

# Wyoming School Comprehensive Plan

## Sagebrush Elementary



### Mission Statement:

We are a Professional Learning Community who ENSURES high levels of learning for ALL children

Sheridan, Wyoming  
Mr. Brett Dahl, Principal

**2016-2017**

## PLAN SIGNATURES



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District Superintendent

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2016-2017

Plan Year



### DISCLAIMER

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

# COMPREHENSIVE PLAN DIRECTIONS

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

## 1. ASSESS NEEDS

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

## 2. STATUTORY ASSURANCES

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

## 3. SUMMARY OF PRACTICES

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

## 4. IMPROVEMENT PLANS

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

## Plan Submission

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

## WDE Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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<b>YES</b>	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>N/A</b>	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
<b>YES</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>N/A</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

**Summary of Practices:**

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

<p>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. <a href="#">(3.2 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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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, Assistant Superintendents Scott Stults and Mitch Craft visit each school on a weekly basis.

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

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

### Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [\(3.3 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

### Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

### Collaborative Learning Community (3.5)

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

**Effective Practice**

#### Summary of Practices:

Data analysis and continual instructional decisions are some of the most important aspects of ensuring students' success at Sagebrush Elementary. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy. The beginning of year is launched with a goal mindset where PLC groups review the school's mission: " We are a Professional Learning Community who ENSURES high levels of learning for ALL children". PLC teams also begin the year reviewing the standards in its entirety and discussing what proficiency looks like for each identified Priority Standard. Through our weekly PLC meetings, we are able to evaluate current

student data, identify essential outcomes, look for trends, create common formative assessments, and plan appropriate instruction for each child. PLC teams have also created a data wall, a wall where data collection sheets are displayed, examined, and used to create intervention and enrichment groups based student needs. Students are then placed into appropriate needs based intervention and enrichment (I/E) groups in literacy and math for thirty minutes where teachers use data, and the data wall, to guide their instruction and fluidly adjust classroom practices.

Furthermore, recognizing the importance of collaboration, in addition to the PLC time, teachers also have a scheduled common planning time four days a week. This promotes a shared sense of leadership as we work to meet the ever-increasing rigor of the new state standards as well as allows for common goals to be determined and reached through collaboration and systemic review of student data.

Sagebrush Elementary strives toward excellence through our PLC with our primary academic goal for all students to learn and improve academically. We utilize all members of our staff to teach daily intervention and enrichment groups allowing for quality student-to-teacher ratios, as well as use Title I money to hire personnel, which in turn leads to better student achievement. Vertical alignment meetings at Sagebrush also ensure student success through the grade levels.

### Instructional Process (3.6)

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

### Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a>	<b>Effective Practice</b>
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<b>YES</b>	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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**Summary of Practices:**

Our Instructional Facilitator (IF) and Literacy Coordinator (LC) supports teachers and students in the areas of reading, writing, assessment, instruction, and intervention and enrichment. Our

Literacy Coordinator/Instructional Facilitator is the expert in literacy, and is constantly modeling for the teachers best practice and procedures in key topics like comprehension, key ideas and the “why” when looking at the new state standards.

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 and use the flooding model. During this literacy intervention block time, we “flood” the grade with teachers to work with kids on specific skills. 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.

Specifically, in kindergarten they are working on reading skills and providing support to beginning readers. In first grade, we offer Reading Recovery with highly trained professionals as 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. [\(3.8 Rubric\)](#)

**Effective  
Practice**

**YES**

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

### Summary of Practices:

At Sagebrush Elementary, we realize the importance of engaging our families and the community, as we become a school that all stakeholders can be proud of. We strive to incorporate positive parent and community involvement through a variety of activities, communications, and family involvement events.

We host a range of activities to help families understand the academic and behavioral expectations of our students. These events include our Title I Open House, Title I literacy and math night, as well as a First Grade Night, an evening to explain the increased rigor and expectations between the transition from kindergarten to first grade.



Additional avenues for communication include our school website and weekly take-home folders with a weekly newsletter from classroom teachers. Our website is continuously updated with upcoming events, the school monthly newsletter as well as family teaching/outreach components.

Furthermore, we have a strong Parent Teacher Organization (PTO) that meets once a month to set goals and plan fundraisers for the additional needs of our school, for example the Bear Read-A-Thon. During these meetings, parents are informed about Title I and what it means to be a Title I school, instructional strategies and resources that can be utilized at home, upcoming fundraisers as well as explaining policies and procedures of Sagebrush Elementary. We also utilize great communication strategies by sending out a “Shout Point,” a way to provide actual voice notifications from the principal to families the week before with important updates and information using the Parent Portal *Infinite Campus*.

The PTO was also made aware that our school was without a marquee and they set up a fundraising plan and raised \$9,000.00 for a new marquee to be placed at the entrance of Sagebrush.

Finally, recognizing that the level of difficulty for kindergarten is increasing, Sheridan County School District #2 offers a Classic Kindergarten program—a program that goes back to the more traditional model of kindergarten, and gives children a more gradual entry (emotionally, cognitively, physically, and socially) into the traditional K-12 system.

### Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. <a href="#">(3.9 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(3.10 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Professional Learning (3.11)

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

**Effective  
Practice**

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

### Summary of Practices:

Using the Professional Learning Communities (PLC) model at Sagebrush Elementary, we focus on developing a professional plan suitable for our school. This includes providing professional development opportunities during PLC and staff meetings.

The Professional Learning Community framework provides the platform for which all work will be done at Sagebrush Elementary School. Our focus is to provide clarity to the process and make sure that each phase is implemented with fidelity. STUDENT LEARNING is the standard by which ALL decisions are made. Our teachers and staff have worked diligently in the past 2 years in tackling questions 1-4 of the PLC framework. To ensure equity and common curriculum (Big Question #1), we employ the concept of the Priority Standard. This work is ongoing, with continual revision of essential outcomes, especially in light of the new state standards. To measure learning (Big Question #2), our collaborative teams design common assessments, both formative and summative. The development of Power Standards and assessments that align with them, has allowed us to turn our focus on how will we respond when they haven't learned (Big Question #3), and how will we respond when they have learned (Big Question #4). We have significantly improved our understanding of assessment data and improved processes that allow us to track student learning down to the standards we are expecting them to master. We now have a systematic intervention and enrichment process to meet the needs of students as we progress through grade level standards and expectations.

It is vital to continuously build our staff's capacity of understanding as it relates to working within a Professional Learning Community. Our school board and administrative team have supported our efforts in building this capacity. In the past 2 years, we were able to take 19 staff members to PLC at Work Institutes that both supported and confirmed our initial steps and also provided tremendous clarity to the direction we are headed. It is the responsibility of the

building administrator to put teachers in the position to be successful within the PLC framework. Therefore, we have established collaborative time built into the school day in which teachers clarify essential learning’s, calibrate student work, tweak common assessments to ensure adequate rigor levels, share their greatest hits, analyze assessment data, and use data to drive future instruction. This focus on the “right work” ensures that our collaborative time is spent on one topic, STUDENT LEARNING!

At Sagebrush Elementary, we understand that the most effective professional development engages teacher teams in focusing on student needs. Using the identified essential Priority Standards and developing valid and reliable assessments that go with them, our focus will also be on providing targeted intervention to those students who have yet to learn the essentials while simultaneously providing enriching learning opportunities to those who have. Our first book study, *Who’s Doing the Work?*, will provide our staff with further clarity and research-supporting best practices that support student learning through the PLC framework. Other book studies include *Design in 5*, *Learning by Doing*, *Mindset*, and *Mathematical Mindsets*.

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### Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Effective Practice</b>

<b>YES</b>	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
<b>YES</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>YES</b>	The school meets the educational needs of historically underserved populations. (Federal)

**Summary of Practices:**

Data analysis is a fundamental part of improving student learning, and the staff at Sagebrush 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), and the quarterly District Reading, Writing, and Math Assessments. Data from these assessments include: percentile ranks, national norms, and district proficiency levels that help us determine if students are making the necessary progress to attain grade-level proficiency.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, third, fourth and fifth grade students were in the “Exceeding Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Growth, with a combined math and reading score of 63.0 Median Growth Percentile (MGP) compared to the state of Wyoming average of 50.0 (MGP). For the WAEA indicator, Achievement, third, fourth and fifth grade students were in the “Meeting Targets” category with a combined reading and math score of 67% compared to the state of Wyoming average of 55%.

A summary of 2016 testing performance is presented below:

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<i>Third Grade</i>	"	"	"
Reading	89'	7: '	; "
Math	: 3'	75'	4: '
<i>Fourth Grade</i>	"	"	"
Reading	: 2'	87'	37''
Math	: 3'	77'	48''
<i>Fifth Grade</i>	"	"	"
Reading	: 7'	83'	46'
Math	; 8'	78'	62''

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Kinder	16.5	19.2	116%
1st	16.8	26.5	158%
2nd	13.9	17.7	127%
3rd	10.1	11.3	112%
4th	7.7	13	169%
5th	5.9	12.9	219%

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Kinder	18.7	19.8	106%
1st	18.5	30.8	166%
2nd	15.0	15.2	100%
3rd	13.1	15.1	115%
4th	11.8	15.6	132%
5th	10.2	19.9	195%

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These assessments help our teachers create a system that allows us to monitor student learning and create Essential Outcomes that drive instruction in the classroom and student placement in daily intervention and enrichment groups. Our PLC teams review strategies and best practices for instruction. We use the Essential Outcomes as a guide for beginning classroom instruction and create proficiency scales and common assessments to measure student growth.

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 the school’s intervention programs. Reading Recovery and “Booster Groups” are provided for all first grade students who need additional reading support. The Fountas and Pinnell Leveled Literacy Intervention program provides further support to students in grades one through three and fourth and fifth grade special education students. Strength in Numbers math interventions is provided for students in first and second grade. “Math Booster Groups” are small, 1-on-1 math groups that are provided for students Kindergarten through fifth grade struggling with a specific math concept.

In order to be intentional and effective with or interventions, all of the interventions provided and progress monitoring are tracked using our data wall. We are constantly asking ourselves, “Have we learned enough about our kids to help them?” and, “What interventions are we using?”

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

Finally, the school also offers an after-school enrichment program called CARE: Creative Academic Recreational Enrichment (CARE.) This program, funded through outside sources and taught by various teachers, parents, and community members, allows students to take specialized courses in a variety of fun topics. Currently there are 95 students, about 30% of our student population, participating in our after-school programs including; STEM (Science, Technology, Engineering, and Math), and Lego Robotics. Under the STEM program, there are activities where students have the opportunity to be involved in various science, technology, engineering, and math groups. For students who have been identified as needing extra help, there is an afterschool Bridges tutoring program taught by certified teachers that provide small group and individual tutoring.

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

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

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

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

**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. [\(5.4 Rubric\)](#)

**Effective Practice**

**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):

- 90% of Sagebrush students will demonstrate proficiency on grade level common assessments.
- 85% of Sagebrush students will demonstrate proficiency on PAWS in all subtests.
- 90% of Sagebrush students will demonstrate fall-spring growth on all subtests of MAP.
- **Equity:** Increase growth on PAWS math and reading for students in the consolidated subgroup from 82.0 Median Growth Percentile (MGP) to 85.0 median growth percentile (MGP) by Spring 2017.
- **Achievement:** Increase growth on PAWS math and reading from 76% to 80% by Spring 2017.

## MEASURES AND METHODS (INTERVENTIONS):

- Through the PLC framework, our collaborative teams will continue to fine-tune our Priority Standards in the areas of reading and writing and math as well as the formative process that allows them to identify levels of student learning.
- Sagebrush will be more intentional and continue grade level meetings for mathematics.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
PLC Teams	2016-17 school year, or by June 3, 2017.	All certified staff members and support staff.	Data to drive instructions /Discussions  Focus will be to effectively align and implement the common core mathematics standards, utilize PAWS blueprints, and develop consistency in our delivery of

			non-negotiable grade-level skills.
Intervention and Reading Groups (I/E) in Reading, Writing, Math	2016-17 school year, or by June 3, 2017.	All certified staff members and support staff.	<p>Intentional Common Formative Assessment, Post Assessments</p> <p>I/E Groups based on data from Common Formative Assessments</p> <p>Proficiency Scales –Asking what does proficiency look like?</p> <p>Using assessment results and data wall to drive instruction.</p> <p>Data Collections Sheets Using proficiency scales: 4, 3, 2, 1</p> <p>Focusing on building rigorous assessments using PAWS examples.</p>

**Evaluation/Evidence:**

As measured from the PAWS results in literacy and math from the 2016-2017 school year.

Sheridan County School District 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.

2. The student to teacher ratio for Sagebrush Elementary is 18:1.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

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

### Culture Based on Shared Values and Beliefs (1.2)

<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. <a href="#">(1.2 Rubric)</a></p>	<p><b>Acceptable</b></p>
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**Summary of Practices:**

### School Improvement Process (1.3)

<p>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. <a href="#">(1.3 Rubric)</a></p>	<p><b>Effective Practice</b></p>
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<p><b>YES</b></p>	<p>The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)</p>
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<p><b>YES</b></p>	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
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<b>YES</b>	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)
<b>YES</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

### Summary of Practices:

The mission of Sagebrush Elementary is, “Ensuring high levels of learning for ALL children.” We believe our mission statement illustrates that our learning community including the principal, teachers, students, and parents clearly share a common purpose for student learning.

As teachers embrace our mission, and to further implement a continuous improvement process, there is a systematic observation plan where teachers go to other classrooms in the building as well as in the district. Our staff is committed to collaborating and meeting in district grade level teams to observe models of effective practice and have the opportunity to reflect on their own teaching.

Professional Learning Communities drives our school improvement process. We work to build teacher capacity in many ways. We begin the year with PAWS data from the previous year, and developing our SMART goals for the year. Most of these groups meet as grade-level teams on a weekly basis. Teams also focus on every student as an individuals determining their needs and responding appropriately. The staff is committed to sharing data using our data wall, and being transparent about data strengths and weaknesses.

Staff development in the form of book studies is embedded in numerous groups. We have worked systematically to facilitate groups as they establish norms and then work through the four big questions of a PLC. Taking the questions one at a time has been a useful approach. All of our teams have developed Priority Standards and common assessments for the standards and continue to revise these on a regular basis. We also devote several staff development days each year to the PLC concept, teaching new best practices and giving teams time to work together to implement. Purposely, each year teachers participate in district teaming quarterly meetings where teachers have to unpack the standards and share data with other school and principals.

## 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**

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

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

**Summary of Practices:**

## Leadership Capacity Improvement Plan

**GOAL(S):**

- 90% of Sagebrush students will demonstrate proficiency on grade level common assessments.
- 85% of Sagebrush students will demonstrate proficiency on PAWS in all subtests.
- 90% of Sagebrush students will demonstrate fall-spring growth on all subtests of MAP.
- **Equity:** Increase growth on PAWS math and reading for students in the consolidated subgroup from 82.0 Median Growth Percentile (MGP) to 85.0 median growth percentile (MGP) by Spring 2017.
- **Achievement:** Increase growth on PAWS math and reading from 76% to 80% by Spring 2017.

**MEASURES AND METHODS (INTERVENTIONS):**

- The Professional Learning Community (PLC) framework will provide the platform for which all work will be done at Sagebrush Elementary School.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
PLC At Work Institute	Summer, 2016	11 Staff Members and Principal, Cost was \$25,977.94. Was funded out of Title IIA	Reporting back to grade level teams  Implementing and owning the PLC philosophy  Teachers learning and working together and from each other

**Evaluation/Evidence:**

A PLC evaluation will be completed each trimester, as part of the evaluation process, and 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)

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. [\(4.1 Rubric\)](#)

**Effective Practice**

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

**Summary of Practices:**

Sagebrush Elementary employs and seeks out staff that embraces a student learning mindset, and wants to make a difference for all children. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

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

Finally, it is important to note through the Sheridan County School District #2 office that the best is expected and the best is given. We have an outstanding salary schedule and benefits package. Everyone embraces a sense of belonging here and appreciation. We work really hard to meet and exceed the high expectation

## Sufficient Resources (4.2)

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

**Effective Practice**

<b>YES</b>	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>• ½ Day Kindergarten – 450 hours</li> <li>• Full Day Kindergarten – 900 hours</li> <li>• Elementary – 900 hours</li> <li>• Middle/Jr. High – 1050 hours</li> <li>• High School – 1100 hours (Wyoming)</li> </ul>
<b>YES</b>	<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>
<b>YES</b>	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>• Wyoming Day, December 10 of each year.</li> <li>• Nellie T. Ross’ birthday, November 29 of each year.</li> <li>• Native American Day, the second Friday in May.</li> <li>• Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>• Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
<b>YES</b>	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
<b>YES</b>	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
<b>YES</b>	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
<b>YES</b>	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
<b>YES</b>	<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>
<b>YES</b>	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

### Summary of Practices:

Our curriculum at Sagebrush Elementary is based on state and district standards, and the recently adopted new state standards. Our school strives toward excellence through our Professional Learning Communities (PLC) with a specific focus on student learning. Each year, teachers develop personal and professional SMART goals to help them identify areas in order to improve and meet the needs of their students. Teachers then create common formative

assessments using these specific goals to progress monitor throughout the year, and guide their instruction to ensure that every learner is successful.

Recognizing the importance of student outreach, we utilize the Food Group, a non-profit organization that provides bags of groceries to students at our school every Friday. New to our school this year, a parent liaison program has been implemented to foster positive interactions and build relationships between families and our school.

Focusing on our many community partners, we are proud to be partnered with Home Depot and our local YMCA. The YMCA provides a variety of programs and benefits including YMCA information night, and free busing to the YMCA after school program. Another program, Big Brothers Big Sisters, a one-to-one community based program allows our local high school students to act as role models for some of our at risk students. We also team with our local hospital and high school to promote safety in walking to school through our “Walk to School” program.

Lastly, Sagebrush Elementary is constantly looking at ways to exhaust every possible resource to support the purpose and direction of the school. When it is a significant day, as noted on the calendar to be observed, we will read blurbs about it during announcements and add it into our curriculum. Our school also has an active student council that is involved in various school activities.

## Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. <a href="#">(4.3 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
<b>YES</b>	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)

<b>YES</b>	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
<b>YES</b>	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

**Summary of Practices:**

### Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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**Summary of Practices:**

### Technology Resources (4.5)

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

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

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

**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**

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

- 90% of Sagebrush students will demonstrate proficiency on grade level common assessments.
- 85% of Sagebrush students will demonstrate proficiency on PAWS in all subtests.
- 90% of Sagebrush students will demonstrate fall-spring growth on all subtests of MAP.
- **Equity:** Increase growth on PAWS math and reading for students in the consolidated subgroup from 82.0 Median Growth Percentile (MGP) to 85.0 median growth percentile (MGP) by Spring 2017.
- **Achievement:** Increase growth on PAWS math and reading from 76% to 80% by Spring 2017.

### MEASURES AND METHODS (INTERVENTIONS):

- **PBIS goal:** Student discipline referrals will decrease by the completion of the 2016-2017 school year.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Positive Behavioral Interventions and Support (PBIS)	2016-17 school year, or by June 3, 2017.	All certified staff members and support staff. Cost of \$500 from the General Fund Reward System.	Counselor-Focuses on the positive, For example: Anti-Bully Month: Pledge of not bullying  Half day is spent on the PBIS round up and “teach-to’s”  Genuine and purposeful recognition when kids are doing great things

			<p>BIGS Program: Younger grade student is paired with an older grade student to provide leadership opportunities and positive interactions</p> <p>BIGS Kids are teaching kids: "What do we do when a kid doesn't understand...re teach for understanding."</p>
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**Evaluation/Evidence (How will you know when the intervention is fully implemented?)**

Student discipline referrals will decrease by a minimum of 5% by using Infinite Campus data that has tracked discipline referrals by the completion of 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)**

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

**Please describe:**

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



# ESEA RESTRUCTURING PLAN

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

## SELECT A RESTRUCTURING OPTION

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

**Please include:**

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