

Wyoming School Comprehensive Plan  
**Henry A. Coffeen Elementary &  
Story Elementary**



Mission: "Value, support, and empower students to achieve high levels of learning and leadership."

Sheridan, Wyoming  
Mr. Brad Gregorich, 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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<b>YES</b>	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)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>N/A</b>	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)
<b>YES</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>N/A</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

**Summary of Practices:**

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

<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:

### 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:

Data analysis and continuous instructional decisions are one of the most important aspects of ensuring students' success at Henry A. Coffeen. 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 vision and set a SMART goal based on data analysis. Through our weekly PLC meetings, we are able to 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 enrichment groups (I/E groups) 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. This laser-like focus on student achievement and data evaluation is directly related to the upward trend in our scores over the last five years.

Our staff is also committed to collaborating and meeting in district grade level teams multiple times throughout the year. In an effort to further develop curriculum, the grade level teams are continually working to create and align a scope and sequence for each subject area including work samples, standards alignment and essential outcomes. These can later be analyzed with assessment data to determine areas of further instructional need and teacher professional development. This information is also being uploaded to a software program that will be beneficial in these analyses. 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.

### Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

### 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. <a href="#">(3.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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**Summary of Practices:**

### 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. <a href="#">(3.8 Rubric)</a>	<b>Effective Practice</b>
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**YES**

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

**Summary of Practices:**

At Henry A. Coffeen Elementary, 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, and parenting classes.

We host a variety of events to help families understand the academic and behavioral expectations of our students. These events include our “Family Night”; where parents are informed of the new standards based report card, Title I and what it means to be a Title I school, instructional strategies and resources that can be utilized at home, as well as explaining policies and procedures of Henry A. Coffeen. There are parent involvement activity nights where parents have the opportunity to receive information about “Our Leader In Me” and “Love and Logic” programs that our school has implemented.

Additional avenues for communication include our school website and weekly take-home folders. Our website is continuously updated with upcoming events, the school monthly newsletter as well as a family teaching/outreach component. Currently, we use “Wednesday Folders” to circulate all information to and from parents. This practice is a consistent way to communicate with parents and to keep them informed of upcoming events, important announcements, and after school opportunities. We have seen increased parent engagement and communication as a result of using Wednesday folders.

We also have a strong Parent Teacher Organization (PTO) that meets once a month to set goals and plan fundraisers for the additional needs of our school. They host a read-a-thon, book fairs, the annual community carnival, the year-end BBQ, and skate night.

Recognizing the significance of communication, all parent contact is recorded in a database, and there is increasing emphasis on making positive parent phone calls to parents about their child. The district is also continuing the parent liaison which is focused on increasing communication between the school and parents pertaining to questions or requests they might have, and to build and foster positive school and home relationships. Finally, recognizing that the level of difficulty for kindergarten is increasing, Sheridan County School District #2 offers a Classic Kindergarten program at Henry A. Coffeen—a program that goes back to the more traditional model of kindergarten, and gives children a more gradual entry (emotionally, cognitively, physically, and socially) into the established K-12 system.

## 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:

Using the Professional Learning Communities (PLC) model at Henry A. Coffeen, focusing on Common Core Now, every grade level completes a needs assessment at the beginning of each

year to develop a professional plan suitable for our school. This needs assessment is a survey comprised of staff and parent feedback. At the end of each professional development opportunity, staff is asked to provide feedback to administration as to the effectiveness of the training and the need for further professional development in the given area. Teachers also develop personal and professional SMART goals to help them identify areas that will help them improve to meet the needs of their students and are centered on being a learning community, building power statements and implementing best practices.

At Henry A. Coffeen, we understand that the most effective professional development engages teams of teacher to focus on the needs of our students. Those needs were identified in math, proficiency scales, teaching on a continuum, and rubric development in literacy. Dr. Barbara Schubert, a national literacy consultant, works with our Reading Recovery Teacher Leader as well as classroom teachers to focus on literacy research. We provide training opportunities for teachers to become Reading Recovery and/or Strength in Number and Developing Number Knowledge certified. Our goal is to have all classroom teachers trained in Reading Recovery and Strength in Number and Developing Number Knowledge and implement those concepts into the classroom.

In addition, our teachers have also embraced the “Leader in Me” program where teachers are trained to foster and develop leadership and life skills in students to create a culture of student empowerment based on the notion that every child can be a leader.

Finally, technology professional development has become an increasing priority for our staff. There are several teachers around the district who teach professional development classes based on the latest educational Apps, as well as Henry A. Coffeen employs a part-time technology integrator who listens to the teachers technology needs and supports the teachers in finding the most beneficial resources.

## Learning Support Services (3.12)

<p>The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a></p>	<p><b>Effective Practice</b></p>
<p><b>YES</b></p>	<p>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)</p>
<p><b>YES</b></p>	<p>The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)</p>

<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 Henry A. Coffeen 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: The Proficiency Assessment of Wyoming Students (PAWS), 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.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, third, fourth and fifth grade students were in the “Meeting Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Growth. For the WAEA indicator, Achievement, third, fourth and fifth grade students were in the “Exceeding Targets” category.

A summary of 2016 PAWS testing performance is presented below:

#### Reading:

- 79% of 3rd graders tested proficient and above (State average 58%)
- 83% of 4th graders tested proficient and above (State average 65%)
- 74% of 5th graders test proficient and above (State average 61%)

#### Mathematics:

- 72% of 3rd graders tested proficient and above (State average 53%)
- 79% of 4th graders tested proficient and above (State average 55%)
- 80% of 5th graders tested proficient and above (State average 56%)

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 and student placement in daily intervention and enrichment groups. Our PLC teams review strategies and best practices for instruction. We use the Essential Outcomes as a guide for beginning

classroom instruction and create rubrics and common assessments to measure student growth. Currently, essential outcomes are taught in the regular classroom for approximately two weeks prior to administering a common assessment. Once classroom instruction is complete, students are assessed and placed into intervention or enrichment groups. Unless the entire grade level achieves 90% proficiency, 30-minute daily intervention or enrichment groups run for an additional two weeks. These daily intervention and enrichment groups and classroom instruction on the next Essential Outcome run simultaneously.

If a child proves to be struggling based upon classroom observation/assessments and MAP, PAWS, and district assessment analysis, the child can be placed in intervention programs. Reading Recovery and “Booster Groups” are provided for all first grade students who need additional reading support. The Fountas and Pinnell Leveled Literacy Intervention program provides further support to students in grades one through three and fourth and fifth grade special education students. Read 180 is an intensive reading replacement program used by all at-risk fourth and fifth grade students. Strength in Numbers math interventions are provided for students in first and second grade. “Math Booster Groups” are small, 1-on-1 math groups that are provided for students Kindergarten through fifth grade struggling with a specific math concept.

In order to be intentional and effective with or interventions, all of the interventions provided and progress monitoring are tracked using two programs, Readers to Watch and Math to Watch.

Additionally, students are provided educational alternatives throughout grades 3-5 in gifted and talented (G/T) and Seminar that teach, challenge and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. Third Grade Seminar lessons have a cultural and anthropology and global awareness theme.

Finally, the school also offers an after-school enrichment program called CARE: Creative Academic Recreational Enrichment (CARE.) This program, funded through outside sources and taught by various teachers, parents, and community members, allows students to take specialized courses in a variety of fun topics. Currently there are 83 students participating in our after-school programs including; STEM (Science, Technology, Engineering, and Math). Under the STEM program, there are activities where students have the opportunity to be involved in various science, technology, engineering, and math groups. Current offerings include a States of Matter class, Bubble Bonanza where students investigate the properties of different materials, a fly fishing course that includes students building their own fly rods, a historical dioramas course, a study of genetics, a study of energy, and others. For students who have

been identified as needing extra help, 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. <a href="#">(5.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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**Summary of Practices:**

## 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. <a href="#">(5.2 Rubric)</a>	<b>Acceptable</b>
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**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. <a href="#">(5.3 Rubric)</a>	<b>Acceptable</b>
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**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. <a href="#">(5.4 Rubric)</a>	<b>Acceptable</b>
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**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):

- Increase the percentage of students scoring proficient or advanced on the PAWS reading assessment from 79% to 85% in grades 3-5 by June 2, 2017.
- Increase the percentage of students scoring proficient or advanced on the PAWS math assessment from 77% to 85% in grades 3-5 by June 2, 2017.

### 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 Henry A. Coffeen.
- After School program- Teachers will identify students in need of additional support in the area of reading, writing, and math. The students will stay after school and receive additional instruction from certified teachers for 60 minutes 2-4 days per week.
- Reading Workshop- Classroom teachers will use the Reading Workshop model to teach reading and language arts.
- Professional Development- Classroom teachers and interventionists will receive training in Developing Number Knowledge: Strength in Number.
- Math Workshop- Classroom teachers will use the Workshop model to teach math.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Intervention and Enrichment Groups (I/E Groups)	2016-17 school year, or by June 2, 2017	All certified teachers and support staff. Cost of \$10,000 from	Students will be divided into small intervention or enrichment groups

		Title I School Improvement. (ISI)	<p>based on the results of post teaching assessments.</p> <p>These groups will meet daily for 30 minutes and focus on areas of need as identified by common assessment rubrics.</p> <p>Students will be reassessed at the conclusion of the small group intervention.</p>
Afterschool Program	2016-17 school year, or by June 2, 2017	Certified teachers. Cost of \$20,000 from Bridges Funding.	<p>Students stay for 1 hour 2-4 days a week to receive additional support in writing, reading and math.</p> <p>The students are groups based on MAP and PAWS scores, as well as teacher observation and common and formative assessments.</p>
Implementation of Reading Workshop	2016-17 school year, or by June 2, 2017	Classroom teachers and special education teachers.	Teachers will instruct reading by using daily mini-lessons based on new state standards, comprehension strategies, reading skills and strategies, and student need.

			<p>Following the direct instruction, students will meet in small group guided reading/literature circles based on ability.</p> <p>The students will be able to apply new learning from the mini-lessons to their guided reading and/or literature circles.</p> <p>Teachers will assess by the use of anecdotal notes and running records for at-risk readers.</p>
Professional Learning Communities (PLC) Collaborative Team Meetings	2016-17 school year, or by June 2, 2017	All certified staff members and support staff.	<p>Grade level teams meet at least once per week to review student work and reflect upon future instruction.</p> <p>Teachers use essential outcomes to guide classroom instruction.</p> <p>Common assessment and rubrics are developed and reviewed in these weekly meetings.</p>

<p>Implementation of Strength in Number Strategies</p>	<p>2016-17 school year, or by June 2, 2017</p>	<p>Classroom teachers and support staff.</p>	<p>Task assessments are completed to identify students' conceptual understanding of number and mathematical strategies.</p> <p>This information guides teacher decision-making and differentiation in classroom mathematics instruction.</p>
<p>Implementation of Math Workshop</p>	<p>2016-17 school year, or by June 2, 2017</p>	<p>Classroom teachers and support staff.</p>	<p>Teachers will instruct math by using daily mini-lessons based on new state standards, problem solving strategies, computation skills and strategies, and student need.</p> <p>Following the direct instruction, students will meet in small-guided math groups based on ability or strategies.</p> <p>The students will be able to apply new learning from the</p>

			<p>mini-lessons to their math groups.</p> <p>Teachers will assess by the use of anecdotal notes, math tasks, and formative assessments.</p>
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**Evaluation/Evidence:**

As measured from the PAWS 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>
<p><b>YES</b></p>	<p>The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)</p>

**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:**

The mission of Henry A. Coffeen is to “value, support, and inspire students to achieve high levels of learning and leadership.” We believe students in our building have the opportunity to grow in their strengths, as they contribute to the greater good and success of the entire building as a whole. Our school has implemented the Leader In Me program which supports and embraces our mission statement and provides all students the opportunity to see themselves as capable and a leader.

The vision of Henry A. Coffeen is “To Be a Beacon in the Community Where Students are Empowered to Learn, Grow and Lead. Students Inspired Toward Greatness.”

As teachers embrace our mission and vision, and to further implement a continuous improvement process, a Title I parent and teacher survey is sent out and used to gather data each year. Teachers and administrators, to improve the school-wide process of promoting learning and leadership in our building, use the information gathered from this survey. Teachers are also constantly reviewing data from before students enter the door on the first day of school, and throughout the year to determine which direction to go next.

The Professional Learning Communities (PLC) also work together to create essential outcomes they expect all students within their grade level to master. Each PLC group establishes essential outcomes to focus on. These essential outcomes are then aligned across all grade levels to ensure that expectations are being progressively intensified and not unnecessarily overlapped. In addition to this, the all-school alignment of these expectation allows teachers to know what students need to be prepared for at the next level, thereby enabling them to constantly keep the child’s future educational targets in mind when teaching their own material. There is also a data-tracking program, Students to Watch, that allows teachers to systematically record and progress monitor all students. This well-defined outline of expectations gives teachers clear understandings of how and if a child needs further intervention or enrichment.

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

**Board Policies and Practices:** The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

Acceptable

YES

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

**Summary of Practices:**

### District Board Operations (2.2)

**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:**

### 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. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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**Summary of Practices:**

## 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. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

**Summary of Practices:**

## Leadership Capacity Improvement Plan

**GOAL(S):**

- Increase the percentage of students scoring proficient or advanced on the PAWS reading assessment from 79% to 85% in grades 3-5 by June 2, 2017.
- Increase the percentage of students scoring proficient or advanced on the PAWS math assessment from 77% to 85% in grades 3-5 by June 2, 2017.

**MEASURES AND METHODS (INTERVENTIONS):**

- Professional Learning Community Model- All staff will use the PLC model of intervention and enrichment groups to meet the diverse writing, reading and math needs of the students at Henry A. Coffeen.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Collaborative Team Meetings	2016-17 school year, or by June 2, 2017	All certified staff members and support staff.	<p>Grade level teams meet once per week to review student work and reflect upon future instruction.</p> <p>Teachers use essential outcome to guide classroom instruction.</p> <p>Common assessments and rubrics are developed and reviewed during these weekly meetings.</p>

**Evaluation/Evidence:**

A PLC evaluation will be completed at the end of the 2016-2017 school year to determine if the intervention was fully implemented.

# DOMAIN 3: RESOURCE UTILIZATION

## Standard 4: Resources and Support Systems

### Staff Recruiting and Retention (4.1)

<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. <a href="#">(4.1 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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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:**

Henry A. Coffeen employs and seeks out staff that embraces a mission-minded mindset, and wants to make a difference for all children. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

Additionally, each new teacher hired at our school attends a comprehensive five-day training for implementing the Balanced Literacy Model facilitated by district literacy coordinators. Our district has a highly competitive salary schedule that encourages teachers to apply. We also offer ongoing 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)

<p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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<b>YES</b>	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> </ul>
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	<ul style="list-style-type: none"> <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 Henry A. Coffeen is based on 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.

Recognizing the importance of safety and student outreach, a DFS school resource officer is utilized at our school when needed. We also utilize the resources of Court Appointed Special Advocates (CASA), and the Food Group, a non-profit organization that provides 100 bags of groceries to students at our school every Friday. Continuing this year, a parent liaison program has been implemented to foster positive interactions and build relationships between families and our school.

Focusing on our many community partners, we are proud to be partnered with our local YMCA. The YMCA provides a variety of programs and benefits including team building activities, field trips, free swim lessons, “Friday Fun Days,” Razor reading program- kids who meet a reading goal get a free Razor, and free memberships to qualifying families.

As well, Henry A. Coffeen 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. Our school PTO host book fairs, the annual community carnival, “Pastries for Parents,” the year-end BBQ, and skate night. These events raise money to provide classroom supplies, technology, and student incentives for attendance and academic performance.

### 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. <a href="#">(4.3 Rubric)</a>	<b>Acceptable</b>
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<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. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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**Summary of Practices:**

## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. <a href="#">(4.5 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school has implemented the district technology plan. (Wyoming)
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**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. <a href="#">(4.6 Rubric)</a>	<b>Acceptable</b>
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**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):**

- Increase the percentage of students scoring proficient or advanced on the PAWS reading assessment from 79% to 85% in grades 3-5 by June 2, 2017.
- Increase the percentage of students scoring proficient or advanced on the PAWS math assessment from 77% to 85% in grades 3-5 by June 2, 2017.

**MEASURES AND METHODS (INTERVENTIONS):**

- Leader in Me- By using Stephen Covey’s 7 Habits of Highly Effective People, students will improve their behavior and academic performance at Henry A. Coffeen.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Leader in Me training	2016-17 school year, or by June 2, 2017	All certified staff members.	Staff will be trained to teach the Leader in Me version of the 7 habits to students.

**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	
<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
- 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