

Wyoming School Comprehensive Plan
Lyman Intermediate School



Lyman, Wyoming
Michael Olson, Principal

2015-2016

PLAN SIGNATURES

Colby Gull (Signature on File)

District Superintendent

Sherri Bluemel

District Board Chairman

Michael Olson

Building Principal

2015-16

Plan Year



DISCLAIMER

This comprehensive 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 school 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) annually by November 1.
(Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

WAEA 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.
- WAEA 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)

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. [\(3.1 Rubric\)](#)

Acceptable

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)
N/A	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:

LIS uses and follows the common core and Wyoming's state standards in each classroom.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. ([3.2 Rubric](#))

**Needs
Improvement**

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

SIG Schools: Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

Summary of Practices:

Teachers will use summative and formative assessment data to plan for student learning. Students are “leveled” according to PAWS scores to help provide learning on the level they need. In using this strategy, LIS is accomplishing Uinta County School District #6’s strategic plan goal: *By 2020 95% of students in USCD #6 will achieve adequate individual growth in all curricular areas as demonstrated on multiple state, district, and classroom measures.* Training can be provided to help instructors use this data from State, District, and Classroom assessments to drive instructional planning. (UCSD#6 Policy: IGA Basic Instructional Program)

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](#))

**Effective
Practice**

SIG Schools: Explain how teachers differentiate assignments in response to individual student performance on pre-tests and other methods of assessment.

Summary of Practices:

Instructors at Lyman Intermediate School are using multiple instructional strategies to engage students in their learning. Teachers post daily “I can...” statements in every class, which allows students to read what they will be able to do as a result of the lesson. Learning objectives are also posted/written for students to follow.

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:

Weekly classroom observations are made in each classroom. Any areas of improvement are discussed with the educator and the administrator.

Collaborative Learning Community (3.5)

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

Acceptable

All Title I Schools: Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

SIG Schools: Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

Summary of Practices:

Weekly PLC meeting take place on grade level. Content area PLC's are conducted on in-service Fridays.

Instructional Process (3.6)

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

Acceptable

SIG Schools: Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

Summary of Practices:

Instructional strategies are observed and discussed by the administrator and the educator. Instructional "Best Practices" are being used within the classroom.

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)

Elementary Schools: Per W.S. 21-4-301, explain how instructional facilitators are used to improve reading if the school is not meeting 85% proficiency.

Summary of Practices:

All beginning teachers are assigned a mentor, and all educators on an improvement plan are assigned a mentor as well. Mentors and mentees are given time to observe each other and other educators. Time is allotted for mentors and mentees to discuss best practices and other items associated with the district.

Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. [\(3.8 Rubric\)](#)

Acceptable

YES

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

Summary of Practices:

LIS parents are informed of their student's progress by using multiple options. PowerSchool allows parents to access their students academics, attendance, balances, and receive personal notes from teachers concerning their students. LIS also sends out midterms during each trimester to inform parents. LIS offers after-school and during school study hall time. If a student is being considered for one of these opportunities because of academics, then a phone call to the parent is given to express our concern. Every referral to the office is documented, and then mailed to the parent to inform them of their student's behavior. Also, parent/teacher conferences are held twice during the school year.

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:

Students have "Eagle's Quest" time (1/2 hour) where they meet with a teacher. This teacher does not change for the entire year to help enable the building of trust and relationships.

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:

LIS has an existing grading criteria which require students to receive a passing grade (70% or above) to demonstrate they have acquired the appropriate content knowledge and skills.

Professional Learning (3.11)

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

Acceptable

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

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

SIG Schools: Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

SIG Schools: Describe how the district uses external service providers for key services in SIG schools.

Summary of Practices:

All educators are required to create an individual professional development learning plan which is approved by their administrator.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. [\(3.12 Rubric\)](#)

Acceptable

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

All Title I Schools: What is your school’s approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

SIG Schools: How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

Elementary Schools: Per W.S. 21-4-301, explain how certified tutors are used to improve reading if the school is not meeting 85% proficiency.

Summary of Practices:

During Eagle’s Nest (a 30 minute class period) every day, students either go to a “reteach” class where they can receive some extra help on subjects they are not proficient, or “enrich” where they can receive some enrichment activities. We also provide extended day services by offering a afterschool study hall and Friday school every other Friday.

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:

LIS participates in the State content and performance assessments (PAWS & MAPS). LIS teachers also use formative assessments in their classrooms to assess their student's academic progress. However, there are a few formative assessments which are still in the planning process and should be complete and in place by the end of the school year. Students are leveled students according to their strengths and weaknesses using data from these assessments. An instructional facilitator is being used to collect, breakdown, and analyze this data. The facilitator will then conference with teachers to help them understand the data and how to use it to help their students.

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

Professional and support staff continuously collects, 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:

LIS collects data from multiple data sources: PAWS, MAP, district and classroom formative assessments, AimsWeb, IXL, and Accelerated Reader. Data received from these sources is used to direct classroom instruction. The data is also presented and discussed in weekly grade level PLC's. An instructional facilitator works with teachers in collecting, interpreting, and manipulating this data to use to guide instruction.

Training in the Interpretation and Use of Data (5.3)

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

Acceptable

Summary of Practices:

During PLC meetings, teachers see, interpret and plan student instruction using state testing, district testing, and classroom formal and informal student data.

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:

Educators at LIS assess student's knowledge through benchmark assessments, end of unit assessments, and state standardized testing. When students have not achieved adequate progress in a specific area, then these students are assigned to a reteach opportunity. This opportunity is provided during the school day, and may be conducted by a fellow teacher giving students a different technique to learn the material. Teachers record which Common Core State Standards are taught in PowerTeacher. This is a unified method to track student learning according to individual student learning. By tracking these standards, teachers can ensure that students are successful and prepared for the next level.

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:

School improvement goals and progress towards goals is discussed in PLCs, our admin committee and during our regular faculty meetings. Also, all teacher PD plans must be in line with our district's strategic plan.

Teaching and Learning Improvement Plan

WAEA GOAL: Use the same goal for all three-plan areas (teaching and learning, leadership, resource utilization). Base it on what would be required to move the school to the next higher WAEA level (i.e. to move from not meeting to partially meeting expectations)

Strategic Goal #1: By 2020 95% of students in UCSD #6 will achieve adequate individual growth in all curricular areas as demonstrated on multiple state, district, and classroom measures.

Strategy 1: Engage in Professional Learning Communities that use student achievement and growth data to determine instructional decisions (become a high performing learning system).

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/ Materials)	Timeline (By When)	What will it look like when fully implemented?	Progress
1.1.a Arrange for common planning times for grade level and content area teachers at least once per week.	Principal		2015-16 schedule	Every grade level will have a common planning time, and meet as a PLC team.	In progress
1.1.b Incorporate Reteach and Enrich into the daily schedule of all schools.	Principal, Facilitator	EN, EQ, ABTA	Fall 2015	Reteach/Enrich opportunities will be built into the schedule at LIS.	In progress
1.1.c Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and direct instruction in the classroom learning system.	Principal, facilitators, teachers	4 PD days throughout the 2015-16 school year.	Spring 2016	Every teacher will have common formative/benchmark assessments developed as a team to direct instruction in their individual classrooms	Benchmarks for every 6-7 standards.

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

Evidence is located in the rubric above.

Strategy 2: Develop and implement an instructional program built on quality, standards-based instructional practices.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/ Materials)	Timeline (By When)	What will it look like when fully implemented?	Progress
1.2.a Implement the BT wiki into classroom instruction.	Superintendent, Principal-observing staying up with calendar, Facilitators assisting teachers, Teachers following wiki/calendar	New calendar in BT for ELA, Math, & SS.	Fall 2015	As an administrator observes a class, he will be able to see the BT calendar, and recognize the instruction as what is posted on the BT calendar.	Calendars are mapped. Teachers are starting to use standards based instruction. Follow up during teacher conferences and walk throughs. Calendars into BT June 2015
1.2.b Integrate cross-curricular lessons into the school day.	Facilitators, teachers	1 Day of PD in 2016-17	Spring 2017	An administrator will be able to observe cross- curricular lessons being developed and implemented in multiple classrooms.	Starting conversation now.
1.2.c Create science calendars to go into BT	Superintendent, Principal, Facilitators,		Fall 2015	Science calendars will be posted in BT.	
1.2.d Provide ELA and math groups at Urie and LIS for students scoring at or above the 85 th percentile on identified assessments.	Principal, Facilitator, Teachers	Blended learning grant, “volunteers” to guinea pig for it.	Summer-fall 2015	Students at or above the 85th percentile will be leveled in groups for both ELA and Math.	Grant writing spring 2015
1.2.e Align LIS/LHS math curriculum with Wyoming State Standards for Math	Principal, math teachers,	Familiarity with WSS, gap identification.	Fall 2019	All math curriculum at LIS & LHS will be aligned to the Wyoming State Standards.	Have done some alignment work. We have to review the standards bi-annually.

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

Evidence is located in the rubric above.

Strategy 3: Identify assessments to use to measure student growth (formative, benchmark, summative).

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	What will it look like when fully implemented?	Progress
1.3.a Continue to use AIMS, MAP, PAWS	Principal, Facilitators	Training on Mileposts	Spring 2016 for classroom level use of student level data	AIMS, MAP, & PAWS data will be used in planning instructional practices for each lesson.	Currently using data sources for grouping. Not using much for driving instructional practices.
1.3.b Edit BT formatives	Teachers, facilitators	Reading passages Math Assessment	Throughout 2016-17 school year.	BT formatives will be amended to assess to the standards being taught for each unit.	Noted some updates to BT formatives
1.3.c Create UCSD #6 Benchmarks based on BT formatives	Principal, Facilitators, teachers	BT formatives, quality benchmarks as models?	Spring 2016	UCSD #6 benchmark assessments will be completed and utilized to assess student learning and to guide instruction within each classroom.	Need to edit BT formatives. Formatives were used for the first time in 2014-15 school year.

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

Evidence is located in the rubric above.

Strategic Goal #2: By 2020 95% of students graduating from UCSD #6 will earn at least 1 credit of post-secondary training.

Strategy 1: Continue to add dual/concurrent courses at LHS

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	What will it look like when fully implemented?	Progress
2.1.a Ensure that all students leave LIS prepared for rigors of LHS.	Principal, Facilitator, Teachers	Alg, I at 8 th grade taught by HQ math teacher. All core areas taught to Wyoming State Standards.	Fall 2015	New math teacher will be hired. Students will be prepared for and have knowledge of the rigors of LHS.	Hiring a new math teacher for 2015-16 year.

Strategy 2: Create “pathways” for students at LHS

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	What will it look like when fully implemented?	Progress
2.2.a Each student in grades 8-12 will write a four-year plan. The plan will be reviewed and updated semi-annually.	HS/LIS counselor	Career Cruising, parent communication	Fall 2015	Upon leaving LIS, every 8th grade student will have a written 4-year plan.	Started Spring 2015
2.2.b Begin career exploration in grade 8	Principal, IA teacher, counselor	Career Cruising, class time, 8 th grade unit of study.	Fall 2015	Upon leaving LIS, every 8th grade student will have completed a career exploratory unit.	Started career cruising Spring 2015
2.2.c Provide exploratory programs at LIS	Principal, Facilitator	Blended learning training	Fall 2015	Upon leaving LIS, every student will have been given an opportunity to participate in multiple exploratory programs/classes.	Grant writing Spring 2015

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

Evidence is located in the rubric above.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

Acceptable

YES

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

Summary of Practices:

Students who are not proficient or advanced on the State Level tests, are reviewed in our PLC teams and have been referred to Friday school to receive some additional help.

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:

Every teacher at LIS is a member of two PLC teams. Grade level PLC meet weekly. Student learning, thinking and life skills are discussed during this meeting. The administrator and school counselor attend these meetings to offer support and guidance. From these meetings, school leadership and staff cultivate the desired culture based on the values and beliefs about teaching and learning. Equitable educational programs and learning experiences are topics of discussion. These PLC meetings are the basis for our school's culture where we consistently discuss our values and beliefs.

School Improvement Process (1.3)

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

Acceptable

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

All Title I Schools: Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

Summary of Practices:

LIS' school improvement plan is reviewed annually and adjustments are made as needed. The school administration conducts classroom observations weekly and formal observations to improve instructional practices. All teachers complete an individual professional development plan, where individual teachers may receive PD for their specific individual needs. This plan is discussed and supported by the building administrator.

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:

Current school board is in the process of reviewing and updating District Policies. The Flag of the United States of America and the State of Wyoming are displayed on school grounds when school is in session.

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

Current school board is in the process of reviewing and updating District Policies.

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

SIG Schools: Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Summary of Practices:

Current school board is in the process of reviewing and updating District Policies.

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:

LIS leaders and staff are committed to the mission statement and vision statement of our school and district. As programs are evaluated, the strategic goals and our school mission statement are the key indicators we use to measure its success.

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:

LIS has a parent involvement group where parents are invited to participate in the decision-making process, planning for school improvement, and implementation of standards. Parents are also invited to be in our classrooms and participate as volunteers. During student presentations, parents are invited to participate in and watch their student’s presentations.

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)

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

LIS uses McREL's principal and teacher evaluation system. All first year through 3rd year teachers are evaluated using the McREL's evaluation system twice a year. All teachers 4th year and longer are evaluated using the McREL's evaluation system at least once a year. All evaluations are documented in teacher personnel files.

Leadership Capacity Improvement Plan

WAEA GOAL: Use the same goal for all three-plan areas (teaching and learning, leadership, resource utilization). Base it on what would be required to move the school to the next higher WAEA level (i.e. to move from not meeting to partially meeting expectations)

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	What will it look like when fully implemented?	Progress

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

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. [\(4.1 Rubric\)](#)

Acceptable

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)

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools?

SIG Schools: Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

Summary of Practices:

Staff member assignments comply with all PTSB regulations.

All but 3 teachers are HQ, and the 3 have created and are working on a plan to become HQ.

Sufficient Resources (4.2)

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

Acceptable

<p>YES</p>	<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)
<p>YES</p>	<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>
<p>YES</p>	<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)
<p>YES</p>	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
<p>YES</p>	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
<p>YES</p>	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>

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:

LIS complies with all guidelines of time and resources (both fiscal and material).

All Title I Schools: How do you coordinate and integrate federal, state, and local services and programs?

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)
N/A	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:

A school safety inspection is completed annually. Recommendations and violations are discussed and plans made to rectify these concerns. Emergency drills are practiced monthly and updated as needed. Immunizations or written immunization waivers are filed in every student's cumulative file.

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:

Students at LIS use the following resources to support the educational programs: textbooks, beyond textbooks, computer labs, mobile computer labs, and iPad labs.

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:

The technological infrastructure for LIS is sufficient for the teaching, learning and operational needs. Both Ethernet connections and wifi connections are available to staff and students.

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:

LIS provides support services for physical needs with a school nurse, social and emotional needs by a school counselor.

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:

LIS provides services for all students enrolled.

A guidance counselor is provided for students.

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

WAEA GOAL: Use the same goal for all three plan areas (teaching and learning, leadership, resource utilization). Base it on what would be required to move the school to the next higher WAEA level (i.e. to move from not meeting to partially meeting expectations)

Strategic Goal #3: By 2020 UCSD #6 will provide a safe and motivational learning environment as measured by stakeholder satisfaction surveys and school safety audits.

Strategy 2: Improve upon the safety of the physical plant.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	What will it look like when fully implemented?	Progress
3.2.a Conduct baseline school safety audit in the spring of 2015.	Superintendent, maintenance director, principal	WDE	Spring 2015	LIS will have a safety audit document showing strengths and weaknesses.	First audit conducted
3.2.b Conduct the same school safety audit every second year.					

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

Strategy 3: Improve upon the mental and emotional safety of the school environment.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/ Materials)	Time line (By When)	What will it look like when fully implemented?	Progress
3.3.a Conduct baseline parent/student/staff surveys in the spring of 2015.	Superintendent, Principal	Panorama-\$3325	Spring 2015	Personnel at LIS will have the results of a survey.	Surveys sent out May 2015
3.3.b Administer the same parent/student/staff survey each spring thereafter.					
3.3.c Provide suicide prevention training to all staff.	Superintendent, Suicide prevention team	PD time each year.	Each spring	Suicide prevention will be conducted to all staff annually.	Done for 2015

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

ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

Corrective Action Options (Please select at least one option listed)

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

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	X

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