

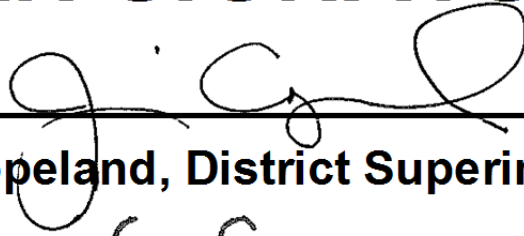
Wyoming School Comprehensive Plan Encampment K-12 School



Encampment, Wyoming
Mr. Mike Erickson, Principal

Revised: Monday, November 21, 2016

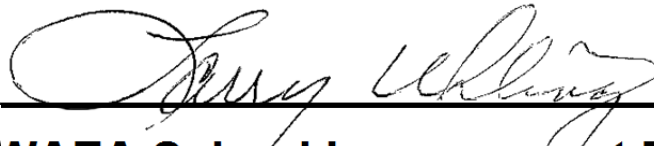
PLAN SIGNATURES



Jim Copeland, District Superintendent



Diane Berger, District Board Chairman



Larry Uhling, 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.

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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

Our students continue to do well on the PAWS test. We have areas that we need to continue to work on to improve.

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:

District and building PLC meetings involve teachers working together to improve instruction and curriculum.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

Summary of Practices:

We have an afternoon Homework Club that meets Monday-Wednesday primarily for elementary students but secondary students are invited. We also have a daily time called STARS for secondary students. During STARS, students are paired with a couple of teachers who provide additional assistance. Teachers often provide interventions for students based on their individual needs as well as providing differentiated instruction across the curriculum. We have also taken our Friday schedule to add additional time for students to complete homework and receive assistance.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. ([3.4 Rubric](#))

Acceptable

Summary of Practices:

Staff desires more constructive feedback from leadership.

Collaborative Learning Community (3.5)

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

Acceptable

Summary of Practices:

On a regular basis, the staff informally discusses students and instructional strategies. This year we have begun the process of implementing Professional Learning Communities (PLC). Secondary teachers meet once a week at a building level to discuss struggling students as well as building our PLC mission, vision, values and goals. Teachers also meet at least once a month in District grade level or subject area PLCs. Teachers have data meetings to discuss individual students.

Instructional Process (3.6)

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

Acceptable

Summary of Practices:

While we do not have a formal instructional process, each teacher does look at assessments and changes instruction accordingly.

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:

The school district has an Early Literacy Plan (http://www.crb2.k12.wy.us/PDF/Early_Literacy_Plan.pdf) that promotes literacy in the lower grades. We currently have no academic facilitators (only two technology facilitators) but our Title I reading teacher does service the elementary students. Staff would like math and literacy facilitators to assist in improving instruction.

Family Engagement (3.8)

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

**Effective
Practice**

YES

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

Summary of Practices:

The school has a variety of ways to keep parents engaged in their child(ren)'s education. In addition to four nights of parent/teacher conferences, teachers are available via phone or email and parents are also welcome to make arrangements for additional conferences. Some teachers send letters home to keep parents updated on class events. Parents may also use a variety of online resources including PowerSchool and Schoology. A variety of additional events including Literacy Night and Financial Aid Night assist parents in a variety of areas of their child(ren)'s education.

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](#))

**Effective
Practice**

Summary of Practices:

Our school has a proud "family" atmosphere. With grades K-12 in one building the elementary students have several positive secondary role models. This interaction occurs informally each day but is evident by observable conversations between students. The Student Council promotes this by providing positive high-school mentors to elementary students who meet on a bi-weekly basis.

Elementary students are automatically paired with an invested educator, each of the secondary students are paired with a STARS teacher who is responsible for checking the students' grades in all classes, while assisting and advising the students on their education. Secondary students also use their weekly PLC time to discuss struggling students and work together to develop ways to assist those students in becoming successful. Students from low-income families are provided weekly assistance through our Blessings in a Backpack program. We also coordinate with other organizations like Joshua for Coats for winter coats and clothing; Student Council holds a food drive to help families in need. We work with local organizations and churches to provide additional food and clothing at Thanksgiving and Christmas. We also connect low income or students with "barriers" (i.e. IEP, depression, anxiety, etc.) with programs that assist with college/future preparation such as GEAR UP and Vocational Rehabilitation. Even students that leave our institution are supported as several have become mentors for students attending the Wyoming Challenge Academy.

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. [\(3.10 Rubric\)](#)

Needs Improvement

Summary of Practices:

For the second consecutive year, there is still confusion regarding the secondary grading structure. The 7-8 grades receive quarter and semester grades while the 9-12 grades only receive semester grades, with a progress report given on the quarter. This process wasn't clearly defined and further instruction is required. There is no common writing rubric and teachers have no defined criteria for reporting SSR and STARS grades at the secondary level.

Professional Learning (3.11)

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

Needs Improvement

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 of the professional development decisions are made at the district level, not at the school level, so it is not site specific.

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)
YES	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:

There is not a lot of diversity in our student population other than our low-income students. With a limited staff, resources, and time it is extremely difficult to provide additional opportunities for gifted and talented students. We changed our Friday schedule to include more STARS time for students. This enables struggling learners to get individualized assistance with subjects. It is also an opportunity for enrichment and collaboration for other students in a variety of small group activities.

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. [\(5.1 Rubric\)](#)

Acceptable

YES

The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)

Summary of Practices:

We currently administer the PAWS test as well as the required fall and spring MAP tests. Teachers also reserve the option to monitor student progress on the winter MAP. Elementary students periodically receive additional assessment data via the STAR reading and math tests.

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. [\(5.2 Rubric\)](#)

Needs Improvement

Summary of Practices:

There is currently no systematic way for the staff, as a whole, to use the data. One of the downfalls is the limited amount of data provided that can skew data based on the results of one or two students. Some resource teachers lack the access to data because students are not enrolled in their classes. Staff would like additional training on ways to make program modifications based on data.

Training in the Interpretation and Use of Data (5.3)

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

Needs Improvement

Summary of Practices:

Staff would like additional training on ways to make program modifications based on data.

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. [\(5.5 Rubric\)](#)

**Needs
Improvement**

Summary of Practices:

In addition to individual scores given to parents, the school and district websites are the only way leadership communicates student performance.

Teaching and Learning Improvement Plan

GOAL: Ten percent of our student population in grades 1-10, who scored proficient or below on the math or reading Spring MAP, will increase their performance level.

MEASURES AND METHODS (INTERVENTIONS): Math in Focus, 6-10 College Preparatory Mathematics, Scott Foresman Reading, Computer Applications, Effective Research Based Classroom Instruction, Great Book Canon.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Student Centered Exploration – Daily challenges and common core supplements are used.	Aug. 2011 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston	
Cooperative Education Units – Students work together and help each other to solve mathematical problems.	Aug. 2011 – May 2017	Bekka, J. Seitz	
Homework – Students will have daily instruction with required problem solving challenges in class and/or homework.	Aug. 2014 – May 2017	Bekka, Blake, Bromley, Kreusel, Graves, McLinskey, Munroe, Ricks, B. Seitz, Glasser, Shelby, Stevens, Willford, Anderson, D. Bromley, Ziruk	
STARS / Homework Club / Silent Sustained Reading – Students will use designated time to reinforce math and reading concepts.	Aug. 2014 – May 2017	Bekka, Blake, Bromley, Kreusel, Graves, McLinskey, Munroe, Ricks, B. Seitz, Glasser, Shelby, Stevens, Willford, Anderson, D. Bromley, Ziruk	
Classroom Instruction – Students will use the Scott Foresman and Math in Focus activities for reading and math instruction. Math In Focus	Aug. 2011 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston \$126,957 (District 2015)	

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Research Based Methods – Teachers use a variety of effective methods of instruction including: guided reading, differentiation with leveled groups and leveled texts, explicit vocabulary instruction, constructed response prompts to scaffold and articulate higher-order thinking.	Aug. 2011 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, Nuhn, Blake, Ziruk	
Great Book Canon – Students will read and discuss books to develop needed skills.	Aug. 2014 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, McLinskey, Ziruk, Blake, Kreusel, Stevens, Anderson, D. Bromley	
Reading and Math Supplements – Teachers will use a variety of activities and interventions to enhance learning in reading and math.	Aug. 2014 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, Bekka, McLinskey	

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

After reviewing the data, we discovered we had met our goal in both math and reading. In math there were 46 students that rated below advanced, with seven additional students slipping below advanced. Fifteen students increased their performance level in math telling us 17.4% of our students met our math goal. In reading there were 57 students that rated below advanced, with nine additional students slipping below advanced. Fifteen students increased their performance level in reading telling us 10.5% of our students met our reading goal. We will continue to work with individual students to prevent them from slipping from their advanced level as well as maintaining our 10% of students growing in levels.

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:

The entire staff maintains high expectations for students. While the small size of school limits the resources available, programs are continuously evaluated for effectiveness.

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:

There is currently no systematic way for the staff, as a whole, to use the data. One of the downfalls is the limited amount of data provided that can skew data based on the results of one or two students. Some resource teachers lack the access to data because students are not enrolled in their classes. Staff would like additional training on ways to make program modifications based on data. Varied interventions do not necessarily yield improvement. This process is difficult if not impossible to correlate because many interventions are used. Professional development in this and many other areas are not strong.

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 Board of Trustees attends professional development opportunities (CPI). They rarely provide direction and mostly agree with the recommendations they are provided. The budget is not necessarily tied to student achievement.

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

The Board self-evaluates itself each year. They also have a high percentage of members who attend conferences and training.

Leadership Autonomy (2.3)

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

Effective Practice

Summary of Practices:

The Board of Trustees does not interfere with daily operations of the school and the curriculum. They leave the teaching of the students up to the individual teachers and the curriculum established by a committee of the teachers.

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:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	Needs Improvement
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YES

The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)

Summary of Practices:

The staff feels there are not enough active stakeholders. While there are a core number of parents that are actively involved they rarely meet. Our most prolific way of communicating with parents is sending letters home and the school's website and Facebook page.

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)	Needs Improvement
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YES

The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)

YES

The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)

YES

The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

Summary of Practices:

Teachers feel they do not receive useful feedback and constructive evaluations through the McRel teacher evaluation system.

Leadership Capacity Improvement Plan

GOAL: Ten percent of our student population in grades 1-10, who scored proficient or below on the math or reading Spring MAP, will increase their performance level.

MEASURES AND METHODS (INTERVENTIONS): Professional Development, Data Review Meetings

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Training – Interpreting MAP scores that relate to changes in instruction.	Aug. 2015 – May 2017	Erickson, Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, Bekka, McLinskey	
Training – Provide continued Math in Focus training.	Aug. 2015 – May 2017	Erickson, Jordan, Davis, Rigali, Lynch, Peterson, Johnston \$32,000 (District 2015)	
Data Review Meetings – Provide systematic application of the process for reviewing data.	Aug. 2015 – May 2017	Erickson, Jordan, Davis, Rigali, Lynch, Peterson, Johnston, Bekka, McLinskey, Nuhn	
McRel Evaluations – Leadership will provide clear constructive criticism that leads to improved teacher skills.	Aug. 2015 – May 2017	Erickson \$3,639 (District)	
PLC – Teachers meet in both District and Building level groups to collaboratively review data and create solutions.	Aug. 2016 – May 2017	Erickson, Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, Munroe, Ricks, Willford, Zurik, Blake, Graves, B. Seitz, Vagt, Martin, Glasser, Nuhn, Shelby	

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

After reviewing the data, we discovered we had met our goal in both math and reading. In math there were 46 students that rated below advanced, with seven additional students slipping below advanced. Fifteen students increased their performance level in math telling us 17.4% of our students met our math goal. In reading there were 57 students that rated below advanced, with nine additional students slipping below advanced. Fifteen students increased their performance level in reading telling us 10.5% of our students met our reading goal. We will continue to work with individual students to prevent them from slipping from their advanced level as well as maintaining our 10% of students growing in levels.

DOMAIN 3: RESOURCE UTILIZATION

AdvancED 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>	<p>Effective Practice</p>
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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:

Administration does a very good job of attracting qualified teachers. The small community is seen as a valuable asset with a wide variety of outdoor activities year round. The Board constantly evaluates the budget and adds to the base scale as well as providing signing bonuses to teachers to assist with moving expenses. During the interview process, candidates with a wide experience and background are valued which adds to diversity to our staff.

Sufficient Resources (4.2)

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

**Needs
Improvement**

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

Summary of Practices:

We work closely with Preschool and coordinate a variety of services we provide. Students benefit greatly from resources paid via Special Education VI-B and Perkins grants. Living in such a remote area the district utilizes the transportation reimbursement. With the limited staffing available, the average student needs are met.

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. [\(4.3 Rubric\)](#)

Effective Practice

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:

The school custodians do a wonderful job of maintaining the facility. All signage is effective and safety equipment and escapes are clearly marked. We maintain monthly fire drills as well as promote fire safety programs throughout the year. The staff complete Bloodborne Pathogen review yearly and are required to display staff identification at all times. The school maintains security cameras and has effective security doors and procedures.

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:

Teachers have SMART Boards in each room as well as individual iPads and a laptop computer. Everyone has access to Inter-Library Loan materials via WyLDCAT. Students in grades 6-12 have been assigned an individual iPad. There were struggles in setting up Apps and textbooks on the iPads dealing with bandwidth as well as infrastructure.

Technology Resources (4.5)

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

Needs Improvement

YES

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

Summary of Practices:

While the district technology does an adequate job of maintaining the network and computers, the staff feels there could be additional resources devoted. The district still has extremely poor Internet bandwidth. Resources are constantly added but the impact on bandwidth is rarely considered. Teachers would like additional training for purchased Apps, websites, and software. Additional resources (i.e. servers, licenses, bandwidth, etc.) were provided to assist in alleviating the struggles with setting the iPads up for students.

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

Acceptable

Summary of Practices:

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. [\(4.7 Rubric\)](#)

Acceptable

YES	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
YES	All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

Summary of Practices:

Resource Utilization Improvement Plan

GOAL: Ten percent of our student population in grades 1-10, who scored proficient or below on the math or reading Spring MAP, will increase their performance level.

MEASURES AND METHODS (INTERVENTIONS): Math in Focus, 6-10 College Preparatory Mathematics, Scott Foresman Reading, Computer Applications,

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Computer Applications – Students will reinforce concepts using online skill level appropriate reading and mathematical problems that give immediate feedback. Edgenuity IXL Lexia Renaissance Learning Read Naturally Brain POP	Jan. 2013 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston \$8,000 (District) \$8,595 (District) \$6,300 (District) \$26,374 (District) \$599 (District) \$5,400 (District)	
Cooperative Education Units – Students work together and help each other to solve mathematical problems.	Aug. 2011 – May 2017	Bekka, J. Seitz	
Great Book Canon – The students will read and discuss selected novels and develop needed skills.	Aug. 2014 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, McLinskey, Ziruk, Blake, Kreusel, Stevens, Anderson, D. Bromley	
Reading and Math Supplements – Teachers will use a variety of activities (including Everyday Counts) and interventions to enhance learning in reading and math.	Aug. 2014 – May 2017	Jordan, Davis, Rigali, Lynch, Peterson, Johnston, J. Seitz, Bekka, McLinskey	

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

After reviewing the data, we discovered we had met our goal in both math and reading. In math there were 46 students that rated below advanced, with seven additional students slipping below advanced. Fifteen students increased their performance level in math telling us 17.4% of our students met our math goal. In reading there were 57 students that rated below advanced, with nine additional students slipping below advanced. Fifteen students increased their performance level in reading telling us 10.5% of our students met our reading goal. We will continue to work with individual students to prevent them from slipping from their advanced level as well as maintaining our 10% of students growing in levels.