, in which, all students can take courses they qualify for if a prerequisite is needed. Students are encouraged to broaden their horizons and take course so interest and those required for graduation.

School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	Acceptable
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YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
N/A	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

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

Summary of Practices:

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:

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

The district's school board meets once monthly and operates in a very efficient manner.

Leadership Autonomy (2.3)

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

Acceptable

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

Summary of Practices:

The district’s board of trustees follow the commitment of-the board setting policy and the administration is in charge to insure the policies are followed.

Leaders and Staff Foster Culture (2.4)

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

With implementation of the PBIS system and its three expected behaviors of: Be Respectful, Be Responsible and Be a Champion-these follow the school’s mission state, its values and its beliefs.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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Summary of Practices:

The high school has a school improvement team that has students and parents on it. The staff, students and parents are surveyed every three years to find out their thoughts about how the school is going.

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
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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)

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

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

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

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

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

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

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

Summary of Practices:

Sufficient Resources (4.2)

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

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

Summary of Practices:

Safe, Clean and Healthy Environment (4.3)

<p>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)</p>	Effective Practice
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)</p>
<p>YES</p>	<p>Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)</p>
<p>YES</p>	<p>The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)</p>
<p>YES</p>	<p>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)</p>

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

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

Acceptable

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:

The students have available to them, a school nurse, counselor and a mentor teacher to help with any issues that might occur.

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):

MEASURES AND METHODS (INTERVENTIONS):

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

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

ESEA CORRECTIVE ACTION PLAN

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

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

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

Please describe:

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

ESEA RESTRUCTURING PLAN

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

SELECT A RESTRUCTURING OPTION

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

Please include:

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