

Wyoming School Comprehensive Plan
Lance Creek Elementary School



Lusk, Wyoming
George Mirich, Principal

2017-2018

GROWING LEADERS FOR TOMORROW



The
Leader in Me™



DISCLAIMER

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

COMPREHENSIVE PLAN DIRECTIONS

Writing Plans

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

1. ASSESS NEEDS

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

2. STATUTORY ASSURANCES

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

3. SUMMARY OF PRACTICES

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

4. IMPROVEMENT PLANS

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

Plan Submission

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

WDE Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.

- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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

- Curriculum maps are posted on the district website: www.growingluskleaders.org
- Teachers use weekly formative assessments to determine enrichment or intervention needs.
- Teachers use “safety nets” also published on the district website for each class level to make sure expectations are met by each student.
- Math and reading texts are aligned to standards and checked off as taught
- Common vocabulary is being created in the areas of math and reading.

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
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Summary of Practices:

- DIBELS, WY-TOPP, Star Math/Reading, Reading series' CFA's are all assessments used to drive decisions
- Leader in Me implementation along with Continuous School Improvement to set goals, track data, and effectively adjust curriculum for each student
- Class scheduling allows for common planning time vertically and horizontally each day and weekly PLC's (synergy groups)

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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Summary of Practices:

- Math and Reading series' interventions are utilized
- Assessments are analyzed in PLC's (synergy groups) which determine grouping of students as well as interventions
- Small class sizes throughout the building as well as assistance by para-professionals
- Student leadership notebooks to track data, success, goals, and attendance
- Small groups, large groups, discovery lessons, technology use

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:

- Principal present at PLC's (synergy groups)
- Walkthroughs
- McRel evaluation instrument
- Verification of norms, goals, and data scoreboards are displayed

Collaborative Learning Community (3.5)

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

Acceptable

Summary of Practices:

- Non-core classroom teachers attend synergy groups (PE, Music, Art)
- Common planning time allows for daily grade level collaboration
- Scheduling of multi-grade level synergy groups is on a weekly basis
- Meeting norms set
- Agendas for each meeting as well as summary notes sent to members
- Building leadership team (Teacher Lighthouse) meets monthly to set school-wide goals and events in keep with Leader in Me implementation
- Data folders for each at-risk student is kept, added to and discussed.

Instructional Process (3.6)

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

Acceptable

Summary of Practices:

- Leader in Me, based on 7 Habits of Highly Effective People, has been implemented along with Continuous School Improvement which stresses setting goals in achievement, personal lives, and school-wide.
- Safety nets in core subjects define the learning process
- Formative assessments define the adjustment of curriculum
- Exemplars of proficient work examples are provided to 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:

- Book studies
- Goals consistent with school improvement initiatives (7 Habits, Continuous School Improvement)

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)

Summary of Practices:

- Behavior incidents, grades, attendance and health records recorded in Infinite Campus
- Newsletters, letters, phone calls, social media, social events at school, 7 Habits training offerings, parent advisory committee, and parent teacher conferences all engage parents

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:

- Home room teacher, nurse, office staff, and the counselor all know each student very well.
- Monthly child protection team meetings are attended by staff
- Two outside counselors provide services to students
- Specials teachers know every student well and participate in meetings

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:

- All teachers use the math and reading series' assessments
- Safety nets for all core subjects are posted on our website for review and use
- Date notebooks are used by all grades with consistent contents designed to document achievement and acquisition of skills/knowledge through standards mastery
- All reporting is done with Infinite Campus

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:

- The Leader in Me has been implemented which stresses character education along with student achievement through goal setting. Training is on-going.
- Continuous School Improvement was initiated this year to further define effective practices.
- Students set individual goals, teachers set classroom goals and missions, and there are two school-wide goals for achievement.
- More effective PLCs (synergy groups) were implemented this year to analyze student data and determine interventions.
- A formal plan has not yet been implemented

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

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:

- Destination Imagination, robotics club, Legos club, and Accelerated Reader all address the need for an enrichment program for gifted and talented students.
- The school counselor, a community business Solutions 4 Life, and the building BIT team all intervene with and identify at-risk students
- Extended day programs provide tutoring in math and reading
- All instruction is completed in the regular classroom for Title I students, but they are supported by Title I staff in their classroom
- There are several groups that consistently provide for underprivileged students as well as the nurse who coordinates with local agencies.

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

Summary of Practices:

- STAR, WY-TOPP, DIBELS, Reading Street, AIMS Web, Read 180, SRI all are scheduled at regular, appropriate intervals to formatively and summatively assess standards mastery progress with each student.

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:

- Data scoreboards are posted throughout the school to collect and analyze learning.
- All assessments' data is reviewed by synergy groups to determine achievement and interventions if necessary
- Surveys are conducted to determine program evaluation and organizational conditions
- Data notebooks for each student collect, record and analyze data for each student
- Achievement of goals is regularly reviewed and adjusted.

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:

- DIBELS training

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:

- Reading series' weekly assessments are reviewed by synergy groups
- Math series' weekly assessments are reviewed by synergy groups
- Students 'own' their learning with data notebooks kept by them
- Title I math tutoring
- Both Leader in Me and Continuous School Improvement training emphasize goal setting and achievement

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:

- Grade reports, progress reports and attendance letters are sent to stakeholders informing them of progress
- Data scoreboards are posted in a common area for all stakeholders to view
- Parent teacher conferences are held twice a year.
- Title I parent meeting
- Staff meetings and synergy groups regularly report and discuss student learning.

Teaching and Learning Improvement Plan

GOAL(S):

Growth: Increase growth on WY-TOPP math and reading from the Fall Interim Test to the Spring Summative Test.

MEASURES AND METHODS (INTERVENTIONS):

Intervention #1: All teachers will engage in Professional Learning Communities (Synergy Team) that uses student achievement and growth data to determine instructional decisions.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Arrange for common planning times for grade level and content area teachers at least once per week.	Summer 2016	Principal Calendar Team	Weekly Schedule for all grades Master Calendar of Common Meeting Times
Developed and implemented a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system.	Continuous cycle of improvement (2017) continuing	Principal, Teachers	*Pretest each unit *Daily Learning Targets with checks for understanding *End of unit formative assessments with minimums
Continuous School Improvement Training Data Driven Instruction Leader in Me Training	Fall 2016 continuing	All instructional staff	Ongoing

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

Weekly PLC Team meeting notes shared in common place.

Assessment Schedule and written action plan based on data

Teacher Walk Throughs to document the implementation of data training

Follow up visits by trainers to check on fidelity of plan

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:

- During synergy groups all children’s data is discussed/reviewed.
- All children have data notebooks to track achievement progress and goal status
- All students are checked on the Safety Nets
- Our school-wide goal is set to have all students contribute to its success.

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
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Summary of Practices:

- The Leader in Me is exactly the culture described above with its shared values and beliefs coming from the 7 Habits of Highly Effective People.
- The first week of school was spent reviewing the culture, its emphasis on achievement goal setting through data notebooks, and ensuring all students had an equal voice and opportunity in performing a leadership role. Each week a specific Habit is stressed.

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>	<p>Acceptable</p>
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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 School wide 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 staff are invited to review improvement plan components
- The school complies with all assurances
- Title I staff attend synergy group meetings to participate in curriculum planning, data driven decision making, and intervention selection.
- Staff meetings, Teacher Lighthouse committee and synergy groups are all venues for staff to contribute to improvement planning.

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

- Student leaders make sure the flags are flown each day.
- Governing Board work sessions concerning school wide practices include various staff members.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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Summary of Practices:

- All policies and open meeting laws are reviewed consistently and followed.

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
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Summary of Practices:

- Administrators are questioned at each board meeting about daily practices and if the board can support with something in any way.
- Calendars and staffing recommendations come from the school and its committees

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:

- The Leader in Me implementation was a significant shift to fostering the culture consistent with the purpose and direction.
- Both administration and staff drive the continued professional development for LEMS specifically to ensure keeping it aligned with the school’s purpose and direction.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. [\(2.5 Rubric\)](#)

Needs Improvement

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:

- There is not an overall, formal plan for involving parents and community.
- The Parent Advisory committee (Lighthouse) meets regularly to help in decision-making, setting its own goals and assisting with school improvement.
- Title I conducts parent meetings to review and solicit input for that program
- Parent Teacher conferences are held twice a year to solicit input

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:

- The McRel evaluation tool is utilized.

Leadership Capacity Improvement Plan

GOAL(S): Increase growth on PAWS math and reading from 37 to 45 on the 2016-2017 School Performance Report

MEASURES AND METHODS (INTERVENTIONS):

School leaders' will proactively engage stakeholder participation to develop a strong sense of community and ownership.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
AdvancED Surveys	Spring 2018	Administrators	Completion of Stakeholder survey
Multiple Social Media Strategies to develop a strong sense of community	Verified Spring 2018	All staff and stakeholders	Completed social media venues
Parent Advisory Committee	Established 2016 Continuing	Staff and parents	List of monthly meetings for advisory committee

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

- Documentation of monthly meeting notes
- Tracking of use of Social Media
- Completion of Stakeholder Survey

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:

- Class sizes average around 12 students and are staffed with highly qualified teachers
- All assignments fit the certification of the staff member.
- Title I paraprofessionals meet the credit hour requirements. Transcripts are on file and have been provided in the monitoring document.

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

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.

YES

- ½ Day Kindergarten – 450 hours
- Full Day Kindergarten – 900 hours
- Elementary – 900 hours
- Middle/Jr. High – 1050 hours
- High School – 1100 hours (Wyoming)

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:

YES

- 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. schools. (Federal)

YES

Activities approved for Federal Funding are completed within the approved time period. (Federal)

Summary of Practices:

- The historical days are observed and recognized during morning announcements or other appropriate ceremonies
- The consolidated grant is compiled and the monitoring process completed
- Any Title I materials used by teachers are supplemental to the adopted main curriculum.
- All equipment purchased by Title I funds are marked and inventoried appropriately
- The Bi-annual certification is on file with the district office.
- No staff in Title I is split-funded

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)
N/A	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:

- County health inspections are conducted annually with passing results
- Each room has a crisis management plan/flipchart
- All immunization laws are complied with and documentation kept current in office
- Fire drills are conducted once a month
- The environment shows a full implementation of the 7 Habits

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:

- The technology infrastructure supports the students' use of the internet, YouTube and Pinterest in an educational setting.
- The town's newspaper, district's website, and Teacher Lighthouse newsletter all support the school's educational programs by reporting progress, posting curriculum components, and aspects of the LEMS culture

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Needs Improvement
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YES	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices:

- The technology plan is posted on the district’s website: www.growingluskleaders.org
- Improvements have been made this school year as well as planned purchases
- Two computer labs are available to provide equity in learning

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
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Summary of Practices:

- The school has a full time nurse, counselor and speech therapist.
- The school also contracts with an outside agency for more counseling needs
- The school BIT team received and reviews referrals for the needs of all children.

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
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YES	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
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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:

- The school has a full time nurse, counselor and speech therapist.
- The school also contracts with an outside agency for more counseling needs
- The school BIT team received and reviews referrals for the needs of all children.

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): Increase growth on PAWS math and reading from 37 to 45 on the 2016-2017 School Performance Report.

MEASURES AND METHODS (INTERVENTIONS):

Redirecting district resources to improve the technology infrastructure

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Replace wireless hubs	Summer 2015 (missed) Spr/Sum 2018	District Office	Modern wireless hubs in place

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

Decrease in help desk tickets
 Increase in staff satisfaction surveys

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	X
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

We chose to extend the school day with interventions such as math/reading tutoring.

- District improvement efforts being implemented to support the corrective action

Through data analysis students are targeted in math and reading as needing extended day tutoring. Staff are trained in the use of the interventions (Ascend Math, Read 180) and paid through Title I funds.

- How this plan will support current school improvement efforts

With this intervention the school has available more opportunities for kids to improve. Schedules during the day limit access to the student to complete most interventions.

- Data that will be used to measure the success of the corrective action

Assessment scores from Read 180’s SRI, STAR, and others will provide the data necessary to measure the success of the extended school day plan.

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