

Wyoming School Comprehensive Plan
Sheridan Junior High School



**The fundamental purpose of Sheridan Junior High School is to
ensure that ALL students LEARN.**

Sheridan, Wyoming
Ms. Nicki Thomas, Principal

2016-2017

PLAN SIGNATURES



District Superintendent

2016-2017

Plan Year



DISCLAIMER

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

COMPREHENSIVE PLAN DIRECTIONS

Writing Plans

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

1. ASSESS NEEDS

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

2. STATUTORY ASSURANCES

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

3. SUMMARY OF PRACTICES

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

4. IMPROVEMENT PLANS

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

Plan Submission

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

WDE Representative Assistance

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

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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

Summary of Practices:

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

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

Sheridan County School District #2 routinely has central office staff visit classrooms on a daily basis to monitor and evaluate the quality of instruction. The superintendent, Craig Dougherty, actively monitors classroom performance, especially new faculty to the district, and during their initial contract period of three years.

In addition, the Assistant Superintendent for Curriculum and Instruction, Mitch Craft, regularly visits the elementary schools, and Scott Stults, Assistant of Superintendent of Instruction and Human Resources, visits each secondary building every week.

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

To ensure that all students learn and put our commitments into action, we embed collaboration into our master schedule through common department planning times. Staff teams have used this time, along with summer work and staff development days, to work systematically through the four big questions of a PLC. To ensure equity and common curriculum (Big Question #1), we employ the concept of the Power Standard. Teachers in all content areas, core and elective, prioritize content and skills according to three criteria:

endurance, leverage, and readiness for the next level. This work is ongoing, with continual revision of essential outcomes, especially in light of Common Core State Standards. To measure learning (Big Question #2), our collaborative teams design common assessments, both formative and summative. We have dedicated extensive staff development time to train staff in assessment basics, including assessment types, rubric design, scales, and calibration. Teams administer assessments according to common timelines and protocols, working in advance to calibrate scoring and sitting down with data after the fact to plan for intervention and to revise assessments and rubrics.

Built in to the common assessment process are data--driven SMART Goals. Every teacher team designs at least one SMART Goal per year, tied to performance on common assessments. At this point in our PLC journey, no team sets a target of lower than 90% proficiency. Examples of SMART Goals include: “95% of our students will score proficient or better on all common writing assessments.” And “90% of 6th grade Science students will demonstrate proficiency on all common assessments by scoring at 75% or higher.” The result of SMART goals like these is an increased level of internal accountability and a mental shift among our teachers, who are taking it upon themselves to ensure that students learn the essentials in all content areas.

The hard work of staff and students allows SJHS 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 assessment data to design intervention and enrichment (I/E.)
- Intervention/Enrichment Structure: designing and refining approaches to improve I/E

Afterwards, many collaborative groups reflect on their SMART goals and the progress they are making towards meeting those goals.

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:

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 Sheridan Junior High School, 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, parenting surveys and our parent compact.

We host a variety of events to help families understand the academic and behavioral expectations of our students. These events include our parent orientation night in August where there is a question/answer session, parents are informed of Title I and what it means to be a Title I school, instructional strategies and resources that can be utilized at home, as well as explaining policies and procedures of SJHS. Additionally, we have “Back to School Night” where parents receive a copy of their student's schedule and go classroom to classroom meeting their child’s teachers and receiving specific information about each individual class. As well, we host a parent night to showcase our many afterschool programs. There are also parent involvement activity nights where parents have the opportunity to volunteer for activities such as the Science Fair and 8th Grade Poetry Night.

Additional avenues for communication include our school website and monthly newsletters. Our website is continuously updated with upcoming events, as well as daily announcements. We also have a Parent Advisory Group that is available to all parents to receive information about the school as well as provide feedback and ask questions.

Recognizing the significance of communication, parent teacher conferences are held two times a year, and we also have a parent portal where parents can access student grades and attendance at their convenience.

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:

Another major focus at SJHS is rich, meaningful staff development. A majority of our district-wide staff development days are devoted to PLC work, including training in basic concepts and underlying research, along with extensive work time for teams to work within the four big questions of a PLC. We also continue to send staff members to Institutes and trainings in RTI, assessment, and other initiative areas. Finally, our staff engages in graduate level coursework offered on site. Through an arrangement with the University of Wyoming, our teachers have the opportunity to participate in a variety of book studies and courses focused on professional topics. We have done school-wide book studies in the past but more often tend to focus our courses on department-specific work. At any given time, there are multiple graduate level courses running simultaneously at SJHS, all focused on improving student learning.

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
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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:

Data analysis is a fundamental part of improving student learning, and the staff at Sheridan Junior High School 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 common 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.

While we use Measures of Academic Progress (MAP) as our universal screener and conduct further assessment of at-risk learners using a variety of more specialized tools, our teachers rely most heavily on building-level common formative assessments to monitor student learning. Since the fall of 2008, our teachers have worked in content-specific collaborative groups to design essential outcomes and common assessments. Over time, our groups have refined and “chunked” common assessments to address specific skills and concepts, the result of which is actionable data at the individual and group level. Our assessments have also become more formative in nature as teachers have realized the power of the approach. These common assessment results are timely because teachers can respond as soon as students finish the formative assessments. Many of our teachers use online assessment tools to collect immediate data from their assessments. Our system for monitoring student learning in a timely manner is by no means a finished product, nor will it ever be. Teachers continue to learn each

time they assess students and make ongoing adjustments to essential outcomes and their assessment instruments. The overall result, however, has been a major increase in the amount of classroom--level intervention and a subsequent increase in student mastery, above 90% in most content areas as measured by building level assessments.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, sixth, seventh, and eighth grade students were in the “Exceeding Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Achievement with a combined reading and math score of 74% compared to the state of Wyoming average of 52%.

PAWS 2016 Data (% Proficient & Advanced)

Reading	SJHS	State	Difference
6th Grade	77	58	19
7th Grade	85	60	25
8th Grade	74	54	20

Math	SJHS	State	Difference
6th Grade	76	50	26
7th Grade	72	49	23
8th Grade	63	48	15

MAP Spring 2016 Data (% of students above the 60th %ile)

	6th Grade		7th Grade		8th Grade	
	Fall '15	Spring '16	Fall '15	Spring '16	Fall '15	Spring '16
Math	56	67	58	61	58	64
Reading	59	70	69	72	71	72
Language Usage	51	68	65	70	72	74

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 as well as student placement in daily intervention and enrichment groups. In all classrooms, teachers differentiate instruction and create leveled activities to challenge students at their level, and in often, teacher teams group and regroup students for a series of days following formative assessment, dividing students into intervention and enrichment groups. At grades 7 and 8, we have changed our master schedule to stack core classes, ensuring that there are always at least two sections of every core class offered at once. Class stacking allows teachers to regroup students following an assessment for intervention and enrichment, with each teacher taking a leveled group of students and focusing directly on their unique needs. In its early stages, we've seen improved learning from this approach and increased teacher ownership for the learning of all students.

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. Intervention systems are a major focus at SJHS. For student behavior and accountability, we have a number of interventions in place to assist at-risk students, re teach expectations, and ensure that students complete assignments. These include lunchtime interventions, Principal's Palace after school, and Homework Intervention on Saturdays. We also have instituted a Guided Study Hall for struggling students and will offer a Study Skills class for at-risk learners. Academically, teachers are responding to common assessment data at the classroom and team level by grouping and regrouping students for enrichment and intervention. This can involve teachers trading students for differentiated lessons, utilizing instructional facilitators to teach small groups, or establishing centers within single classrooms. At the building level, we run Title I-funded programs to help students who struggle in Reading and Math, two-period Math courses for struggling students, and after school programs specifically designed to help students behind in these two areas.

For students receiving special education services, we have a special education program to meet the unique and diverse needs of students in this program. On the other hand for students who do not qualify for special education, but still need additional support, the Learning Lab at SJHS provides support for students in both reading and math one hour daily. We use the Fountas and Pinnell Leveled Literacy Program for students who qualify in reading, as well as Stephanie Harvey's reading strategies. For math we use the Strength in Number framework, IXL, and a variety of additional interventions. Both math and reading also use the iReady intervention program.

Additionally, students are provided educational alternatives throughout grades 6--8 in Gifted and Talented Education (GATE) 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. Eighth grade has advanced science and social studies that requires a selection criterion to be met in order to participate.

We also believe that school climate has a direct impact on student learning. SJHS adopted the Positive Behavior Interventions & Supports (PBIS) philosophy in 2007 and continues to follow this model as it applies to teaching expectations/procedures, building in supports/interventions, and analyzing behavior data. The purpose of discipline and consequences at Sheridan Junior High School is to maintain a positive, safe learning environment for all and to provide interventions to help promote positive behavior among students. Administrators will apply behavioral interventions in the form of re-teaching and natural and consistent consequences for students whose behavior and choices compromise the quality of the learning environment or in any way jeopardize safety of their peers. The fundamental goal of all discipline and consequences at SJHS is to positively change student behavior.

To further support our students we employ a full-time discipline assistant, three counselors, a school psychologist, and we house a behavior program for the most intense behavioral needs.

Furthermore, to maintain a positive climate, we also take student activities very seriously. Including athletic and non-athletic activities, there are over 20 separate activities in which students may participate. Historically, over 80% of our students choose to join a team, club, or activity each year.

Finally, Sheridan Junior High School prides itself in offering a wide variety of extracurricular and co-curricular activities, as well as after school programs, to enhance student learning in our school. These activities may include student council, spelling and geography bee, robotics, engineering challenges, orchestra, intramural sports, and yearbook. For students who have been identified as needing extra help in literacy and math 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. ([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):

- 95% of SJHS students will demonstrate fall-spring growth on all MAP subtests.
- The percentage of SJHS students demonstrating proficiency on PAWS Reading and Math will increase by 5%.
- The percentage of free/reduced lunch students demonstrating proficiency on PAWS Reading and Math will increase by 10%.
- The total number of Office Discipline Referrals will decrease by 10%.
- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup by 5%.
- Growth: Increase growth on PAWS math and reading from 50 median growth percentile (MGP) to 60 median growth percentile (MGP) by Spring 2017.

PERFORMANCE MILESTONES:

- 50.5 (MGP)-- 2015-16 School Performance Report (Only based on Equity)

MEASURES AND METHODS (INTERVENTIONS):

- All teachers will engage in Professional Learning Communities to refine their work in the rigor of student achievement and growth data to determine instructional decisions.
- Professional Learning Community Model-- All faculty will use the PLC model of intervention and enrichment groups to meet the diverse writing, reading, and math needs of the students at Sheridan Junior High School.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Professional Learning Communities (PLC)	2016-17 school year,	All certified teachers and support staff.	Teams in all content areas collaborate to guarantee a viable,

	or by June 2, 2017		<p>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>
Title I Learning Lab	2016-17 school year, or by June 2, 2017	1.6 full-time teacher and full-time paraprofessional. Cost of salaries paid from Title I.	<p>Title I funding allows for additional instruction in Math and Reading for students below 70th percentile on MAP.</p> <p>Reading Lab continues with Scholastic's Read 180 intervention program and specifically designed reading instruction.</p> <p>Math Lab uses the Strength in Number model.</p>

Supplemental Math Instruction	2016-17 school year, or by June 2, 2017	20% of 1 teacher, and 80% of another teacher. Cost of salaries paid from Title VI-B.	To help students struggling with Math, we offer the following programs: Ramp- up Math is a research-based intervention program that provides specialized and extended instruction at grades 6 and 7.
Response to Intervention	2016-17 school year, or by June 2, 2017	Counseling and at-risk teams.	The SJHS counseling and at-risk teams continue to research, refine, and implement systematic pyramids of interventions for academics, responsibility, and behavior.

Evaluation/Evidence:

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

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

Culture Based on Shared Values and Beliefs (1.2)

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

Acceptable

Summary of Practices:

School Improvement Process (1.3)

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

Effective Practice

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

SJHS's Professional Learning Community drives our school improvement process. We work to build teacher capacity in many ways. All teachers are members of department--specific collaborative teams. Most of these groups meet as grade-level, content-specific teams on a weekly basis, while others meet as whole departments. Teams also focus on every student as an individuals determining their needs and responding appropriately. Staff development in the form of book studies and technology cohorts 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 Power Standards and common assessments for their courses 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. Regularly, we send teams of teachers to Solution Tree trainings, helping to solidify our staff's knowledge base in the basics of PLC philosophy, as well as the fundamentals of assessment, RTI, etc.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

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

Acceptable

YES

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

Summary of Practices:

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Acceptable

Summary of Practices:

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

Acceptable

Summary of Practices:

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system's purpose and direction. [\(2.4 Rubric\)](#)

Acceptable

Summary of Practices:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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Summary of Practices:

Leader and Staff Evaluation (2.6)

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

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S):

- 95% of SJHS students will demonstrate fall-spring growth on all MAP subtests.
- The percentage of SJHS students demonstrating proficiency on PAWS Reading and Math will increase by 5%.
- The percentage of free/reduced lunch students demonstrating proficiency on PAWS Reading and Math will increase by 10%.
- The total number of Office Discipline Referrals will decrease by 10%.
- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup by 5%.

- Growth: Increase growth on PAWS math and reading from 50 median growth percentile (MGP) to 60 Median Growth Percentile (MGP) by Spring 2017.

MEASURES AND METHODS (INTERVENTIONS):

- Professional Learning Community Model-- All faculty will use the PLC model of leadership to foster continued growth in best practices and professional study and instruction.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Staff Development Process--Graduate Level Courses offered through the University of Wyoming	2016-17 school year, or by June 2, 2017	All staff	<p>Teachers have the opportunity to participate in a variety of book studies and courses focused on professional topics.</p> <p>We have done school-wide book studies in the past (<i>Seven Simple Secrets, What Great Teachers do Differently, Mindset, and How Children Succeed</i>) but more often tend to focus our courses on department or interest work.</p> <p>At any given time, there are multiple graduate level courses running simultaneously at SJHS, all focused on improving student learning.</p>
New Teacher Mentor Program	2016-17 school year, or by June 2, 2017	Instructional Facilitator and New Teachers	Each new teacher hired at our school partner with the Instructional Facilitators their first three

			years in a mentoring program designed to improve teacher quality through study observation, and support.
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Evaluation/Evidence:

A PLC evaluation will be completed at the end of the 2016-2017 school year to determine how well our professional development impacted the growth of our staff through the process.

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

Summary of Practices:

Sheridan Junior High School employs and seeks out staff that values growth, achievement, and citizenship through a supportive environment. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

Teachers at SJHS 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. SJHS was recently recognized as a Professional Learning Community model school by Solution Tree. Our staff is truly the source of our success at SJHS, fostering excellence in our school through the following commitments:

Supporting Student Learning

- We build and maintain meaningful relationships with our students.

- We support the positive behavior of all students.
- We help students value their learning.
- We provide timely, systematic interventions and enrichments.
- We celebrate our student and staff successes.

Communicating Effectively

- We clearly articulate high expectations for student learning.
- We engage parents, students, and fellow educators in all aspects of a child’s education.

Maintaining a Professional Culture

- We work collaboratively in all aspects of our profession.
- We value our own professional learning alongside that of our students.
- We make evidence--based decisions.
- We implement evidence--proven best practices and change our approach when the old way isn’t working.
- We make no excuses when students don’t learn.
- We go to the source with problems or concerns.

Additionally, each new teacher hired at our school partners with the Instructional Facilitators their first three years 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)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	Effective Practice
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YES	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> • ½ Day Kindergarten – 450 hours • Full Day Kindergarten – 900 hours • Elementary – 900 hours • Middle/Jr. High – 1050 hours
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	<ul style="list-style-type: none"> 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 Junior 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.

Additionally, to protect instructional time and student learning our activities director has reduced the amount of time students miss school for an athletic event by 75% with the on-going goal to further minimize the amount of total school time missed. Furthermore, as a school we want our students to experience as few disruptions as possible during the school day, so we have limited our assemblies to one pep assemblies and one talent show every year.

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, SJHS 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. We have a very involved group of parent volunteers and PTO.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
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):

- 95% of SJHS students will demonstrate fall-spring growth on all MAP subtests.
- The percentage of SJHS students demonstrating proficiency on PAWS Reading and Math will increase by 5%.
- The percentage of free/reduced lunch students demonstrating proficiency on PAWS Reading and Math will increase by 10%.
- The total number of Office Discipline Referrals will decrease by 10%.
- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup by 5%.
- Growth: Increase growth on PAWS math and reading from 50 median growth percentile (MGP) to 60 Median Growth Percentile (MGP) by Spring 2017.

MEASURES AND METHODS (INTERVENTIONS):

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

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Technology 1:1 Chromebooks	2016-17 school year, or by June 2, 2017	All certified staff members and support staff.	1:1 technology and blended classrooms are an essential part of our work at SJHS. The school continues with Schoology as its learning management system and is using numerous tools and apps to enhance student.

			<p>engagement and differentiated instruction, including Google Apps for Education, IXL, Big Ideas, Pear Deck, Kahoot, Quizlet, Quizzez, and EDpuzzle, among others.</p> <p>Teachers are also growing in their ability to use technology to provide feedback and collect/analyze student data.</p>
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Evaluation/Evidence:

As tracked through common assessment scores, feedback from students, observation in the classrooms, and monitoring Chromebook activity with GoGuardian technology and Hapara Teacher Dashboard.

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	
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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