

Wyoming School Comprehensive Plan

Sheridan High School



Mission:

Together WE foster a collaborative community that ensures learning for ALL!

We believe:

- **Every person is valuable and deserves to achieve his/her potential**
- **Each individual has responsibility for his/her actions and the resulting consequences**
- **All students can become responsible and contributing members of society**
- **We will make a difference in the world, one student at a time.**

Sheridan, Wyoming
Mr. Brent Leibach, 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).

TABLE OF CONTENTS

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

Teaching and Learning Improvement Plan

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)

AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

Leadership Capacity Improvement Plan

DOMAIN 3: RESOURCE UTILIZATION

AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

Resource Utilization Improvement Plan

Corrective Action Plan

Restructuring Plan

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

| | |
|---|--------------------------|
| <p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p> | <p>Acceptable</p> |
|---|--------------------------|

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

Summary of Practices:

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

| | |
|--|----------------------------------|
| <p>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)</p> | <p>Effective Practice</p> |
|--|----------------------------------|

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, Assistant Superintendents Scott Stults and Mitch Craft visit buildings 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 Sheridan High School. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy where teachers work in a collaborative community to enhance student learning. We also continue to send staff members to Institutes and trainings in PLC, assessment, and other initial areas. Furthermore, the beginning of the year is launched with a goal mindset where PLC teams review our school’s mission and set a curriculum-specific goal, driven by data from common assessments. Through our weekly PLC meetings, we are continually revising and refining the process, by focusing our efforts and

attention on the proper utilization of data from common assessments to drive instructional decisions.

The hard work of staff and students allow SHS to continue great progress and make the move from good to great. That said, we have several goals and initiatives in place at all times to help improve student learning. Currently, we are working on the following:

- Data: Improving teacher ability to collect and analyze common assessment data and create an ACT action plan.
- Curriculum embedded in PLC: Exists in every curriculum area. For example, the Foreign Language Department is in constant discussion and collaboration about lessons from the beginning of the school year, the middle, and end of the year.
- Intervention: Restructuring of our Credit Recovery concept through Success Academy.

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:

Another major focus at SHS is rich, meaningful programs supporting instructional improvement consistent with the school’s values and beliefs about teaching and learning. Our Instructional Facilitator (IF) supports teachers and students in all curriculum areas, but specifically in the area of math assessment and intervention. We continue to develop and comprehensive Mathematics curriculum to help struggling students.

Additionally, to build teacher capacity and help support and mentor our twelve new teachers in the building this year, we have instituted “master teachers,” for teachers in our building that work with new teachers. These teachers are the experts in teaching and are constantly modeling best practices and procedures for new teachers.

Finally, recognizing that leadership and staff supervision and evaluation processes results in improved professional practice in all areas of the system, we employ the evaluation model, *Charlotte Danielson’s Framework for Teacher Evaluation instrument*, which used four responsibilities teachers should be able to know and accomplish in their profession. The four areas are planning and preparation, classroom environment, instruction, and professional responsibilities. The same evaluation is used for all our our teaching staff, however, the domains are modified based on the specific position. Our goal is high impact/high yield 90% of the time with fidelity and consistency.

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:

Student Advocacy Structure (3.9)

| | |
|--|-------------------|
| The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric) | Acceptable |
|--|-------------------|

Summary of Practices:

Grading and Reporting (3.10)

| | |
|---|-------------------|
| Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric) | Acceptable |
|---|-------------------|

Summary of Practices:

Professional Learning (3.11)

| | |
|---|---------------------------|
| All staff members participate in a continuous program of professional learning. (3.11 Rubric) | Effective Practice |
|---|---------------------------|

| | |
|------------|--|
| YES | The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming) |
| YES | The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming) |

Summary of Practices:

Learning Support Services (3.12)

| | |
|--|---------------------------|
| The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric) | Effective Practice |
|--|---------------------------|

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

Summary of Practices:

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):

- Each department has set an ACT SMART Goal of this school year, with a specific action plan to improve our ACT composite score.
- Each PLC team has set a curriculum--specific goal, driven by data from common assessments.
- Each individual has set a personal goal, focusing on an area of improvement as discussed with the appropriate administrator.

ACADEMIC PERFORMANCE

- Achievement: Sheridan High School is Exceeding in the Achievement indicator as measured by WAEA. Achievement increased from 49% proficient in 2014-15 to 57% in 2015-16.
- Equity: Sheridan High School Median Growth Percentile (MGP) in the Equity indicator increased from 51 in 2014-15 to 56 in 2015-16 as measured by WAEA. SHS is Meeting the Equity target and approaching the Exceeding benchmark of 60.

OVERALL READINESS

- Graduation Rate: Increase graduation rate to 90% by the completion of the 2016-2017 school year.
- Additional Readiness:
 - Hathaway Scholarship Level: Increase student average index points by reducing 8% of non--eligible and moving them to Provisional Opportunity level and thereby increasing the weighted score from 28.7 to 29.6 by the 2016-2017 school year.
 - Ninth Grade Credits: Increase the percentage of students that have earned one fourth of the credits required to graduate from high school.
 - Tested Readiness: Increase the average student tested readiness index points from 20.4 to 21.3 by the 2016--2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- All teachers will engage in Professional Learning Communities, with direct attention on the proper utilization of data from common assessments to drive instructional decisions.
- All teachers will implement an ACT Action Plan.

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|---|--|--|
| Professional Learning Communities (PLC) | 2016-17 school year, or by June 3, 2017 | All certified teachers and support staff. | <p>Teams in all content areas collaborate to guarantee a viable, rigorous curriculum for all students.</p> <p>Power Standards (essential outcomes) for all classes in all content areas.</p> <p>Common Formative and Summative Assessments for all course.</p> <p>Collection and Analysis of data from Common Assessments.</p> <p>Targeted Interventions and Enrichments based on assessment data.</p> |
| ACT Action Plan | 2016-17 school year, or by June 3, 2017 | All certified staff members and support staff. | Use Plan Internal and External-what to do outside of regular curriculum. |

| | | | |
|--|--|--|---|
| | | | <p>Incorporate pre-ACT into curriculum.</p> <p>Helping students do well for greater chance at receiving scholarships and other opportunities.</p> |
|--|--|--|---|

Evaluation/Evidence:

As measured from summative assessment results from pieces of data, credits earned, ACT data, and graduation rates from the 2016-17 school year.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

Acceptable

YES

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

Summary of Practices:

Culture Based on Shared Values and Beliefs (1.2)

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

Acceptable

Summary of Practices:

At Sheridan High 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, "We desire to see students become independent, productive members of society. As educators, we dedicate our time and effort to give our students the academic tools and support necessary to ultimately experience the freedom, confidence, and self-respect that results from earned personal success."

We believe:

- Every person is valuable and deserves to achieve his/her potential
- Each individual has responsibility for his/her actions and the resulting consequences
- All students can become responsible and contributing members of society
- We will make a difference in the world, one student at a time.

This 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 families. 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.

Achievement Results

SHS Graduating Class Five-Year ACT Trends

| Grad Year | Total Tested | | English | | Mathematics | | Reading | | Science | | Composite | |
|------------------|---------------------|-------|----------------|-------|--------------------|-------|----------------|-------|----------------|-------|------------------|-------|
| | School | State | School | State | School | State | School | State | School | State | School | State |
| 2012 | 197 | 5,527 | 20.3 | 19.2 | 22.5 | 20.2 | 21.9 | 20.5 | 22.0 | 20.6 | 21.8 | 20.3 |
| 2013 | 200 | 5,896 | 20.0 | 18.6 | 21.6 | 19.7 | 21.4 | 20.2 | 20.8 | 20.0 | 21.1 | 19.8 |
| 2014 | 205 | 6,098 | 21.2 | 19.3 | 22.0 | 19.9 | 21.4 | 20.6 | 21.3 | 20.2 | 21.5 | 20.1 |
| 2015 | 229 | 6,042 | 20.5 | 19.4 | 21.8 | 19.9 | 21.4 | 20.6 | 21.2 | 20.4 | 21.4 | 20.2 |
| 2016 | 225 | 6,255 | 21.0 | 19.2 | 21.8 | 19.6 | 21.7 | 20.4 | 21.6 | 20.4 | 21.7 | 20.0 |

As teachers embrace our mission, and to further implement a continuous improvement process, our school continues to use the Professional Learning Community (PLC) model that we have operated under. 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 student needs further intervention or enrichment.

In addition to this, we have many equitable educational programs being utilized daily to accomplish student success. In the ninth and tenth grade there is the newly implemented program Success Academy. This program supports students to recover credits they have failed by attending a standards based recovery program. For a single period each day, students report to a class where there is an emphasis on the specific content they failed, and then teachers help them get up to proficiency by reteaching the content. This is a strategic plan to help students get caught up the right way.

Finally student success while in school is crucial to our academic growth as a school with an end

result of promotion to graduation. Our graduation coach at Sheridan High School helps students realize their goals and ambitions, how to be successful and what it takes to get there. We provide multiple pathways to success for all SHS students by promoting, encouraging, and supporting all students in their academic achievements and to find their next level. Our goal is simply to be the best at delivering high rigor in the most positive learning environment possible. We want equal attention paid to building human capacity and developing meaningful relationships with each and every student.

School Improvement Process (1.3)

| | |
|--|---------------------------|
| The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric) | Effective Practice |
|--|---------------------------|

| | |
|------------|---|
| YES | The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming) |
| YES | The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming) |
| YES | The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the 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 |
|--|------------|

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

Summary of Practices:

Leader and Staff Evaluation (2.6)

| | |
|--|------------|
| Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric) | Acceptable |
|--|------------|

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

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S):

- Each department has set an ACT SMART Goal of this school year, with a specific action plan to improve our ACT composite score.
- Each PLC team has set a curriculum--specific goal, driven by data from common assessments.
- Each individual has set a personal goal, focusing on an area of improvement as discussed with the appropriate administrator.

ACADEMIC PERFORMANCE

- Achievement: Sheridan High School is Exceeding in the Achievement indicator as measured by WAEA. Achievement increased from 49% proficient in 2014-15 to 57% in 2015-16.

- Equity: Sheridan High School Median Growth Percentile (MGP) in the Equity indicator increased from 51 in 2014-15 to 56 in 2015-16 as measured by WAEA. SHS is Meeting the Equity target and approaching the Exceeding benchmark of 60.

OVERALL READINESS

- **Graduation Rate:** Increase graduation rate to 90% by the completion of the 2016-17 school year.

Additional Readiness:

- **Hathaway Scholarship Level:** Increase student average index points by reducing 8% of non--eligible and moving them to Provisional Opportunity level and thereby increasing the weighted score from 28.7 to 29.6 by the 2016--2017 school year.
- **Ninth Grade Credits:** Increase the percentage of students that have earned one fourth of the credits required to graduate from high school.
- **Tested Readiness:** Increase the average student tested readiness index points from 20.4 to 21.3 by the 2016--2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- Staff will restructure our Credit Recovery concept through Success Academy with a goal of increasing graduation rate.

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|---|--|--|
| Implementation of the Success Academy | 2016-17 school year, or by June 3, 2017 | Administration and certified teachers. | Recover credits of behind students in their 9th and 10th grade year. Attend Standards Based Recovery Program. For one period each day, students report to class. |

| | | | |
|---------------------|---|---|--|
| | | | <p>Develop an ILP focusing on what specific skills students need.</p> <p>Focus on student learning and what is best for students.</p> <p>Emphasis on what it is they failed, and get them up to par by re-teaching.</p> <p>Strategic plan to get students caught up the right way.</p> |
| Graduation Coaching | 2016-17 school year, or by June 3, 2017 | Graduation Coach, Curt Mayer. | <p>Graduation Coach focuses on building student relationships, and making a difference to positively impact graduation.</p> <p>Finding multiple pathways to success for all students.</p> |
| | 2016-17 school year, or by June 3, 2017 | Graduation Coach, SCSD2. Funded externally through a grant. | <p>Next Level is the connector for students and families seeking resources and programs that make graduation and reaching the Next Level possible.</p> <p>We want all students to move “up and to the left.”</p> |

Evaluation/Evidence:

As tracked through credits per year and on the credit scale. (Students need 6 credits per year.)

As tracked by final graduating numbers at the completion of the 2016-17 school year.

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> |
|--|----------------------------------|

| | |
|------------|--|
| 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:

Sheridan High School employs and seeks out staff that value delivering a rigorous curriculum in the most positive learning environment possible. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

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

Additionally, each new teacher hired at our school partners with the Instructional Facilitators in a mentoring program designed to improve teacher quality through study, observation, and support. Our district has a highly competitive salary schedule that encourages teachers to apply. We also offer ongoing continuing educational opportunities. Due to the fact that we have a multitude of applicants for every position, our screening and interview process is comprehensive and often includes a formal interview as well as an opportunity to observe the new candidate teaching in one of our classrooms.

Sufficient Resources (4.2)

| | |
|---|----------------------------------|
| <p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)</p> | <p>Effective Practice</p> |
|---|----------------------------------|

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

Summary of Practices:

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

Recognizing the importance of safety and student outreach, a full time school resource officer is assigned to our building. We also utilize the resources of Court Appointed Special Advocates (CASA), and the Food Group, a non--profit organization that provides bags of groceries to students at our school every Friday.

Additionally, SHS 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 |
|---|-------------------|

| | |
|------------|---|
| 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) |
| N/A | 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

YES

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

Summary of Practices:

Technology Resources (4.5)

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

Acceptable

YES

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

Summary of Practices:

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

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

Acceptable

Summary of Practices:

Services to Support Student Educational Needs (4.7)

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

Acceptable

| | |
|------------|---|
| YES | The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming) |
| YES | All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming) |

Summary of Practices:

Assistance Needed

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

Resource Utilization Improvement Plan

GOAL(S):

- Each department has set an ACT SMART Goal of this school year, with a specific action plan to improve our ACT composite score.
- Each PLC team has set a curriculum--specific goal, driven by data from common assessments.
- Each individual has set a personal goal, focusing on an area of improvement as discussed with the appropriate administrator.

ACADEMIC PERFORMANCE

- Achievement: Sheridan High School is Exceeding in the Achievement indicator as measured by WAEA. Achievement increased from 49% proficient in 2014-15 to 57% in 2015-16.
- Equity: Sheridan High School Median Growth Percentile (MGP) in the Equity indicator increased from 51 in 2014-15 to 56 in 2015-16 as measured by WAEA. SHS is Meeting the Equity target and approaching the Exceeding benchmark of 60.

OVERALL READINESS

- Graduation Rate: Increase graduation rate to 90% by the completion of the 2016-17 school year.

Additional Readiness:

- **Hathaway Scholarship Level:** Increase student average index points by reducing 8% of non--eligible and moving them to Provisional Opportunity level and thereby increasing the weighted score from 28.7 to 29.6 by the 2016--2017 school year.
- **Ninth Grade Credits:** Increase the percentage of students that have earned one fourth of the credits required to graduate from high school.
- **Tested Readiness:** Increase the average student tested readiness index points from 20.4 to 21.3 by the 2016--2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

- All staff as Sheridan High School will continue to emphasize building stronger relationships with our students.

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|---|---|---|
| Sources of Strength | 2016-17 school year, or by June 3, 2017 | All certified staff members and support staff. Cost of \$5,000 from General Fund. | Contracting with Sources of Strength to identify and address student at-risk behaviors. Mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. |

Evaluation/Evidence:

Feedback in the form of evaluation and surveys will be completed at the end of the 2016-17 school year to determine if the intervention was fully implemented.

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