

Wyoming School Comprehensive Plan
Highland Park Elementary



Sheridan, Wyoming
Mr. Scott Cleland, Principal

2016-2017

PLAN SIGNATURES



District Superintendent

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. (3.1 Rubric)</p>	<p>Acceptable</p>
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YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
N/A	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
YES	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

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. (3.2 Rubric)</p>	<p>Effective Practice</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 8th 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 continual instructional decisions are one of the most important aspects of ensuring students' success at Highland Park Elementary. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy. The beginning of the year is launched with a growth mindset where PLC groups review our school's mission and focus motto for the year:

“Providing students the opportunity to fail to work through and learn the material to achieve success.”

During our weekly PLC meetings, we complete the following steps to plan appropriate instruction for each child. Staff analyzes the reading and math standards, and then identifies ten power standards leaving the rest as supporting standards. Using the ten power standards PLC groups develop proficiency scales, and create common formative pre and post assessments that focus on specific student learning needs.

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. The I/E groups run for thirty minutes daily to increase performance on the ten power standards and are reassessed and changed every three weeks. This promotes a shared sense of leadership as we work to meet the ever-increasing rigor of 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. [\(3.6 Rubric\)](#)

**Effective
Practice**

Summary of Practices:

By reviewing and responding to students’ data, we are able to provide more effective and efficient instruction at each child’s level. During Professional Learning Communities (PLC), teachers collaborate concerning various classroom practices based on the standard they are working on. From there, they administer pre and post assessment for the standard, and then reconvene to determine the most effective method of teaching based on highest post assessment results. The teacher with the highest post assessment results then teaches the intervention group of students who need the most practice on that particular standard.

In an effort to further develop the school’s instructional process, our staff at Highland Park Elementary participated in two professional book studies; Seven Strategies of Assessment for Learning by Jan Chappuis, and Text-Dependent Questions by Douglas Fisher and Nancy Frey.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, fourth and fifth grade students were in the “Meeting Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Growth, with a combined math and reading score of 59 Median Growth Percentile (MGP) compared to the state of Wyoming average of 50. For the WAEA indicator, Achievement, third, fourth and fifth

grade students were also in the “Exceeding Targets” category with a combined reading and math score of 75% compared to the state of Wyoming average of 58%.

We know that with a continued emphasis on assessment and evaluation of data, our students will maintain their performance at the highest possible academic levels and strive to excel above expectations.

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)	Effective Practice
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YES	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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Summary of Practices:

Both our Instructional Facilitator (IF) and Literacy Coordinator (LC) support teachers and students in the areas of reading assessment and intervention. In kindergarten they are working on reading skills and providing support to beginning readers. For first graders, the Instructional Facilitator teaches reading recovery, an intervention for low achieving students in reading, and booster groups, a reading comprehension group to help students practice reading comprehension strategies. Finally, in the second through fifth grade classrooms, students identified as “at-risk” are pulled multiple times throughout the week for reading booster groups facilitated by the Literacy Coordinator. These students’ data is also being monitored and recorded so that groups can change throughout the year based on student need.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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Summary of Practices:

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
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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. [\(3.11 Rubric\)](#)

Acceptable

YES

The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)

YES

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

Summary of Practices:

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. [\(3.12 Rubric\)](#)

Effective Practice

YES

The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)

YES

The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)

YES

The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)

YES	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

If a child proves to be struggling based upon classroom observation/assessments, MAP, PAWS, and district assessment analysis, the child can be placed into one of the school’s intervention programs taught by our Literacy Coordinator. We have a systematic approach to address students that are not proficient in a particular skill during the school day by updating our “at risk” student database with individual running record data. After looking at the data students are divided into groups based on their performance on formative assessments. All non-proficient students receive 30 minutes of additional intervention support every day in order to target the essential outcome that they did not demonstrate proficiency on. Our goal is to send the most at-risk group with the teacher that demonstrated the highest proficiency in teaching the essential outcome.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, fourth and fifth grade students were in the “Meeting Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Growth, with a combined math and reading score of 59 Median Growth Percentile (MGP) compared to the state of Wyoming average of 50 (MGP). For the WAEA indicator, Achievement, third, fourth and fifth grade students were also in the “Exceeding Targets” category with a combined reading and math score of 75% compared to the state of Wyoming average of 58%.

Spring 2016 PAWS Data (Proficient & Advanced)

	Highland Park	State Average
<i>Third Grade</i>		
Reading	80%	58%
Math	70%	53%
<i>Fourth Grade</i>		
Reading	76%	65%
Math	68%	55%
<i>Fifth Grade</i>		
Reading	80%	61%
Math	83%	56%

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
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YES	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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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. (5.2 Rubric)	Acceptable
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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. (5.3 Rubric)	Acceptable
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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. (5.4 Rubric)	Acceptable
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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):

- Our School Improvement Goal for Reading is to have 100% of our students in grades K-5 reading at or above grade level as measured by common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test.

- Our School Improvement Goal for Math is to have 100% of students proficient in the non-negotiable standards teachers have chosen for their students. This is a promise our teachers are making to their students, teaching partners, and families.

- Our School Improvement Goal for attendance is to reduce the number of absences of 10+ days from 17.1% to 12% for all students, excluding medical and activity exemptions, by communicating with all stakeholders the importance of consistent daily attendance and celebrating student learning.

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 Highland Park Elementary.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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Evaluation/Evidence:

As measured from the common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test the completion of the 2016-2017 school year.

Sheridan County School District #2 Literacy Improvement Plan

1. Provide the District’s general strategy for increasing reading proficiency for the next school year.

Sheridan County School District #2 is committed to using research-based practices to develop, execute and reflect upon increasing reading proficiency for the next school year. The districts plan for improving literacy involves curriculum mapping, new instructional resources, professional development, and refined assessment techniques.

In terms of curriculum mapping, principals and groups of teachers have designed essential outcomes that guide teachers to ensure every learner is successful. Through Professional

Learning Communities (PLC), they are asked to look at essential outcomes in literacy and update information to make sure they are fully implementing the new state standards in literacy.

Currently, the district is piloting new instructional resources in reading, writing, and conventions using programs such as Words Their Way; which focuses on vocabulary development, spelling, and phonics. These resources provide students with more intensive instruction that compliments their lack of experiences and exposure to diverse places and different cultures, which in turn helps students when taking the state assessment, PAWS.

Continuous district professional development initiatives provide new teachers with ongoing assistance from Instructional Facilitators on the balanced literacy framework. Consultant Jan Hogue was hired to help the district understand how to refine our assessment work in proficiency scales and the district assessment system, and then developing new essential outcomes and instructional resources.

- Using the October 1, 2016 rosters submitted to WDE, the student to teacher ratio for Highland Park Elementary is 19:1.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. [\(1.1 Rubric\)](#)

Acceptable

YES

The school provides opportunities for *all children* to meet the State's proficient and advanced levels of student academic achievement. (Federal)

Summary of Practices:

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. [\(1.2 Rubric\)](#)

Acceptable

Summary of Practices:

School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Effective Practice

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

Summary of Practices:

Embracing academic data analysis using a systematic and fluid process is a fundamental part of improving student learning, and the staff at Highland Park Elementary 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), Fountas and Pinnell, the district reading assessment, and Strength in Numbers, the district math assessment. 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.

These assessments help our teachers follow a procedure that allows constant and consistent monitoring of student learning and create power standards that drive instruction in the classroom and student placement in daily intervention and enrichment groups (I/E groups). Our Professional Learning Community (PLC) teams review strategies and best practices for instruction. We use the power standards as a guide for beginning classroom instruction and create rubrics and common formative assessments to measure student growth.

If a child proves to be struggling based upon classroom observation/assessments from MAP, PAWS, and district assessment analysis, the child can be placed into the school's intervention programs. These students also have measureable objectives that both the students themselves and their teacher are aware of as well as it is communicated to parents at parent teacher conferences or as needed before.

In order to be intentional and effective with or interventions, all of the interventions and progress monitoring are tracked using a data profile program that is used to identify student's strengths and weaknesses and focus on the individual needs of the student. This information is reviewed and analyzed four times a year in PLC groups.

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. [\(2.5 Rubric\)](#)

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
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YES	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
YES	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
YES	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S):

- Our School Improvement Goal for Reading is to have 100% of our students in grades K-5 reading at or above grade level as measured by common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test.
- Our School Improvement Goal for Math is to have 100% of students proficient in the non-negotiable standards teachers have chosen for their students. This is a promise our teachers are making to their students, teaching partners, and families.
- Our School Improvement Goal for attendance is to reduce the number of absences of 10+ days from 17.1% to 12% for all students, excluding medical and activity exemptions, by communicating with all stakeholders the importance of consistent daily attendance and celebrating student learning.

MEASURES AND METHODS (INTERVENTIONS):

- Professional Learning Community Model- All faculty will use the PLC model of a continuous improvement process that provides clear direction to ensure that all students learn at Highland Park Elementary.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
PLC- Collaborative Team Meetings	2016-17 school year, or by June 3, 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>

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

Summary of Practices:

Sufficient Resources (4.2)

<p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)</p>	<p>Acceptable</p>
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YES	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> ● ½ Day Kindergarten – 450 hours ● Full Day Kindergarten – 900 hours ● Elementary – 900 hours ● Middle/Jr. High – 1050 hours ● High School – 1100 hours (Wyoming)
YES	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
YES	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> ● Wyoming Day, December 10 of each year. ● Nellie T. Ross’ birthday, November 29 of each year. ● Native American Day, the second Friday in May. ● Pearl Harbor Remembrance Day, December 7 of each year. ● Constitution Day, September 17 of each year. (Wyoming)

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

Summary of Practices:

Our curriculum at Highland Park Elementary 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 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 utilize common planning time to 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 full time school resource officer is assigned to our building. We also utilize the resources of Court Appointed Special Advocates (CASA), and the Food Group, a non-profit organization that provides bags of groceries to students at our school every Friday.

Additionally, Highland Park Elementary is constantly looking at ways to exhaust every possible resource to support the purpose and direction of the school. On days of historical significance, we share information with our student body in recognition of each particular event, group, or individual, as required by the state.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
YES	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
YES	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
YES	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
YES	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

Summary of Practices:

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

At Highland Park Elementary, we are proud of the range of media and informational resources available to support our school's educational programs. Recognizing the importance of technology in the classroom, our school is now 1:1 technology Kindergarten through fifth grade. Kindergarten through second grade is 1:1 on iPad's, and third through fifth grade is 1:1 on the Google Chromebooks.

Implementing new technology into our curriculum in a meaningful way is one of the many goals we have for our school. To accomplish this, there is support for teachers every Monday after school as well as a technology integrator that provides professional development for teachers every Monday after school.

Teachers are also fluent in a wide range of technology programs and educational apps. Google Docs is used to encourage and help students in their writing and provide immediate feedback to them. Various educational apps are utilized in the classroom in the areas of math and reading. IXL and Tenmarks help to support students in the new math state standards. Lexia Reading Core5 and Raz-Kids support students with their reading and language strategies. Another program, STEM (Science, Technology, Engineering and Math), is being taken to another level by calling it the STEAM (Science, Technology, Engineering, Art and Math) Team and adding art to the program. STEAM Team is incorporated during the day, and teachers represented by every grade level meet biweekly to discuss strategies and ways to incorporate it into the classroom. Individual teachers also implement *Schoology* in their classroom, a Learning Management System (LMS) where they can collaborate with-in their own teaching and learning with others in the areas of reading, writing, and math.

Highland Elementary also has a wide range of school programs that help to meet the technological needs of students. Students can participate in a variety of programs from LEGO Robotics to being able to create their own newscast in the classroom.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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YES	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. [\(4.6 Rubric\)](#)

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):

- Our School Improvement Goal for Reading is to have 100% of our students in grades K-5 reading at or above grade level as measured by common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test.
- Our School Improvement Goal for Math is to have 100% of students proficient in the non-negotiable standards teachers have chosen for their students. This is a promise our teachers are making to their students, teaching partners, and families.
- Our School Improvement Goal for attendance is to reduce the number of absences of 10+ days from 17.1% to 12% for all students, excluding medical and activity exemptions, by communicating with all stakeholders the importance of consistent daily attendance and celebrating student learning.

MEASURES AND METHODS (INTERVENTIONS):

- After School program- Teachers will identify students in need of additional support in the area of literacy and math. The students will stay after school and receive additional instruction from certified teachers for 60 minutes 2-4 days per week.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Afterschool Program	2016-17 school year, or by June 3, 2017	Certified teachers. Cost of \$20,000 from Bridges Funding.	Students stay for 1 hour 2-4 days a week to receive additional support in writing, reading and math. The students are groups based on MAP and PAWS scores, as well as teacher observation and common and formative assessments.

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

ESEA CORRECTIVE ACTION PLAN

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

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

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

Please describe:

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

ESEA RESTRUCTURING PLAN

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

SELECT A RESTRUCTURING OPTION

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

Please include:

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