

Wyoming School Comprehensive Plan

URIE ELEMENTARY



Lyman, Wyoming
Anthony Lott, Principal

PLAN SIGNATURES

Colby Gull (Signature on File)

District Superintendent

Sherri Bluemel

District Board Chairman

Anthony Lott

Building Principal

2015-16

Plan Year



DISCLAIMER

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

COMPREHENSIVE PLAN DIRECTIONS

Implementation Plans

Focus on three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

ASSESSING NEEDS

Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to determine 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 **2 are needs improvement**.

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.

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 will write summaries for any or all indicators, even those not marked as an Effective Practice.

IMPLEMENTATION 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.

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.

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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MAIN 1: TEACHING AND LEARNING

Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

School's curriculum provides equitable and challenging learning experiences that ensure all students have equal opportunities to develop learning, thinking, and life skills that lead to success at the next level. [\(3.1 Rubric\)](#) **Effective Practice**

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)
NO	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)

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. [\(3.2 Rubric\)](#)

Acceptable

Example Schools: We have implemented leveled ELA and math groups for grades 1-4. Urie Elementary is focusing on implementing quality, standards-based instructional practices for 2015-16 school year. Struggling students are “double dipped” for reading and math.

Example of Practices:

Elementary teachers post student friendly “I can” statements to help students know what skills they are expected to master. Teachers also post essential questions to engage students in higher order thinking. Formative assessments are administered at the end of each calendared standard. Those students who master the standards on the formatives are set to “enrich” while those who need additional help on the standard work on “reteach”. UES will develop benchmark assessments this year that will be based on the formative assessments.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

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

Example of Practices:

Instructional Leadership (3.4)

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

Acceptable

Summary of Practices: UES principal visits every classroom every week. He looks for “I can” statements, essential questions, and instructional practices. In addition the principal has had each teacher set individual improvement goals. The goals are monitored regularly with each teacher.

Collaborative Learning Community (3.5)

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

Acceptable

Summary of Practices: Several teachers attended a PLC conference this summer. During the 2015-16 school year UES will improve the PLC to be more student data driven. UES collects student level achievement data on PAWS, MAP, AIMS, and classroom formative assessments. The number one goal is to make sure that students are growing in all curricular areas. Grade level PLC meetings will focus on the growth of each child. SIG Schools: Instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

Summary of Practices: Teachers meet in grade level PLCs each week to discuss student achievement and growth data on standardized (PAWS, MAP, AIMS), and classroom assessments. Teachers determine what students need to attend reteach a

Instructional Process (3.6)

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

Acceptable

Summary of Practices: 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: In collaboration with the principal each teacher will set individual improvement goals to improve the instructional practice. Teacher goals will be monitored regularly with the principal.

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. [\(3.7 Rubric\)](#)

Needs Improvement

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

Family Engagement (3.8)

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

Acceptable

YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented. (Wyoming)
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Priority Schools: Each year a stakeholder meeting is held to explain how Federal Funds are used. Feedback from parents, staff, and community members is used to update the Consolidated Grant Application each year.

Priority Schools: A grant was obtained last spring to hire an early childhood liaison to assist with the transition from local early childhood programs to kindergarten. The liaison works with local preschool/childcare providers to assist in the mastery of pre-kindergarten skills. The liaison also works with parents and early childhood students to help them work with their children. This summer "kinder-camp" was held to help students entering kindergarten get a head start to teach the students policies, procedures, and other social and academic skills.

ary of Practices: UES holds back to school night each fall and two parent teacher conferences each year. Regular contact by the school and teachers to inform families of upcoming events and activities.

Parent Advocacy Structure (3.9)

chool has a formal structure whereby each student is well known by at least one adult advocate in the school supports that student's educational experience. [\(3.9 Rubric\)](#)

Effective
Practice

ary of Practices: UES is a small rural school. Most of the teachers know most of the students. Every family is invited to classrooms before the start of the school year to get familiar with the room, the school, and the teacher. In addition, we have small class sizes so that teachers and other staff members can connect with students.

Assessment and Reporting (3.10)

Assessment 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

ary of Practices: UCSD #6 and Urie Elementary have adopted a framework for standards based instruction called Beyond the Book. This framework has detailed curriculum calendars for teachers to follow. This allows teachers to know the specific knowledge and skills that students need to master. Grade level and content area formative assessments are given to students at the end of each unit.

Professional Learning (3.11)

<p>Staff members participate in a continuous program of professional learning. (3.11 Rubric)</p>	<p>Needs Improvement</p>
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<p>NO</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 airborne pathogens. (Wyoming)</p>

Some Schools: Professional Development days are built into the school calendar every month (except November and December). Historically these consist of a large portion of staff meetings, teachers working independently and trainings. The trainings are not sustained or continuous and may or may not be directly tied to improving instruction or student learning.

Many of Practices: Beginning in 2015 Urie Elementary has established a strategic plan with identified Professional Learning needs for the school. These needs will be addressed throughout the course of the strategic plan so that staff members can work toward achieving the goals of the plan. In addition, each teacher will establish individual PD goals this fall.

ning Support Services (3.12)

hool provides and coordinates learning support services to meet the unique learning needs of students. (3.12)	Acceptab
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NO	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 standards. These include extended day and extended year programs and certified tutors. (Wyoming)
NO	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)

Targeted Assistance Schools: UES is a targeted assistance school. The school focuses on pull-out programs to provide support to students who are not meeting proficiency standards. In addition, UES provides leveled groups for all students in ELA and mathematics. These leveled groups have been designed to demonstrate growth in ELA and math.

Targeted Assistance Schools: Per W.S. 21-4-301, explain how certified tutors are used to improve reading if the school is not meeting 85% proficiency. Tutors provide pull-out support for students who are not meeting proficiency standards. Students who are not meeting minimum proficiency standards have individual growth plans. Interventions are done, and progress monitoring is used to regularly assess the growth of the students.

Targeted Assistance Practices: See above

Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

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: UES uses PAWS, MAP, AIMS, and classroom formative assessments to measure student mastery of standards. We are currently working to develop a system of benchmarks assessments that are aligned to our formatives and standards that are being taught in the classroom.

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: Continual progress monitoring is done for our students who are just below, and far below proficiency standards. Quarterly progress monitoring is done for students who are at or above proficiency standards. UES is focusing on student growth rather than proficiency. All students are monitored regularly to ensure that all students are demonstrating growth.

Training in the Interpretation and Use of Data (5.3)

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

Needs Improvement

Summary of Practices: There has been no training done on evaluation, interpretation, and use of data.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including assessment 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: Currently student progress and growth is maintained among school personnel. There is very little documentation of individual student progress with parents, or aggregate student progress with other stakeholders.

Teaching and Learning Improvement Plan

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

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

y 1: Engage in Professional Learning Communities that use student achievement and growth data to determine instructional decisi e a high performing learning system).

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
range for common planning or grade level and content area s at least once per week.	Principal Calendar Team		Summer 2015	1-2 after school K, 3, 4 built into the schedule.
orporate Reteach and Enrich e daily schedule of all schools.	Principal, Facilitators		Spring 2015	Within grade level groups
velop and implement a system non formative, benchmark, and tive assessments to inform s and guide instruction in the om learning system.	Principal, facilitators, teachers	4 PD days throughout the 2015-16 school year.	Spring 2016	Benchmarks for eve 6-7 standards.

ion/Evidence (How will you know when the intervention is fully implemented?) PLCs will meet weekly and will focus on student g data. Reteach and enrich will be a regular part of each school day in grades K-4. Formative, Benchmark, and Summative assess ill determine student placement and intervention. In addition teacher planning and instruction will be guided by student achievesson plans will reflect standards that are being taught and modifications for students above or below proficiency.

ary Schools: Per W.S. 21-4-301, include the district's general strategy for increasing reading proficiency if the school is not at 85% proficiency. Th : to a district document.

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

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
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 and Math.	Fall 2015	Calendars are mapped Teachers are starting use standards based instruction. Follow during teacher conferences and work throughs.
Integrate cross-curricular lessons into school day.	Facilitators, teachers	1 Day of PD in 2016-17	Spring 2017	Starting conversations now.
Create social studies and science lessons to go into BT	Superintendent, Principal, Facilitators,		Spring 2017	
Provide ELA and math groups at LIS for students scoring at or above the 95 th percentile on identified students.	Facilitators	Staffing up to 2014-15 levels.	Fall 2016 for Reading. Ongoing work in Math	Add groups to the current system. Monitor during 2016- 17.

Monitoring/Evidence (How will you know when the intervention is fully implemented?) I can statements will be posted in each classroom linked to BT calendars. Elementary social studies and science teachers will work with LIS social studies and science teachers to align social studies and science curriculum. Social studies and science lessons and standards will be taught in every classroom.

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

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Continue to use AIMS, MAP, PAWS	Principal, Facilitators	Training on Mileposts	Spring 2016 for classroom level use of student level data	Currently using data sources for grouping using much for guiding instructional practice
Utilize BT formatives	Teachers, facilitators	Reading passages Math Assessments	Throughout 2016-17 school year.	Noted some updates to BT formatives
Create UCSD #6 Benchmarks on BT formatives	Principal, Facilitators, teachers	BT formatives, quality benchmarks as models?	Spring 2016	Need to edit BT formatives. Formatives were used for the first time in 2014-15 school year.

Implementation/Evidence (How will you know when the intervention is fully implemented?) BT formatives will be used in every classroom as a focus of weekly PLC meetings. Benchmarks will be created and used to measure student mastery of standards.

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

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Ensure that all students leave LIS prepared for rigors of LHS.	Principal, facilitators, teachers	Ensure that Strategic Goal #1 with accompanying strategies are moving forward. Ensure student growth in all curricular areas.		We have to incorporate more science, ss, art, into our reading and curriculum, and teach these content areas in order to achieve goal and #2.

Measurement/Evidence (How will you know when the intervention is fully implemented?) Students will demonstrate growth in curricular areas. If students are growing they will continue to grow as they transition to LIS.

Step 2: Create “pathways” for students at LHS

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Regular conversations will be held in formal and informal situations to encourage students to be prepared to obtain additional education after high school.	Teachers talk to students about careers, continuing education, and future planning		Spring 2016	

Indicator/Evidence (How will you know when the intervention is fully implemented?) College/Technical/Career conversations will be implemented taking place between staff members and students.

MAIN 2: LEADERSHIP CAPACITY

Standard 1: Purpose and Direction

Process Revision Process (1.1)

<p>School engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a clear 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: There is a district wide mission and vision statement. UES will develop/revise their current mission and vision statements to align with the district’s mission and vision.

Culture Based on Shared Values and Beliefs (1.2)

<p>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 promote the achievement of learning, thinking, and life skills. (1.2 Rubric)</p>	<p>Needs Improvement</p>
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Summary of Practices: There is a culture of friendship and acceptance at UES. This is one of the strengths of the school. Students feel welcome and appreciated at the school. The current culture of teaching and learning is based on curricular goals and “working through the book”. The process of adopting high and rigorous standards is well underway. UES will continue to foster a culture of friendship and acceptance while maintaining high expectations for students and staff members.

School Improvement Process (1.3)

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

Acceptable

NO	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 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 plans. (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. The school will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

U.S. Schools: Our needs assessment was conducted on a district wide basis. Student achievement data was analyzed to determine areas in need of improvement. Parents, students, and other community stakeholders were invited to participate in the needs assessment and school improvement plan. Professional Development needs were identified through the needs assessment and planning process.

Summary of Practices: UES will work with the District Office to implement the strategies in the strategic plan to ensure student success and to provide a safe and motivational environment.

AdvancED Standard 2: Leadership

Adopted Policies and Practices (2.1)

Adopted 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 building. (Wyoming)

Adopted Practices: The board of trustees regularly reviews and updates policies. The board is committed to a policy governance model of leadership. Policies are adopted and implemented to give guidance to school leaders. Board members do not interfere with day to day operations of the school.

Effective Board Operations (2.2)

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

Needs Improvement

Adopted Practices: The board has committed to engage in a process of professional growth. They have received training in governance and operations.

Leadership Autonomy (2.3)

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

Acceptable

Summary of Practices: The board of trustees is continually working to allow school leaders the autonomy they need to meet their goals for student growth and improvement. The board has committed to a policy governance model and to leave the day to day operational decisions and to implement changes. The culture is characterized by collaboration and a sense of community among all school leaders.

Leaders and Staff Foster Culture (2.4)

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

Effective Practice

Summary of Practices: There is a culture of shared leadership at UES. School leaders work with the school leadership team to make decisions and to implement changes. The culture is characterized by collaboration and a sense of community among all school leaders.

Stakeholder Engagement (2.5)

<p>Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)</p>	<p>Effective Practice</p>
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<p>YES</p>	<p>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)</p>
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Summary of Practices: UES is working to increase the amount of parental involvement they see in the school. Parents and community members are very supportive of UES and love sending their children there to learn. There is a strong sense of community and community among all stakeholders.

Teacher and Staff Evaluation (2.6)

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

ary of Practices: The principal at UES visits each classroom at least once each week. McRel Evaluation system is used for evaluations annually for continuing contract teachers and twice annually for initial contract teachers.

Leadership Capacity Improvement Plan

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

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Teachers and administrators will be paired a mentor.	Mentors and mentees will meet monthly to discuss duties and challenges.	Each mentor will receive a stipend.	Beginning Fall 2015	Started.

Monitoring/Evidence (How will you know when the intervention is fully implemented?) Mentoring programs will be approved by the board in September 2015. Leaders will train mentors annually.

MAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

4.1 Recruiting and Retention (4.1)

Professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to meet 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)

UCSD #6 and UES Schools: Administrators attend teacher fairs to recruit new talent in Wyoming and Utah. Signing bonuses are paid to teachers new to the district and money is provided for teachers to obtain new certifications and to take assessments necessary to demonstrate competency.

UCSD #6 and UES are committed to hiring the best candidates for each position. School leaders are working to ensure that all teachers meet the federal definition of highly qualified. All paraprofessional staff meet the requirements of ESEA.

Human Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the district. (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 hours 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 disrupted 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>

YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
YES	Activities approved for Federal Funding are completed within the approved time period. (Federal)

Summary of Practices: UCSD #6 and UES follow the requirements of ESEA and all applicable Wyoming statutes.

1 Schools: How do you coordinate and integrate federal, state, and local services and programs?

, Clean and Healthy Environment (4.3)

<p>school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)</p>	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 remediation for any 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 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: UES is implementing a plan to update the crisis management plan. As part of the goal to provide a safe environment the Department of Homeland Security has conducted school safety audits at UES. A crisis management plan was created and in place by the summer of 2016.

Information Resources (4.4)

Parents and school personnel use a range of media and information resources to support the school's educational programs. (4.4 Rubric)	Needs Improvement
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YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to students and staff. (Wyoming)
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Summary of Practices: Internet access is an issue at UES. UCSD #6 is working with the local ISP to run fiber optic cable to UES to increase bandwidth. There are enough devices for student and teacher use at UES. Training will be provided to teachers so they can fully integrate digital learning into their classrooms.

Technology Resources (4.5)

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: See 4.4

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

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

Acceptable

Summary of Practices: UES has a part time school counselor and ¾ time school nurse. These professionals work diligently to insure students needs are met.

Services to Support Student Educational Needs (4.7)

School provides services that support the counseling, assessment, referral, educational, and career planning needs of 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: Individual learning plans are being created for students starting in 2015-16 school year.

istance Needed

urances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed t
hool in meeting the requirement.

Resource Utilization Improvement Plan

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

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

Objective 1: Improve upon the safety of the physical plant.

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Conduct baseline school safety audit in Spring of 2015.	Superintendent, maintenance director, principal	WDE	Spring 2015	First audit conducted
Conduct the same school safety audit second year.				

Measurement/Evidence (How will you know when the intervention is fully implemented?) Baseline school audit was completed in spring of 2015. Action steps will be created based on the reports from DHS.

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

Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Time line (By When)	Progress
Conduct baseline parent/student/staff survey in the spring of 2015.	Superintendent, Principal	Panorama-\$3325	Spring 2015	Surveys sent out March 2015
Administer the same parent/student/staff survey each spring thereafter.				
Provide suicide prevention training to all staff.	Superintendent, Suicide prevention team	PD time each year.	Each spring	Done for 2015

Monitoring/Evidence (How will you know when the intervention is fully implemented?) Baseline surveys were completed in the spring of 2015. School leaders will identify areas of greatest need and create action steps to improve the school culture. Suicide prevention training is being provided to all staff.

A CORRECTIVE ACTION PLAN

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

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

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

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

A RESTRUCTURING PLAN

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

A RESTRUCTURING OPTION

↓ 1: Close and Reopen as a Charter School	
↓ 2: Replace the school or LEA staff members who are relevant to the failure to dequate Yearly Progress	
↓ 3: LEA contracts with private management to govern the school	
↓ 4: Any other major restructuring of the school's governance	X

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