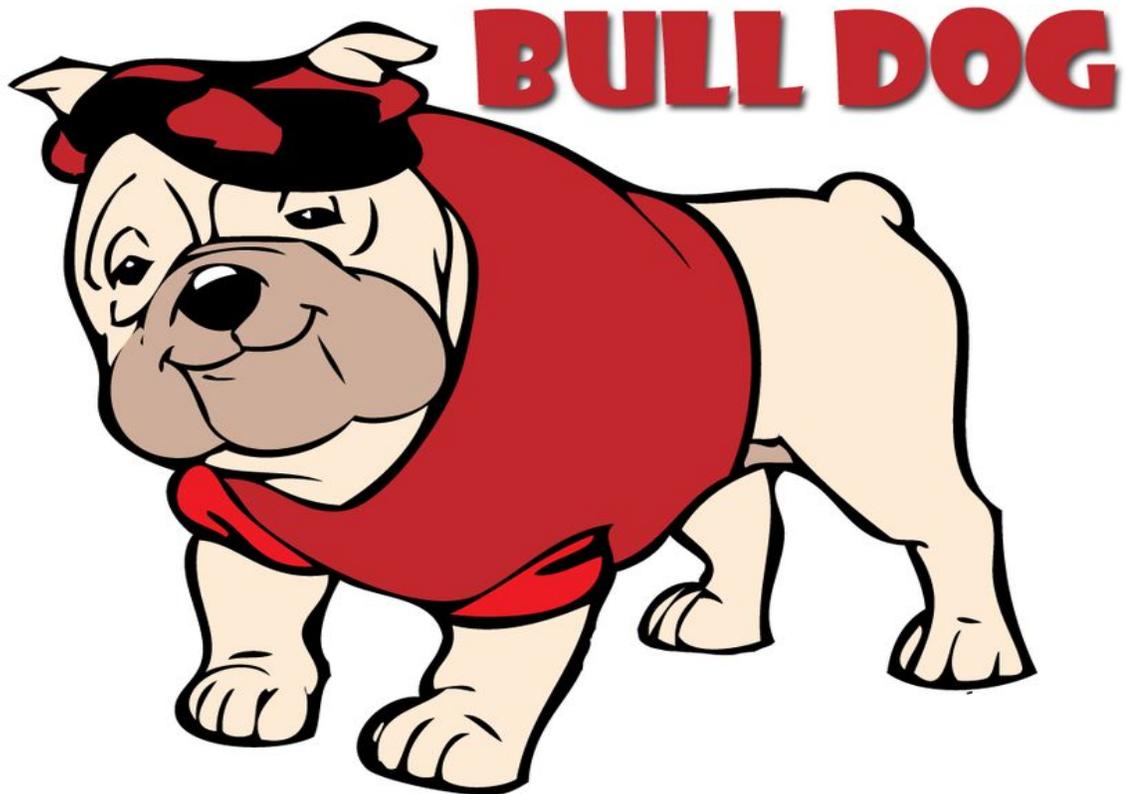


Wyoming School Comprehensive Plan
Sundance Elementary School



Sundance, Wyoming
Mr. Brian Hartwig, Principal

2016-2017

PLAN SIGNATURES

Signature on file _____

District Superintendent

District Board Chairman

WAEA School Improvement Representative

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.

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: In the past two years we have adopted a new reading and math program that are aligned to the new Wyoming State Standards. We have adopted a new standards-based grading system at the elementary level. We use Literacy First/Wonders as our benchmark and progress monitoring system in grades K-5. Envisions math is implemented in all grades. In grade six we are currently using Mirrors and Windows curriculum for reading.

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

Summary of Practices:

In classroom observations, MAPs, Literacy First, PAWs, and reading/math series assessments are utilized to systematically adjust and guide instruction. Milepost, MTSS, 504 process.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

Summary of Practices:

Effective teaching practices such as the anatomy of a lesson, learning outcomes, academic learning time, prowling with a purpose, gradual release of responsibility, highly effective questioning, use of technology, differentiated instruction, visual math or manipulatives, student conferencing, MIRP, and intervention and enrichment time. Building academic vocabulary across all content areas. Implementing 21st century learning.

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:

The school principal does regular walk-throughs, McRel, data walks, formal/informal observations, student/teacher communications, data meetings, and staff meetings. Teachers are engaged in weekly PLC meetings. They look at students data, best practices, and discuss curriculum. Milepost is used to record student data and My Data First. Implementation of IF's. Sharing best practices and resources across the curriculum.

Collaborative Learning Community (3.5)

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

Acceptable

Summary of Practices:

Teachers participate in weekly PLCs, grade-level and specialists collaborations, district-wide professional development, and outside professional organizations. Master schedule created to allow for grade level meetings. We also have monthly staff meetings. The MTSS referral process, IEP, and 504 meetings.

Instructional Process (3.6)

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

Acceptable

Summary of Practices:

Effective teaching practices such as the anatomy of a lesson, learning outcomes, academic learning time, prowling with a purpose, gradual release of responsibility, highly effective questioning, use of technology, differentiated instruction, visual math or manipulatives, high yield teaching strategies, student conferencing, MIRP, and intervention and enrichment time. Teachers use McRel Evaluation System to develop their professional goals for the year.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. [\(3.7 Rubric\)](#)

Acceptable

YES

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

Summary of Practices: We currently have three instructional IF'S and a tech IF that are also full time classroom teachers. They lead PLC meetings where they discuss best practices and PD opportunities. We also provide a mentoring program for new teachers to the district, as well as informal peer mentoring.

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:

Parents have access to PowerSchool, School Messenger, DOJO, newsletters, school/classroom websites, local newspaper, parent/teacher conferences, student work, open house, and individual contacts, ie email.

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: Counselor that meets with individual students. Classroom teacher, resource, specialist, and support staff that see students each and every day. The school nurse advocates for children on a daily basis.

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: We are currently using standards-based grading at the elementary level. Every teacher implements Power School for parent access and feedback. The teacher notates the instructional outcome, skill, and if it is practice or mastery. This valuable information is available for parents to access. The district has created and provides a parent guide/teacher guide for standards-based grading.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

Summary of Practices: Teachers create a year long PD plan in McRel. The teachers participate in district wide professional development opportunities. PLC's across all grade levels to discuss student data and best practices. The district offers tuition reimbursement for approved courses.

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
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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)
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)
YES	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices: The school provides I&E during the regular school day. Differentiated instruction, MTSS team and process, after school programs.

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
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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)
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Summary of Practices: We currently use MAP, PAWS, Literacy First, district/classroom assessments, teacher observations, to measure student performance in regards to the Wyoming State Standards.

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
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Summary of Practices: Surveys, Milepost, district-wide assessment, PAWS, MAP, Power School, NAEP, and My Data First.. Teachers attend PLC meetings to discuss best practices and analyze student data in grades K-2 and 3-6. We also have a monthly staff meeting where we discuss curriculum and focus on professional development.

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: IXL, MAP, Milepost, My Data First, CPI, special education, MTSS Process, 504 process, IDEA. Certified staff are present for PLC meetings where the instructional Facilitators guide teachers in data meetings. Not all staff have been trained in all these areas.

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: The administration provides the board a comprehensive plan on students data in the area of growth and achievement.

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: PIC, state report card, NWEA, strategic plan, web-sites, district data, board reports, board retreat, and newsletter. Teachers share student data with parents during parent/teacher conferences in the fall and spring. Students are using MIRP in the classrooms and Milepost in the reading room.

Teaching and Learning Improvement Plan

GOAL(S): To: All students will achieve academic growth in reading comprehension across content areas.

MEASURES AND METHODS (INTERVENTIONS): All students will demonstrate growth in reading using the MAP assessment at each grade level.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Small group instruction across all grade levels for reading to focus on data driven instruction	2016-17 school year.	Teachers, paraprofessionals, reading specialist, reading curriculum	Grade level team meetings on a weekly basis. Walk-throughs using data.
MIRP across all grade levels for 30 minutes a day.	2016-17 school year.	Teachers, paraprofessionals, reading specialist, reading curriculum	Grade level team meetings on a weekly basis. Walk-throughs using the data.
Literacy First Framework across all grade levels focusing on an anatomy of a lesson.	2016-17 school year.	Teachers, paraprofessionals, reading specialist, reading curriculum	My Data First and classroom walk-throughs and observations.
My Data First in grades K-2.	2016-17 school year.	Teachers, paraprofessionals, reading specialist, reading curriculum	Grade level team meetings on a weekly basis. Walk-throughs using the data.

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

Last year we were not meeting the standard in the equity portion of the WAEA model. As a school, we have implemented a new methodology and plan to target this area to improve overall growth of every student. We have a literacy teacher that works with teachers to analyze data and target those students that are not making adequate growth in reading comprehension and skills. We work with those targeted students on a daily basis in small group or one on one situations to enhance those areas of concern. We meet on a weekly basis to analyze the new data to make sure that the strategies we are implementing are effective and that we are making growth. We use MAP,PAWS, Literacy First, and classroom assessment data.

Instruction in reading will be monitored through classroom walk-throughs and formal observation. An Individual Learning Plan will be developed for those students attending the summer school program and quarterly student data meetings will be documented.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

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
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Summary of Practices: Survey results, common handbook across the district. Little Bulldog of the Month based on character traits. Caught Ya,

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>Acceptable</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>
<p>YES</p>	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)</p>
<p>YES</p>	<p>The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)</p>
<p>YES</p>	<p>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)</p>

Summary of Practices: We use walk-through data and McRel, staff surveys, building leadership teams, formal/informal observations.

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
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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)
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Summary of Practices: Monthly school board meetings are held to establish and maintain policies for the district. Each school chooses a member that is classified and certified.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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Summary of Practices: The board meets the third Monday of each month and board minutes are posted on the district web-site and the local newspaper.

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
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Summary of Practices: Each school maintains their own budget, has the ability to hire necessary staff, and is involved in creating the school district calendar.

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
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Summary of Practices: The trainings that have been implemented throughout the school year are focused to meet our school goals.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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Summary of Practices: The school has a parent involvement committee that meets monthly. The school produces a monthly newsletter that goes out to parents and is on the school website.

Leader and Staff Evaluation (2.6)

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

Summary of Practices: The school district uses McRel/Danielson evaluation tool for teacher evaluation and professional goals. We also use data walkthroughs in reading.

Leadership Capacity Improvement Plan

GOAL(S): 1.) All students will achieve academic growth in reading comprehension across content areas.

MEASURES AND METHODS (INTERVENTIONS): 1.)The principal will meet with all teachers to discuss students data and MAP scores for the fall, winter, and spring benchmark. 2.) Teachers will meet during weekly PLC meetings to discuss best practice and student data results.3.) Principal will work with literacy teacher to create professional development for teachers in the area of reading comprehension.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
K-6 PLC meetings every Wednesday for the entire school year to focus on best practices and student data.	The 2016-17 school year.	K-6 classroom teachers.	Collaboration during these meeting and documentation of accomplishments.
Grade level teachers meet one time a week to discuss student data.	The 2016-17 school year.	Grade level teams	Collaboration during these meeting and documentation of accomplishments.
Staff meetings held once a month on the third Wednesday to focus on professional development.	The 2016-17 school year.	All certified staff.	Collaboration during these meeting and documentation of accomplishments.
Literacy Teacher, principal, teacher, and paraprofessionals will analyze student data and create learning target for students that are not making growth.	The 2016-17 school year.	All staff.	This team will meet on a weekly basis to discuss student performance and data results. We will also research effective intervention and strategies that have been implemented.

Evaluation/Evidence (How will you know when the intervention is fully implemented?) Effective leadership in Instruction in reading will be monitored through classroom walkthroughs, and formal observations. Grade level team meetings to discuss data and implementation strategies. The principal will also meet with the Literacy Teacher to analyze student data and progress.

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
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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: SES has a sufficient number of certified staff to implement the instructional program.

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
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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: Fiscal resources are readily available for teachers and staff to implement the necessary resources. Having sports in the school day has had a negative educational impact on our sixth grade students. We are currently over the minimal requirements of 900 hours each year.

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
N/A	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
YES	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
YES	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
YES	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

Summary of Practices: We have a committed custodial staff and maintenance staff that work together to keep our school clean and safe. We have a fire inspection one time a year to evaluate our school for overall safety.

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: SES uses a range of media outlets to support our educational program. We have a technology IF that is also a full time teacher in the school. We also use Power-School, Messenger, texts, e-mails, TIE, Apple TV, IXL, Ipads, Wyldcat, DOJO.

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: CCSD technology staff is always readily available to help teachers through their technology issues. We have a classroom teacher that is also our technology facilitator for our school.

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: SES provides several services to meet the needs of children. Some services provided include: Peer mentors, behavioral specialist, IEP, 504, counselor, speech pathologist, nurse, OT, PT, MTSS, BIT, Behavior 1 on 1.

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: Sundance Elementary shares a full time counselor with the high school. CCSD also organizes 6th grade career day.

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): All students will achieve academic growth in reading comprehension across content areas using available technology.

MEASURES AND METHODS (INTERVENTIONS): Students will use available technology/apps to improve reading comprehension/skills.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Teachers will collaborate with technology instructional facilitators to assist in researching appropriate apps for Ipads.	2016-17 school year	Teachers, paraprofessionals, reading specialist, reading curriculum	Students will utilize the available technology apps to improve reading comprehension. Classroom Walk-throughs .
Teachers will discuss best practices using available technology during their weekly PLC meetings.	2016-17 school year.	Teachers, paraprofessionals, reading specialist, reading curriculum	Teachers will implement best practices with students. Classroom Walk-throughs.
Teachers will implement IXL with individual students K-6	2016-17 school year	Purchase the IXL program, train teachers on how to effectively implement the program.	Teachers will monitor student growth and achievement data using the program.

Evaluation/Evidence (How will you know when the intervention is fully implemented?) The use of technology and resources for Instruction in reading will be monitored through classroom walk-throughs, data analysis, and formal observations. Individual Reading Plans will be developed for those students attending the after school/summer school program and quarterly student data meetings will be documented. Last year we were not meeting the standard in the equity portion of the WAEA model. As a school, we have implemented a new methodology and plan to target this area to improve overall growth of every student. We have a literacy teacher that works with teachers to analyze data and

target those students that are not making adequate growth in reading comprehension and skills. We work with those targeted students on a daily basis in small group or one on one situations to enhance those areas of concern. We meet on a weekly basis to analyze the new data to make sure that the strategies we are implementing are effective and that we are making growth. We use MAP,PAWS, Literacy First, and classroom assessment data.

