

Wyoming School Comprehensive Plan
Meadowlark Elementary

MEADOWLARK
Bobcats



Sheridan, Wyoming
Mr. Casey O'Connor, 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>Effective Practice</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:

At Meadowlark Elementary we have committed to providing a curriculum where all students have sufficient opportunities to develop learning, thinking, and life skills that lead to future success. We have adopted the Professional Learning Communities (PLC) model at Meadowlark Elementary. Each grade level establishes rigorous essential outcomes in the areas of reading, writing, and math with an increased focus on examining, interpreting and, aligning these essential outcomes to the state standards. These essential outcomes are then aligned across all grade levels to ensure that expectations are being progressively intensified and not unnecessarily overlapped. Each outcome is assessed using rubrics to guide instruction at each grade level. Students are then divided into appropriate intervention or enrichment groups (I/E groups). Intervention or enrichment lessons are provided for all students in our school. Furthermore, the assessment and intervention data is gathered from all students and recorded into a student monitoring system.

Additionally, PLC team members meet weekly to discuss teaching strategies, analyze assessments, and review scope and sequence of curriculum. The fidelity of programs, such as our math curriculum Everyday Mathematics, is demonstrated by grade levels being on the same page, uniform practices between grade levels, and the constant level of professionalism through the sharing of materials and ideas. Finally, our Gifted and Talented Education (GATE) instructionalist at Meadowlark comes into the classrooms to further assist classrooms and teachers in the area of higher-level instruction.

The all-school alignment of these expectations 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.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Effective Practice
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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 Scott Stults, regularly visits the secondary schools, and the Superintendent Craig Dougherty and Assistant Superintendent Mitch Craft, 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 continuous instructional decisions are one of the most important aspects of ensuring students' success at Meadowlark Elementary. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy as we are in our tenth year as a PLC school. The beginning of year is launched with a goal mindset where PLC groups review our school's mission and set a SMART goal based on data analysis. PLC teams meet weekly for fifty minutes, where we are able to evaluate current students data, monitor and adjust curriculum, 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.

Recognizing the importance of ongoing learning and education, our PLC teams are continuously participating in staff professional development. Each grade level selects a text that addresses student and instructional needs that pertains to them. They also revisit and create new writing and reading assessments and rubrics that connect directly with state standards.

The classified staff in our building is also utilized strategically to support students and teachers in the classroom. Every resource is used and every staff member is part of our school community.

Our staff is also committed to collaborating and meeting in school vertical teams, as well as district grade level teams throughout the year. In an effort to further develop curriculum, the 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. Therefore promoting a shared sense of leadership as we work to meet the ever-increasing rigor of the state standards as well as allows for common goals to be determined and reached through collaboration and systemic review of student data. This laser-like focus on student achievement and data evaluation is directly related to our assessment data.

PAWS Spring 2016 Data (Proficient & Advanced)

	Meadowlark	State Average
Third Grade		
Reading	63% Proficient	58% Proficient
Math	83% Proficient	53% Proficient
Fourth Grade		
Reading	77% Proficient	65% Proficient
Math	80% Proficient	55% Proficient
Fifth Grade		
Reading	77% Proficient	61% Proficient
Math	89% Proficient	56% Proficient

MAP Highlights: Spring 2016 Data

- o Math Proficiency (Above the 60th percentile)
 - Kindergarten: 51%
 - 1st Grade: 63%
 - 2nd Grade: 67%
 - 3rd Grade: 63%
 - 4th Grade: 68%
 - 5th Grade: 76%
- o Reading Proficiency (Above the 60th percentile)
 - Kindergarten: 57%
 - 1st Grade: 61%
 - 2nd Grade: 68%
 - 3rd Grade: 66%
 - 4th Grade: 66%
 - 5th Grade 67%
- During the 2015-2016 school year, the NWEA’s Measure of Academic Progress indicated students at Meadowlark Elementary demonstrated an average growth of 18 points in the area of math and 15 points in the area of reading when comparing data collected in the Fall and Spring. When analyzing the School Conditional Growth Percentile K-5,

Meadowlark students were above the 90th percentile in both math and reading in 10 of the 12 assessments. All new and at-risk students are given the Fountas and Pinnell Benchmark assessment throughout the school year. In the Spring, 86% of all K-5 students were identified as proficient or advanced in the area of reading.

Instructional Process (3.6)

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

Acceptable

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. [\(3.7 Rubric\)](#)

Acceptable

YES

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

Summary of Practices:

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

YES

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

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

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. [\(3.12 Rubric\)](#)

Acceptable

YES

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

YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	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 and MAP, PAWS, and district assessment analysis, the child can be placed into one of the school’s intervention programs taught by our Literacy Coordinator and/or Instructional Facilitator. 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 reading 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.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. [\(5.1 Rubric\)](#)

Acceptable

YES

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

Summary of Practices:

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

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

Acceptable

Summary of Practices:

Training in the Interpretation and Use of Data (5.3)

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

Acceptable

Summary of Practices:

Determining Verifiable Improvement in Student Learning (5.4)

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

Acceptable

Summary of Practices:

Communicating School Performance (5.5)

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

Acceptable

Summary of Practices:

Teaching and Learning Improvement Plan

GOAL(S):

Kindergarten: By the completion of the 2016-2017 school year, **95%** of kindergarten students will meet or exceed proficiency on district writing assessments, and **85%** will meet or exceed proficiency on common performance reading assessments. **95%** of kindergarten students will be able to structure numbers within 5.

1st Grade: By the completion of the 2016-2017 school year, **94%** of 1st grade students will meet or exceed proficiency on the district reading assessments. **100%** of our Advanced students (beginning the school year at or above level F) will perform at advanced levels according to the Trimester District Proficiency Levels. **90%** of 1st grade students will meet or exceed proficiency on the district writing assessments.

2nd Grade: By the completion of the 2016-2017 school year, **96%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level N) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of second graders will meet or exceed proficiency based on each of the three district writing assessments.

3rd Grade: By the completion of the 2016-2017 school year, **100%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level P) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of our students will be proficient or advanced on the PAWS/CCSS literacy assessment and will break **90%** proficiency on the District Writing Assessment (in each of the 3 genres). All students will meet or exceed their individual math goal as measured by MAP and **90%** of our students will be proficient or advanced on the PAWS assessment.

4th Grade: By the completion of the 2016-2017 school year, **100%** of our non-advanced students, measured by the Trimester District Proficiency Levels, will progress 3 text levels (Raz-Kids, LLI, running records, etc.) **100%** of our Advanced students (beginning the school year at or above level R) will perform at advanced levels according to the Trimester District Proficiency Levels.

5th Grade: In the 2016-2017 school year, fifth grade non-proficient students will grow at least 2 reading levels as measured by running records and common assessments. Proficient students will meet or exceed their Spring determined Reading MAP goal.

- **Growth:** Increase growth on PAWS math and reading from 59.0 (MGP) to 65.0 by the completion of the 2016-2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- Teachers will evaluate the Learning Continuum Reports indicating student performance within a RIT score range. Student performance within these ranges will be examined to determine areas for student growth.
- Teachers will work with students to establish goals and develop a plan to meet their target growth rate.
- Teachers will be using this data to drive instruction.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Professional Learning Communities (PLC) Collaborative Team Meetings	2016-17 school year, or by June 5, 2017	All certified staff members and support staff.	Grade level teams meet at least once per week to review student work and reflect upon future instruction. Teachers use essential outcomes to guide classroom instruction. Common assessment and rubrics are developed and reviewed in these weekly meetings.

Evaluation/Evidence:

As measured from the district and state results in literacy and math from 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 district’s 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 state standards in literacy.

Continuous district professional development initiatives provide new teachers with ongoing assistance from Instructional Facilitators on the balanced literacy framework. Consultant Jan Hough 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. This professional development took place this past June with representatives from every grade level. Teachers worked within district teams to develop common proficiency scales in the area of reading.

2. Using the October 1, 2016 rosters submitted to WDE, the student to teacher ratio for Meadowlark 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
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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Summary of Practices:

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)	Effective Practice
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Summary of Practices:

At Meadowlark Elementary School, we operate under a shared leadership philosophy to promote full support and embracing of our mission from every member of our faculty and staff. Our mission, "Celebrating Learning, Respecting Diversity, Building Community", is the fundamental concept driving our efforts to provide each student with the tools to realize academic success and obtain the best learning experience possible.

Our shared leadership environment means that the whole of our school operates as a single team to serve our students and parents. We take responsibility for our students' learning and hold each other accountable by sharing data and creating shared goals. The success of our team efforts is evidenced by our tremendous gains in student learning shown through state and local assessments.

As a team, we work toward our mission by sharing the same communicated vision, a vision that Meadowlark Elementary is a place where:

- All interactions between community members are respectful.
- Collaboration is the expectation of all.
- Teams set common goals and work together to achieve them.
- All children and adults learn, and their growth is celebrated.
- Unkind remarks or infighting are not tolerated.
- Confrontation is handled professionally and growth occurs because of it.
- Adults have high expectations for themselves and students.
- Parents, staff, and all stakeholders work together to build a positive school community.

As teachers embrace our mission and vision, and to further implement a continuous improvement process, our school continues to use the Professional Learning Community (PLC) model that we have operated under for the past nine years. The Professional Learning Communities (PLC) work systematically as the teachers are 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. This empowers staff to be in these meetings talking about the students that they know best; they know what are the best instructional strategies to use, what did not work and what strategies were successful. We are creating a culture where everyone is accepted and welcome. We are constantly celebrating students and staff for their efforts and achievements. This well-defined outline of expectations gives teachers clear understandings of the power of consistency, figuring out how to fill in the gaps and if a child needs further intervention or enrichment.

In addition to this, we have many equitable educational programs being utilized daily with classroom instruction. In Kindergarten through fifth grade, teachers are also piloting the new Everyday Mathematics program that is aligned with the new state standards and applying it to their instruction.

During the 2016-17, our school mission, vision and shared commitments will be reevaluated and updated to meet our current academic, social, behavioral and community needs. This process involves all stakeholders and will be shared with the community once the process is complete.

School Improvement Process (1.3)

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

Acceptable

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

Summary of Practices:

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

- **Kindergarten:** By the completion of the 2016-2017 school year, **95%** of kindergarten students will meet or exceed proficiency on district writing assessments, and **85%** will meet or exceed proficiency on common performance reading assessments. **95%** of kindergarten students will be able to structure numbers within 5.
- **1st Grade:** By the completion of the 2016-2017 school year, **94%** of 1st grade students will meet or exceed proficiency on the district reading assessments. **100%** of our Advanced students (beginning the school year at or above level F) will perform at advanced levels according to the Trimester District Proficiency Levels. **90%** of 1st grade students will meet or exceed proficiency on the district writing assessments.
- **2nd Grade:** By the completion of the 2016-2017 school year, **96%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level N) will meet or exceed their individual goal

determined by the Spring MAP assessment. **90%** of second graders will meet or exceed proficiency based on each of the three district writing assessments.

- **3rd Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level P) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of our students will be proficient or advanced on the PAWS/CCSS literacy assessment and will break **90%** proficiency on the District Writing Assessment (in each of the 3 genres). All students will meet or exceed their individual math goal as measured by MAP and **90%** of our students will be proficient or advanced on the PAWS assessment.
- **4th Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students, measured by the Trimester District Proficiency Levels, will progress 3 text levels (Raz-Kids, LLI, running records, etc.) **100%** of our Advanced students (beginning the school year at or above level R) will perform at advanced levels according to the Trimester District Proficiency Levels.
- **5th Grade:** In the 2016-2017 school year, fifth grade non-proficient students will grow at least 2 reading levels as measured by running records and common assessments. Proficient students will meet or exceed their Spring determined Reading MAP goal.
- **Growth:** Increase growth on PAWS math and reading from 59.0 (MGP) to 65.0 (MGP) by the completion of the 2016-2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- Professional Learning Community Model- All faculty will use the PLC model of balanced literacy approach within reading and writing to align our instruction with the new state standards.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Professional Learning Communities (PLC) Collaborative Team Meetings	2016-17 school year, or by June 5, 2017	All certified staff members and support staff.	PLC teams collaborate to create essential outcomes. Staff will meet weekly during the regular school year. Design assessments that measure the essential outcome.

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

A PLC evaluation will be completed at the end of the 2016-2017 school year to determine how well our instruction was aligned with the state standards.

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

Summary of Practices:

Meadowlark Elementary employs and seeks out staff that embraces a high level of academics and community mindset, and want to make a difference for all children. We think of our staff as a team and community and believe that the students are “Our students, not just my students.” 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)

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

Acceptable

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

Summary of Practices:

Our curriculum at Meadowlark Elementary is based on priority and secondary 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 Next Level (Parent Liaison Program), and the Food Group, a non-profit organization that provides bags of groceries to students at our school every Friday.

Additionally, Meadowlark 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)	Acceptable
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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:

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
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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):

- **Kindergarten:** By the completion of the 2016-2017 school year, **95%** of kindergarten students will meet or exceed proficiency on district writing assessments, and **85%** will meet or exceed proficiency on common performance reading assessments. **95%** of kindergarten students will be able to structure numbers within 5.
- **1st Grade:** By the completion of the 2016-2017 school year, **94%** of 1st grade students will meet or exceed proficiency on the district reading assessments. **100%** of our Advanced students (beginning the school year at or above level F) will perform at advanced levels according to the Trimester District Proficiency Levels. **90%** of 1st grade students will meet or exceed proficiency on the district writing assessments.
- **2nd Grade:** By the completion of the 2016-2017 school year, **96%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level N) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of second graders will meet or exceed proficiency based on each of the three district writing assessments.
- **3rd Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments (Raz-Kids, LLI, etc.). Advanced students (at or above level P) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of our students will be proficient or advanced on the PAWS/CCSS literacy assessment and will break **90%** proficiency on the District Writing Assessment (in each of the 3 genres). All students will meet or exceed their individual math goal as measured by MAP and **90%** of our students will be proficient or advanced on the PAWS assessment.
- **4th Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students, measured by the Trimester District Proficiency Levels, will progress 3 text levels (Raz-Kids, LLI, running records, etc.) **100%** of our Advanced students (beginning the school year at or above level R) will perform at advanced levels according to the Trimester District Proficiency Levels.
- **5th Grade:** In the 2016-2017 school year, fifth grade non-proficient students will grow at least 2 reading levels as measured by running records and common assessments. Proficient students will meet or exceed their Spring determined Reading MAP goal.
- **Growth:** Increase growth on PAWS math and reading from 59.0 (MGP) to 65.0 (MGP) by the completion of the 2016-2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- PLC teams will participate in teacher led staff development to further develop and create essential outcomes.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Professional Learning Communities (PLC) Collaborative Team Meetings and Staff Development	2016-17 school year, or by June 5, 2017	All certified staff.	<p>The staff development will be based on student data and need.</p> <p>Themes range from reading, writing, mathematics, instructional strategies, and technology integration.</p> <p>Staff will meet weekly during the regular school year.</p> <p>Teachers meet during planning time, and are not being pulled out of class for PLC meetings.</p>

Evaluation/Evidence:

As measured by a PLC evaluation that will be completed at the end of the 2016-2017 school year to receive feedback and analyze data based on the professional development.

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