

Wyoming School Comprehensive Plan Woodland Park Elementary



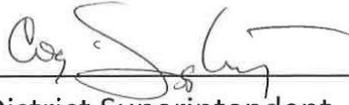
Mission Statement:

**“Woodland Park is a Community that Inspires and Empowers
EVERYONE to Reach their Full Potential.”**

**Sheridan, Wyoming
Mrs. Paige Sanders, Principal**

2016-2017

PLAN SIGNATURES



District Superintendent

2016-2017

Plan Year



DISCLAIMER

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

COMPREHENSIVE PLAN DIRECTIONS

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

1. ASSESS NEEDS

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

2. STATUTORY ASSURANCES

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

3. SUMMARY OF PRACTICES

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

4. IMPROVEMENT PLANS

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

Plan Submission

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

WDE Representative Assistance

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

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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

Summary of Practices:

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

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

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

In addition, the Assistant Superintendent for Instruction and Human Resources, Scott Stults, regularly visits the secondary schools, and Mitch Craft, Assistant Superintendent for Curriculum and Instruction, visits each 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 on 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 5th 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."

Our PLC teams continuously review strategies and best practices for instruction. They have triangulated the benchmark using PAWS and MAP data. Between those assessment windows, teachers progress monitor with various assessments, running records, anecdotal notes, and student reflections. The staff at Woodland Park Elementary is committed to ensuring that each child is learning and demonstrating proficiency at the highest levels possible.

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
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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
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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
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Summary of Practices:

Data analysis and purposeful instructional decisions is one of the most important aspects of ensuring students' success at Woodland Park Elementary. As a staff, we have committed to the Professional Learning Communities (PLC) philosophy. The beginning of year is launched with a goal mindset where PLC groups review the school's mission: "Woodland Park is a Community that Inspires and Empowers EVERYONE to Reach their Full Potential." PLC teams also begin the year reviewing the standards in its entirety and discussing what proficiency looks like for each standard. Through our weekly PLC meetings, we are able to evaluate current student data, identify essential outcomes, look for trends, create common formative assessments, and plan appropriate instruction for each child.

Students are then placed into appropriate needs based intervention and enrichment groups (WIN groups) in literacy and math where teachers use data to guide their instruction and fluidly adjust classroom practices.

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

Additionally, our staff is committed to participating in professional development. As a staff we participate in several book studies throughout the year, which serves as a professional resource to help meet the needs of teachers and students in the area of reading, writing and math to further meet the needs of our students at Woodland Park Elementary. We are also dedicated to sending our staff to the necessary training needed for continued growth and improvement in teaching.

Woodland Park Elementary strives toward excellence through our PLC with our primary academic goal for all students to learn and improve academically. We utilize all members of our staff to teach daily intervention and enrichment, WIN (What I Need) groups allowing for quality student--to--teacher ratios, which in turn lead to better student achievement. Vertical alignment meetings at Woodland Park ensure student success through the grade levels.

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

Our Math and Literacy Coordinators (LC) support teachers and students in the areas of reading and math assessment and intervention. In kindergarten they are working on developing those foundational reading and math skills and providing support to beginning readers. For first grade students we have teachers who teach reading and math recovery, an intervention for low achieving students in reading and/or math, and booster groups, a reading comprehension group to help students practice reading comprehension strategies. Finally, in the second and third grade classrooms, students identified as “at-risk/Title 1” are pulled multiple times throughout the week for reading and/or math booster groups facilitated by the Math and Literacy Coordinators. The students’ data is also being monitored and recorded so that groups can change throughout the year based on student need.

Family Engagement (3.8)

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

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

We host a range of events to help families understand the academic and behavioral

expectations of our students. These events include our literacy night, Kindergarten Build a Birdhouse, math night, Love and Logic with our Parent Liaison program, family movie night, our Century 21 Family Night-- STEAM (Science, Technology, Engineering, Art and Math), as well as a Mindfulness night where we discuss strategies and ideas with parents on how to utilize mindfulness at home with their own children.

Additional avenues for communication include our school website, PTO Facebook page and weekly newsletter. Our website is continuously updated with upcoming events, the school's monthly newsletter as well as family teaching/outreach components.

Furthermore, we have a strong Parent Teacher Organization (PTO) that meets once a month to set goals and plan fundraisers for the additional needs of our school. During these meetings, parents are informed about Title I and what it means to be a Title I school, instructional strategies and resources that can be utilized at home, as well as explaining policies and procedures of Woodland Park Elementary.

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

Student Advocacy Structure (3.9)

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

Grading and Reporting (3.10)

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

Professional Learning (3.11)

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

Effective Practice

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

Summary of Practices:

Using the Professional Learning Communities (PLC) model at Woodland Park Elementary, we focus on developing a professional plan suitable for our school. This includes providing professional development opportunities during PLC and staff meetings. Our school is trained in bucket filling; a program that characterizes students' mental and emotional self by teaching them how to be kind and thoughtful. We have also participated in suicide training, mindfulness training, rubrics, running records, text selection, and proficiency scales/common assessment training.

Our staff is also committed to collaborating and meeting in vertical grade level teams where they participate in professional development in the area of mathematics and reading assessments. In an effort to further develop curriculum, the grade level teams split into two groups: Kindergarten through second grade and third through fifth grade, where they are continually working to create and align a scope and sequence in these subject areas. Thus helping improve to meet the needs of their students while at the same time focusing on being a learning community, building proficiency scales, common assessments and implementing best practices.

At Woodland Park Elementary, we understand that the most effective professional development engages teams of teachers to focus on the needs of our students. Those needs were identified in math. Terry Martin, the math coordinator for our district, works with classroom teachers to focus on math research, and Strength in Numbers, a program to develop number knowledge. He has also helped our teachers align the curriculum with the new state standards and fill in any gaps with the necessary skill to help out students become successful mathematicians.

Finally, professional development on technology has become another priority for our staff. There are several teachers around the district who teach professional development classes based on the latest technology in education. As well, Woodland Park Elementary employs a part-time technology integrator who listens to the teachers technology needs, provides support with Google Drive, Dashboard, online grade book, and supports the teachers in finding the most beneficial resources to use in their classroom.

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 Woodland Park Elementary has made a commitment to use data from state and district assessments, along with the use of our common 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), Benchmark, common assessments and the quarterly District Reading, Writing, and Math Assessments. Data from these assessments include: percentile ranks, national norms, and district proficiency levels that help us determine if students are making the necessary progress to attain grade-level proficiency.

Student success on standardized assessments is also crucial to our academic growth as a school. For the 2015-2016 school year, third, fourth and fifth grade students were in the “Exceeding Targets” category for the Wyoming Accountability in Education Act (WAEA) indicator, Growth. For the WAEA indicator, Achievement, third, fourth and fifth grade students were also “Exceeding Targets”.

A summary of our 2016 PAWS testing performance is presented below:

Reading:

- 75% of 3rd graders tested proficient and above (State average 58%)
- 84% of 4th graders tested proficient and above (State average 65%)
- 89% of 5th graders tested proficient and above (State average 61%)

Mathematics:

- 66% of 3rd graders tested proficient and above (State average 53%)
- 91% of 4th graders tested proficient and above (State average 55%)
- 95% of 5th graders tested proficient and above (State average 56%)

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

If a child proves to be struggling based upon classroom observation/assessments and MAP, PAWS, and district assessment analysis, the child can be placed into the school’s intervention (WIN) programs. Title I services are provided for all students who need additional reading support and are not meeting proficiency on common assessments, MAP, PAWS, and benchmark. They are provided support in the classroom as well as small group instruction.

Additionally, students are provided educational alternatives throughout grades 3--5 in the gifted and talented (G/T) program Seminar that teach, challenge and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply and generate information. Curriculum is developmentally

appropriate with an emphasis on critical and creative thinking skills. Third Grade Seminar lessons have a cultural and anthropology and global awareness theme.

Finally, the school also offers after--school enrichment programs that are funded through outside sources and taught by various teachers, parents, and community members; for example STEM (Science, Technology, Engineering, and Math.) The school also offers an after-school tutoring program, Bridges, which provides interventions for students who have been identified as needing extra help. Certified teachers provide small group and individual tutoring to students in the areas of literacy and math. Likewise, there is a local outreach organization, Joey's Flyfishing Foundation, which provides outdoor fly--fishing opportunities for students who might not otherwise have the chance to experience the outdoors.

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):

- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup, Spring 2017.
- Growth: Increase growth on PAWS math and reading Spring 2017.
- Continue “Exceeding Expectations” on the Wyoming Accountability System and make growth on “subgroup” proficiency
- 90% of Kindergarten -- Fifth grade students will demonstrate proficiency in both Reading and Math by June 06, 2017 as measured by Spring MAP testing and/or Spring PAWS testing.

PERFORMANCE MILESTONES:

2016--2017 School Performance Report (Only based on Equity)

MEASURES AND METHODS (INTERVENTIONS)

- Professional Learning Community Model-- All faculty will use the PLC model of intervention and enrichment groups to meet the diverse writing, reading, and math needs of the students with the end goal of student learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Reading Interventions	2016-17 school year, or by June 3, 2016.	Reading Recovery Teacher and Classroom Teachers, Cost of \$2,000 from Title I, Part A.	All first grade students will be screened using the Observation Survey. First grade students determined to be most at-risk will be enrolled in Reading Recovery.

			<p>All Kindergarten through fifth grade students will be assessed using the MAP assessment, and Fountas and Pinnell Benchmark Assessment. Students in grades 3-5 will also be assessed using the PAWS.</p> <p>Students in grades K--5 determined to be at--risk will have extra small group reading instruction.</p>
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Evaluation/Evidence:

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

Sheridan County School District Literacy Improvement Plan

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

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

In terms of curriculum mapping, principals and groups of teachers have designed essential outcomes that guide teachers to ensure every learner is successful. Through Professional Learning Communities (PLC), they are asked to look at essential outcomes in literacy and update information to make sure they are fully implementing the new state standards in literacy.

Currently, the district is piloting new instructional resources in reading, writing, and conventions using programs such as Words Their Way and Lexia Core 5; which focuses on vocabulary development, spelling, and phonics. These resources provide students with more

intensive instruction that compliments their lack of experiences and exposure to diverse places and different cultures, which in turn helps students when taking the state assessment, PAWS.

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

2. Using the October 1, 2016 rosters submitted to WDE, the student to teacher ratio for Woodland Park Elementary is 18:1.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

Culture Based on Shared Values and Beliefs (1.2)

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

School Improvement Process (1.3)

<p>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	<p>Effective Practice</p>
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<p>YES</p>	<p>The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)</p>
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<p>YES</p>	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
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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:

The mission of Woodland Park is “A Community that Inspires and Empowers EVERYONE to Reach their Full Potential.” We believe our mission statement illustrates that our learning community including the principal, teachers, students, and parents clearly share a common purpose for student learning.

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

In an effort to further develop curriculum, Professional Learning Community (PLC) teams are continually working to create and align a scope and sequence for each subject area including work samples, standards alignment and essential outcomes. Student data is examined and used to guide what we need to do as a staff. Purposely, four times a year PLC teams have specific conversation about at--risk students, and specialist discuss how to best meet the needs of the students using best practices.

These conversations are evaluated along with assessment data to determine areas of further instructional need and teacher professional development. This promotes a shared sense of leadership as we work to meet the ever--increasing rigor of the new state standards as well as allows for common goals to be determined and reached through collaboration and systemic review of student data.

The Professional Learning Communities (PLC) also works together to create essential outcomes they expect all students within their grade level to master. Teachers openly compare data across classrooms. By reviewing and responding to students’ data, we are able to provide more effective and efficient instruction at each child’s level. During Professional Learning

Communities (PLC), teachers collaborate concerning various classroom practices based on the standard they are working on. From there, they administer pre and post assessment for the standard, and then reconvene to determine the most effective method of teaching based on highest post assessment results. The teacher with the highest post assessment results then teaches their team of teachers the instructional strategy that was most successful. This well-defined outline of expectations gives teachers clear understandings of how and if a child needs further intervention or enrichment.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

<p>Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>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)</p>
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Summary of Practices:

District Board Operations (2.2)

<p>District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)</p>	<p>Acceptable</p>
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Summary of Practices:

Leadership Autonomy (2.3)

<p>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)</p>	<p>Acceptable</p>
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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):

- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup, Spring 2017.

- Growth: Increase growth on PAWS math and reading, Spring 2017.
- Continue “Exceeding Expectations” on the Wyoming Accountability System and make growth on “subgroup” proficiency
- 90% of Kindergarten -- Fifth grade students will demonstrate proficiency in both Reading and Math by June 06, 2017 as measured by Spring MAP testing and/or Spring PAWS testing.

MEASURES AND METHODS (INTERVENTIONS):

- The 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
Professional Learning Communities (PLC)	2016-17 school year, or by June 3, 2016.	All certified staff members and support staff.	<p>During collaboration time teams answer the four critical questions of a PLC; what do we want students to learn, how will we know if they’ve learned it, what will we do if they haven’t learned it, and what we will do if they’ve demonstrated proficiency. Grade level teams meet at least once per week to review student work and reflect upon future instruction.</p> <p>Teachers use student data to guide their instruction with the end goal of student learning.</p>

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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:

Woodland Park Elementary employs and seeks out staff that is professional and the appropriate fit for our school. Our expectation is that everyone is contributing and part of this process from literacy and math coordinators to administration and classroom teachers. It is crucial that all staff at our school know this is our driving force and they empower the philosophy.

Additionally, each new teacher hired at our school attends a comprehensive five--day training for implementing the Balanced Literacy Model facilitated by district literacy coordinators. Our district has a highly competitive salary schedule that encourages teachers to apply. We also offer ongoing continuing educational opportunities. Due to the fact that we have a multitude of applicants for every position, our screening and interview process is comprehensive and often includes a formal interview as well as an opportunity to observe the new candidate teaching in one of our classrooms.

Paraprofessionals are also provided training that is necessary for them to fulfill their roles and

responsibilities needed to support the school and our educational program. One example is Crisis Prevention Intervention (CPI) training and Balanced Literacy/Running Record analysis..

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 ● High School – 1100 hours (Wyoming)
YES	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
YES	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> ● Wyoming Day, December 10 of each year. ● Nellie T. Ross’ birthday, November 29 of each year. ● Native American Day, the second Friday in May. ● Pearl Harbor Remembrance Day, December 7 of each year. ● Constitution Day, September 17 of each year. (Wyoming)
YES	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
YES	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
YES	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
YES	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
YES	<p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)</p>
YES	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

Summary of Practices:

Our curriculum at Woodland Park Elementary is based on state and district standards, and the recently adopted new state standards. Woodland Park strives toward excellence through our

Professional Learning Communities (PLC) with a specific focus on student learning. Each year, teachers develop personal and professional SMART goals to help them identify areas in order to improve and meet the needs of their students. Teachers then create common formative assessments using these specific goals to progress monitor throughout the year, and guide their instruction to ensure that every learner is successful. Specifically in reading, PLC have developed common formative assessments using the same language and implementing best practices based on curriculum needs. In math, classrooms have a ninety--minute math instruction block every day to ensure the best practices are taught and all curriculum needs are met.

To further support collaboration and helping students receive the best instruction in our school, teachers common planning time, four days a week, is fiercely protected and not interrupted.

Focusing on our many interventions programs that we utilize in our school, students are placed into these groups based upon classroom observations/assessments and Measures of Academic Progress (MAP), Proficiency Assessment of Wyoming Students (PAWS), and district assessment analysis. Programs like Reading Recovery further assist in classroom intervention.

As well, Woodland Park is constantly looking at ways to exhaust every possible resource to support the purpose and direction of the school. When it is a significant day, as noted on the calendar to be observed, we will read blurbs about it during announcements and add it into our curriculum. For example, on September 17, Constitution Day, a lawyer comes into the school to speak with students about the Constitution and the significance of it. Our school PTO celebrates academics for our students by holding reward ceremonies; they fundraise for all fifth graders to go on their annual Yellowstone trip, and supports presentations such as our “bucket filling” presentation. Finally, they fund our Chromebook lab and are constantly seeking out ways to utilize parents as a resource in the classroom.

Safe, Clean and Healthy Environment (4.3)

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

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

Summary of Practices:

Information Resources (4.4)

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

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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YES	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices:

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

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

Acceptable

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):

- Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup, Spring 2017.
- Growth: Increase growth on PAWS math and reading Spring 2017.
- Continue “Exceeding Expectations” on the Wyoming Accountability System and make growth on “subgroup” proficiency
- 90% of Kindergarten -- Fifth grade students will demonstrate proficiency in both Reading and Math by June 06, 2017 as measured by Spring MAP testing and/or Spring PAWS testing.

MEASURES AND METHODS (INTERVENTIONS):

- All teachers will continue to incorporate a blended classroom model using 1:1 iPads and Chromebooks.
- After school program-- Teachers will identify students in need of additional support in the area of reading, writing, and math. The students will stay after school and receive additional instruction from certified teachers for 60 minutes 2-4 days per week.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1:1 school; K--2 has iPads and 3--5 has Chromebooks	2016-17 school year, or by June 3, 2017.	All certified staff members and support staff.	Students have access to their accomplishments on the iPads from the previous year; as well as, access to a variety of resources to help with intervention and enrichment. Technology acts as another

			<p>wonderful resource that helps to individualize learning and make learning meaningful.</p> <p>The devices are used during our I/E times and our literacy and math blocks in countless ways, even allowing students to easily listen to themselves read and problem solve.</p>
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

As tracked through common assessment scores, feedback from students, observation in the classrooms, and monitoring iPad and Chromebook activity.

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