

**Wyoming School Comprehensive Plan**  
**Fort Mackenzie High School**



**Mission: To ensure all students acquire the knowledge, skills and attitudes essential for achieving their full potential and becoming productive citizens**

**Sheridan, Wyoming**  
**Mr. Troy Lake, Principal**

**2016-2017**

## PLAN SIGNATURES



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District Superintendent

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2016-2017

Plan Year



### DISCLAIMER

This comprehensive district 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 district 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. <a href="#">(3.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p>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)</p>
<p><b>YES</b></p>	<p>The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)</p>
<p><b>YES</b></p>	<p>Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)</p>
<p><b>N/A</b></p>	<p>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)</p>
<p><b>YES</b></p>	<p>If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)</p>
<p><b>N/A</b></p>	<p>If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)</p>

**Summary of Practices:**

### Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

<p>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. <a href="#">(3.2 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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**Summary of Practices:**

Sheridan County School District #2 routinely has central office staff visit classrooms on a daily basis to monitor and evaluate the quality of instruction. The superintendent, Craig Dougherty, actively monitors classroom performance, especially new faculty to the district, and during their initial contract period of three years.

In addition, the Assistant Superintendent for Instruction and Human Resources, Scott Stults, regularly visits the secondary schools, and Superintendent Craig Dougherty visits each elementary building every week.

SCSD#2 strives for excellence through our Professional Learning Communities (PLC) with a focus on student learning. To further monitor curriculum and instruction, the central office is receiving regular feedback from principals sharing their results from common formative assessments from weekly Professional Learning Community (PLC) meetings. In fact, teachers are holding each other accountable in their PLC teams by analyzing data and discussing scores. For example, an 8<sup>th</sup> grade teacher was comparing his results to his colleagues in a PLC meeting, and realized he needed instructional improvements on conventions.

Finally, the entire Sheridan County School District #2 is focused on accountability. The motto of the district exemplifies this: “Excellence and Accountability.”

## 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:

To ensure that all students learn and put our commitments into action, Fort Mackenzie High School has embedded Professional Learning Communities (PLC) collaboration into our master schedule through common planning times. Staff teams have used this time, along with summer work and staff development days to work systematically and focus on individual student needs with an emphasis on Marzano’s “High Yield” strategies, and John Hattie’s book *Visible Learning*. We use Response To Intervention (RTI) practices to differentiate instruction and meet the needs of individual students. The core of any RTI model relies on the use of tiered instruction. In the RTI framework, student instruction is varied and based on the needs that are related to the severity of the student’s struggles. As a school we progress from defining individual student needs and learning styles, and then begin targeting their specific needs.

Tier 1 is core instruction and excellent teaching. Teachers administer formative assessments using iReady and MAP and then dissect the information and focus on individual student needs. Once student needs have been determined, students receive group interventions in Tier 2 that involves extended time in the classroom, extra teaching and tutoring. For example, the math department uses Compass and/or Accelerated Math to target specific areas and individual students. From there, if students continue to struggle, they receive Tier 3 intensive interventions. In Tier 3 the focus is on specific students learning needs as identified by iReady and MAPS. Students receive help in specific skill sets, extra time and practice, and teachers continue to generate excitement in learning by utilizing various Internet resources as well.

## 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:

## Collaborative Learning Community (3.5)

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

Effective Practice

### Summary of Practices:

To incorporate continuous improvement and a culture of professionalism, our team meets weekly to collaborate with colleagues on professional development activities. Similar to other schools, we implement Professional Learning Communities to promote consistent and effective teaching practice with peer review, all with an eye toward improving student learning.

Data analysis and continuous instructional decisions are one of the most important aspects of ensuring students' success at Fort Mackenzie High School. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy. The beginning of year is launched with a goal mindset where PLC groups review our school's mission and set a SMART goal based on data analysis. Through our weekly PLC meetings, we work systematically through the four big questions of a PLC. We evaluate current student data, identify essential outcomes, look for trends, create common formative assessments, and plan appropriate instruction for each child. Students are then placed into appropriate needs based intervention and advisory groups (TRIBES) in literacy and math where teachers use data to guide their instruction. Student success on standardized assessments is crucial to our academic growth as a school.

Since we are a small school, our staff is also committed to collaborating and meeting with the middle school that we share a facility with, and as a whole group throughout the week. In an effort to further develop curriculum, we have divided the week into three PLC meetings. Monday we focus our efforts around excellent teaching, vision, mission, belief, and core values. Friday morning teams analyze assessment data to determine areas of further instructional need and teacher professional development. Friday afternoon is set aside for collaboration regarding curriculum. Therefore promoting a shared sense of leadership as we work to meet the ever-increasing rigor of the new state standards as well as allow for common goals to be determined and reached through collaboration and systemic review of student data.

## Instructional Process (3.6)

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

**Acceptable**

### Summary of Practices:

Fort Mackenzie High School is SCSD#2's high--school--level alternative educational program, and exists to provide educational opportunities for students who have not met success in the traditional school setting. Currently we have 59 students attending our school. There are many reasons why a student may not meet success in the traditional setting, and as such we seek to meet the individual needs of every student and incorporate a culture that makes intellectual learning and character development of equal importance.

In order to address the learning needs of all students we use a systematic evaluation process that is consistent district wide. Students at Fort Mackenzie master the same academic standards as their peers at Sheridan High School; however, our non--traditional focus allows students to work toward mastery using a variety of learning strategies focused on individual learning styles, varied assessments and a flexible pace. Through a supportive, individually--focused academic programs and strong parental involvement, our students achieve excellent academic success.

Among our student--focused initiatives is "Tribes", an intervention and advisory program that runs multi--age/grade homeroom, and promotes positive interpersonal relationships between teachers/students and students/students. We also provide intensive remediation on Fridays to promote positive academic outcomes. Our Discovery Program works to generate positive behavior in all students, and we implement the "Circle" concept to celebrate our student and staff successes. Ultimately, our team at Fort Mackenzie is here to educate each individual based on needs and abilities, and by doing so to help our students meet high standards and academic excellence.

## 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:

### 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:

At Fort Mackenzie High School, we realize the importance of engaging our families and the community, as we become a school that all stakeholders can be proud of. We strive to incorporate positive parent and community involvement through a variety of activities, communications, parenting surveys and our parent compact.

Parent/adult involvement is crucial to providing comprehensive support to our students and helping them achieve success both in and out of the classroom. We believe our staff and parents must function as a team, and as such a student's eligibility to attend our school is dependent on the following parental commitments:

- Parents/adults must attend a 4-7 week Adult Discovery class. These two-hour training sessions are held each quarter for parents on Thursday evenings from 7-9 pm.
- Parents/adults are expected to contribute 12 school service hours per year (6 per semester). The following committee work will be recognized as involvement hours:
  - Parent/Teacher Conferences: Quarters 1, 2 and 3
  - P.A.S.S. (Parents for Achievement of Student Success) Organization -- Parents are expected to attend one time each quarter
  - Before school activities
  - ACT snacks
  - Graduation committee
  - Other school-related activities

Additional avenues for communication include our school website and weekly email updates. Our website is continuously updated with upcoming events, as well as daily announcements. Our entire staff has also committed to personal communication in the form of calls home, notes and letters.

The dedication and high energy of the teaching staff is the foundation of student success at Fort Mackenzie, but foundations must be built upon -in this case through strong collaboration with parents/adults.

## Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. [\(3.9 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. [\(3.10 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Professional Learning (3.11)

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

**Effective Practice**

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

### Summary of Practices:

Another major focus at FMHS is rich, meaningful staff development. A majority of our district-wide staff development days are devoted to PLC work, including training in basic concepts and underlying research, along with extensive work time for teams to work within the four big questions of a PLC. SCSD#2 provides staff development in various areas identified as a need at our school and in our district using mostly in-house resources and some outside resources as well. Specific to our school, this year, staff traveled to a Big Picture School and then attended a 4 day intensive training with Buck Institute for developing Project Based Learning within our school. Additionally, staff traveled to Centennial High School in Colorado to observe the Discovery Program and Eric Larsen, creator of the Discovery Program. New staff then attended his 4 day training so that they, along with the rest of the staff, could more effectively utilize the

program. Heidi Hart, our school counselor will train staff on the Naviance program, an intervention designed to help students improve their ACT scores.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	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)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	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)
<b>YES</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>YES</b>	The school meets the educational needs of historically underserved populations. (Federal)

### Summary of Practices:

Data analysis is a fundamental part of improving student learning, and the staff at Fort Mackenzie High School has made a commitment to use data from state and district assessments to shape our instruction to meet the individual needs of students. These assessments include: ACT, Measure of Academic Progress (MAP), and the quarterly District Reading, Writing, and Math Assessments. Data from these assessments include: percentile ranks, national norms, and district proficiency levels that help us determine if students are making the necessary progress to attain grade--level proficiency.

While we use Measures of Academic Progress (MAP) as our universal screener and conduct further assessment of at--risk learners using iReady and other tools, our teachers rely most heavily on building--level common formative assessments to monitor student learning. Our assessments have also become more formative in nature as teachers have realized the power of the approach. Teachers continue to learn each time they assess students and make ongoing adjustments to essential outcomes and their assessment instruments.

Student success on standardized assessments is also crucial to our academic growth as a school:

## ACT 2016 Data Grade 11

ACT (Average Composite Scores)

	English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2013-14	17.1	19.0	18.8	19.7	18.3	20.3	17.2	20.1	18.0	19.9
2014-15	17.8	18.8	19.9	19.5	19.5	20.0	17.8	20.2	18.8	19.8
2015-16	17.3	19.1	19.2	19.7	16.7	20.5	19.1	20.4	18.2	20.0

## MAP Fall 2015 Data and Spring 2016 Data (% of students above the 50th %ile)

	Reading		Math	
	Fall	Spring	Fall	Spring
All Students	60	64	49	51
9th Grade	70	73	44	64
10th Grade	50	54	54	38

These assessments help our teachers create a system that allows us to monitor student learning and create Essential Outcomes that drive instruction in the classroom as well as student placement in daily intervention and advisory groups. In all classrooms, teachers differentiate instruction and create leveled activities to challenge students at their level.

If a child proves to be struggling based upon classroom observation/assessments and ACT, MAP, and district assessment analysis, the child can be placed into the school's intervention programs. Intervention systems are our biggest work-in-progress at FMHS. For student behavior and accountability, we have a number of interventions in place to assist at-risk students, re teach expectations, and ensure that students complete assignments. These include TRIBES, intervention and advisory groups for thirty minutes daily. We also have instituted a Friday Remediation after school. Academically, teachers are responding to common assessment data at the classroom and team level by grouping and regrouping students for advisory and intervention. This can involve teachers trading students for differentiated lessons, utilizing the reading specialist to teach small groups, or establishing centers within single classrooms. At the building level, we run Title I-funded programs to help students who struggle in Reading and Math, and after school programs specifically designed to help students who are behind in those two areas.

For students receiving special education services, we have a special education program to meet the unique and diverse needs of students in this program. On the other hand for students who do not qualify for special education, but still need additional support, we use the Compass Program for students who qualify.

Finally, FMHS prides itself in offering extracurricular afterschool programs to enhance student learning in our school. These activities may include the Di Vinci Lab and STEM (Science, Technology, Engineering and Math). For students who have been identified as needing extra help in literacy and math there is an afterschool Bridges tutoring program taught by certified teachers that provide small group and individual tutoring.

## 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:**

### Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. [\(5.2 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Training in the Interpretation and Use of Data (5.3)

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

**Acceptable**

**Summary of Practices:**

## Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

## Teaching and Learning Improvement Plan

### GOAL(S):

- FMHS Juniors will increase their Composite ACT score to 19.8 on the 2017 Spring test
- FMHS Graduation rate will increase by 10%

### MEASURES AND METHODS (INTERVENTIONS):

- Professional Learning Community Model-- All faculty will use the PLC model of intervention and enrichment groups to meet the diverse writing, reading, and math needs of the students at Fort Mackenzie High School.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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<p>TRIBES</p>	<p>2016-17 school year, or by June 2, 2017</p>	<p>All certified teachers and support staff.</p>	<p>Mandatory remediation class for every student at FMHS.</p> <p>30--minute daily class.</p> <p>Academic standards and interventions are taught during this class.</p> <p>Goal is to increase student performance on standardized test and meet state standards. Runs multi--age/grade homeroom. Promotes positive interpersonal relationship between teachers/students and students/students.</p>
<p>Professional Learning Communities (PLC)</p>	<p>2016-17 school year, or by June 2, 2017</p>	<p>All staff members and support staff</p>	<p>Teams in all content areas collaborate to guarantee a viable, rigorous curriculum for all students.</p> <p>Power Standards (essential outcomes) for all classes in all content areas.</p> <p>Common Formative and Summative Assessments for all courses.</p>

			<p>Collection and Analysis of data from Common Assessments.</p> <p>Targeted Interventions based on assessment data.</p>
Compass Learning	2016-17 school year, or by June 2, 2017	All staff members and support staff	<p>A web--based academic program for students who have lost credit in a class.</p> <p>This credit recovery program is designed to promote remediation and recovery of required courses for graduation.</p>
Project Based Learning Training	2016-17 school year, or by June 2, 2017	All certified staff	<p>Intensive program helping students succeed in and outside the school.</p> <p>Program designed to enable students to establish relevancy, increase rigor, and have a voice in their learning within each content area</p> <p>Use common formative assessments to evaluate the effectiveness of this program implementation.</p>

**Evaluation/Evidence:**

As measured from the Common Assessment data, ACT and MAP fall to spring growth results in literacy and math from the 2016-2017 school year.



# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

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

### 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. <a href="#">(1.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
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**Summary of Practices:**

### 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. <a href="#">(1.3 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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<p><b>YES</b></p>	<p>The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)</p>
<p><b>YES</b></p>	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
<p><b>YES</b></p>	<p>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)</p>
<p><b>YES</b></p>	<p>If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)</p>

<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	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:**

Professional Learning Communities drives our school improvement process. We work to build teacher capacity in many ways. All teachers are members of collaborative teams. Since we are a small school, our staff is also committed to collaborating and meeting with the middle school that we share a facility with, and as a whole group throughout the week. In an effort to further develop curriculum, we have divided the week into three PLC meetings. Monday we focus our efforts around excellent teaching, vision, mission, belief, core values, and we include all stakeholders. Friday morning teams analyze assessment data to determine areas of further instructional need and teacher professional development. Friday afternoon is set aside for collaboration regarding curriculum. Therefore promoting a shared sense of leadership as we work to meet the ever-increasing rigor of the new state standards as well as allows for common goals to be determined and reached through collaboration and systemic review of student data.

Teams also focus on every student as an individuals determining their needs and responding appropriately. To foster a sense of belonging, we have also initiated a Friday Afternoon Circle-Up where kids can ask question, have a voice to be heard, and be recognized for outstanding efforts and achievements.

We have worked systematically to facilitate groups as they establish norms and then work through the four big questions of a PLC. Taking the questions one at a time has been a useful approach. All of our teams have developed Power Standards and common assessments for their courses and continue to revise these on a regular basis. We also devote several staff development days each year to the PLC concept, teaching new best practices and giving teams time to work together to implement. Each year, we continue to focus more on students’ academic needs, learning goals and input relevant to our school.

**AdvancED Standard 2: Leadership**

**Board Policies and Practices (2.1)**

<p><b>Board Policies and Practices:</b> The governing body establishes policies and supports practices that ensure effective administration of the school.  <a href="#">(2.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
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YES

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

**Summary of Practices:**

## District Board Operations (2.2)

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

Acceptable

**Summary of Practices:**

## Leadership Autonomy (2.3)

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

Acceptable

**Summary of Practices:**

**Sheridan County School District #2 School Board Goals:**

**Teaching and Learning Goal:** SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district.

**Leadership Capacity Goal:** SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership.

**Resource Utilization Goal:** By their very nature, school districts consider human capital (teachers and other staff) their most valued resource. SCSD #2 will continue to recruit and retain high quality teachers and staff. Model professional development programs, with the support of Professional Learning Communities (PLC), which build teachers' capacity for success and learning for all students, will be used to develop and upgrade our teachers and staff. The District has established and will continue to improve its training programs for all teachers as a support system and to meet the Every Student Succeeds Act (ESSA) mandates for highly qualified teachers. SCSD #2 will continuously monitor the financial aspects of the District.

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

**Acceptable**

### Summary of Practices:

## Stakeholder Engagement (2.5)

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

**Acceptable**

**YES**

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

### Summary of Practices:

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. [\(2.6 Rubric\)](#)

**Acceptable**

**YES**

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

**YES**

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

**YES**

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

### Summary of Practices:

The evaluation model, *Charlotte Danielson’s Framework For Teaching Evaluation Instrument*, uses four responsibilities teachers should be able to know and accomplish in their profession. The four are planning and preparation, classroom environment, instruction, and professional responsibilities. The same evaluation is used for all of our teaching staff, however the domains are modified based on the specific position. Our goal is high impact/ high yield 90% of the time with fidelity and consistency.

## Leadership Capacity Improvement Plan

### GOAL(S):

- FMHS Juniors will increase their Composite ACT score **to 19.8 on the 2017 Spring test**
- FMHS Graduation rate will increase by 10%

### MEASURES AND METHODS (INTERVENTIONS):

- All teachers will engage in Professional Learning Communities to refine their work in the rigor of student achievement and growth data to determine instructional decisions.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Discovery Training	2016-17 school year, or by June 2, 2017	All new staff	<p>Intensive program helping students succeed in and outside the school.</p> <p>Use common formative assessments to evaluate the effectiveness of this program implementation.</p> <p>National model for effective skill development.</p> <p>Program is designed to teach social--emotional skills to students struggling with academic, attendance, and attitude problems.</p>
Teach Like a Champion	2016-17 school year, or by June 2, 2017	All certified staff and support staff	Staff received job embedded training on high--impact, high--

			leverage teaching techniques and strategies.
Project Based Learning Training	2016-17 school year, or by June 2, 2017	All certified staff	<p>Intensive program helping students succeed in and outside the school.</p> <p>Program designed to enable students to establish relevancy, increase rigor, and have a voice in their learning within each content area</p> <p>Use common formative assessments to evaluate the effectiveness of this program implementation.</p>

**Evaluation/Evidence:**

A PLC evaluation will be completed at the end of the 2015-2016 school year to determine how well our professional development impacted the growth of our staff through the process.

## 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. <a href="#">(4.1 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
<b>YES</b>	Instruction is provided by highly qualified teachers (Federal)
<b>YES</b>	Paraprofessionals meet the requirements of ESEA (Federal)

### Summary of Practices:

Fort Mackenzie High School employs and seeks out staff that values growth, achievement, and citizenship through a supportive environment. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

Teachers at FMHS are at the top of their game, due to an incredibly strong applicant pool year after year, in addition to weekly teacher collaboration and staff development built into our schedule. Our staff is truly the source of our success, fostering excellence in our school.

Our district has a highly competitive salary schedule that encourages teachers to apply. We also offer on-going continuing educational opportunities. Due to the fact that we have a multitude of applicants for every position, our screening and interview process is comprehensive and often includes a formal interview as well as an opportunity to observe the new candidate teaching in one of our classrooms.

## Sufficient Resources (4.2)

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

**Effective  
Practice**

<b>YES</b>	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"><li>• ½ Day Kindergarten – 450 hours</li><li>• Full Day Kindergarten – 900 hours</li><li>• Elementary – 900 hours</li><li>• Middle/Jr. High – 1050 hours</li><li>• High School – 1100 hours (Wyoming)</li></ul>
<b>YES</b>	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)
<b>YES</b>	The following days are appropriately observed: <ul style="list-style-type: none"><li>• Wyoming Day, December 10 of each year.</li><li>• Nellie T. Ross' birthday, November 29 of each year.</li><li>• Native American Day, the second Friday in May.</li><li>• Pearl Harbor Remembrance Day, December 7 of each year.</li><li>• Constitution Day, September 17 of each year. (Wyoming)</li></ul>
<b>YES</b>	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)

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

### Summary of Practices:

Our curriculum at Fort Mackenzie High School is based on standards, essential understandings, core instructional materials, and supplemental instructional programs. Taken together, the curriculum of this school district is aligned with state and district standards, and the recently adopted new state standards. Our school strives toward excellence through our Professional Learning Communities (PLC) with a specific focus on student learning. Each year, teachers develop personal and professional SMART goals to help them identify areas in order to improve and meet the needs of their students. Teachers then create common formative assessments using these specific goals to progress monitor throughout the year, and guide their instruction to ensure that every learner is successful; all utilized in their PLC and common planning time.

Recognizing the importance of student outreach, an adult advocate is assigned to every single student, and they will travel with him or her throughout their entire school experience. A DFS school resource officer is utilized at our school when needed. We also utilize the resources of Center for Vital Community, whose mission is “Engaging Citizens to Strengthen Our Community” (CVC). Together the CVC and PASS helped the students participate in leadership work, and discover the power of leadership and how it can impact a culture. We have also partnered with Game and Fish to provide experiential learning opportunities for our students.

As well, FMHS is constantly looking at ways to exhaust every possible resource to support the purpose and direction of the school. When it is a significant day, as noted on the calendar to be observed, we will read blurbs about it during announcements and add it into our curriculum. We have a very involved group of parent volunteers and parent group whose mission is to promote the welfare, growth, and education of children, youth, and adults in the school and the community.



## 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**

<b>YES</b>	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)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	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)
<b>N/A</b>	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)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

### Summary of Practices:

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

**Acceptable**

**YES**

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

**Summary of Practices:**

### Technology Resources (4.5)

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

**Acceptable**

**YES**

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

**Summary of Practices:**

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

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

**Acceptable**

**Summary of Practices:**

### Services to Support Student Educational Needs (4.7)

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

**Acceptable**

**YES**

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

**YES**

All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

**Summary of Practices:**

# Assistance Needed

For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

## Resource Utilization Improvement Plan

**GOAL(S):**

- FMHS Juniors will increase their Composite ACT score to 19.8 on the 2017 Spring test
- FMHS Graduation rate will increase by 10%

**MEASURES AND METHODS (INTERVENTIONS):**

- All students will continue to use appropriate social skills in the school setting, increase their attendance, and have reduced discipline referrals.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Parents For Academic Student Success (PASS)	2016-2017 school year, or by June 2, 2017	All certified staff members and support staff.	<p>Promote the welfare, growth, and education of children, youth, and adults in the school and the community.</p> <p>Sponsor projects and events for the benefit of Fort Mackenzie High School.</p> <p>Bring a closer working relationship between home and school so that parents, administrators, and teachers may cooperate intelligently in the education of the students.</p> <p>Keep abreast of SCSD2 objectives and be better informed regarding Fort Mackenzie High School.</p>

Discovery Program	2016-2017 school year, or by June 2, 2017	All certified staff members and support staff.	<p>Review the major components of the Discovery Program. Help to improve students' academic and social skills in the regular classroom setting.</p> <p>Develop appropriate social skills instrumental in working with groups and expressing opinions in an appropriate manner.</p>
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**Evaluation/Evidence:**

Students will demonstrate behaviors that are safe, respectful, and responsible by June 2, 2017 as measured by decreased office referrals.

## 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)**

<b>Option 1:</b> Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
<b>Option 2:</b> Extend the school year or school day	
<b>Option 3:</b> Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
<b>Option 4:</b> Significantly decrease the management authority at the school	
<b>Option 5:</b> Restructure the internal organization of the school	
<b>Option 6:</b> 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

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

**Please include:**

- **Members of Restructuring Planning Committee and Titles/Positions**
  - Craig Dougherty, SCSD#2 Superintendent
  - Scott Stults, SCSD#2 Assistant Superintendent
  - Troy Lake, FMHS Principal
  - Mick Wiest, Consultant to FMHS
  - Sue Belish, State Board of Education Member/Consultant to FMHS
  
- **Description of the School’s Plan for Restructuring**

Understanding the needs of the students at Fort Mackenzie High School is the number one priority of SCSD#2, the decision was made by the school board and district administration staff to replace the principal and Discovery Program Coordinator. These two positions were key to improving the graduation rate at FMHS. Troy Lake, the new principal of FMHS, was strategically chosen in the spring of 2015 based on his previous experience, qualifications, and desire to do whatever it takes to educate each individual based on needs and abilities, and by doing so help our students meet high standards and academic excellence.
  
- **Description of how Stakeholders were involved in Restructuring Plan**

All faculty and staff member from FMHS have been involved in continuous dialogue about the needs and opportunities for improvement for both academic achievement, and graduation rate. Weekly faculty discussions focus on these twin improvement goals.
  
- **What data has been used to support selected option?**

This personnel decision was thoughtfully made in the best interest of the students and FMHS after dropping test scores as well as a flagging graduation rate.

- **Professional development activities**  
To continue improving in all areas at FMHS, the staff has committed to various professional development trainings including the entire staff attending *The Discovery Training*, an intensive program helping students succeed in and outside the school, especially for students who are considered at-risk and Project Based Learning training. The district continues to support FMHS as well by scheduling regular meetings with the staff and principal, conducting regular observations, and discussing student data, curriculum, interventions, and new ideas for continued improvement.
- **How the District is supporting the Restructuring Plan**  
The new principal, staff at FMHS and entire district administration staff is committed as team to work toward continuous improvement and ultimately success for all students during this restructuring process.
- **How this plan will support current School Improvement efforts**  
This comprehensive improvement plan is in direct alignment with the school wide restructuring plan submitted in Spring 2015. While improving the graduation rate at the alternative school is challenging, this district and all staff are committed to making 10% improvement in the graduation rate the next several years.
- **Data that will be used to measure the success and monitor restructuring efforts**  
The district continues to monitor graduation rate on a quarterly basis, but also looks at credit accrual, attendance patterns, participation in “Tribes,” and behavior and parent participation.
- **Resources needed to implement this plan**  
The district actively solicits additional funds to support FMHS in their improvement efforts. They already have significant Title I funds and are also participants in the district's 21st Century Community Learning Centers. The district is currently submitting a 1003 (a) School Improvement Grant.
- **Major milestones or timelines for plan**  
June 2015, Hire new principal  
August 2015, Hire new Discovery Program Coordinator  
August 2015, Discovery Professional Development  
August 2015-May 2016, Weekly PLC meetings focused on graduation rate improvement  
June 2016, PBL Training



- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman