

WYOMING SCHOOL DISTRICT COMPREHENSIVE PLAN



Anonymous Smith, Superintendent

WDE DRAFT 2-26-2015

PLAN SIGNATURES

Teresa L. Chaulk

District Superintendent

2015-2016

Plan Year



DISCLAIMER

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

DISTRICT 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 district is meeting the requirements of Wyoming statute. *NOTE: Federal statutes will be included in the plan after the reauthorization of the Elementary and Secondary Education Act (ESEA).*

3. SUMMARY OF PRACTICES

- Districts may write summaries for any or all of the AdvancED indicators. The intent is that required plans are included in or attached as links to the summaries.

4. IMPROVEMENT PLANS

- The district improvement plan is required by AdvancED for accreditation.

Plan Submission

- Post the plan on the district web site in .pdf format or provide a view-only link.
- 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.
- WDE representatives will work collaboratively with districts using Google Docs (or another collaborative format) to develop district plans if requested.
- Plan [references](#) are provided in a separate document.

TABLE OF CONTENTS

TEACHING AND LEARNING

Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Organization (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading Practices (3.10)
- Professional Learning (3.11)
- Learning Supports (3.12)

Standard 5: Using Results for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training Staff in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating District and School Performance (5.5)

TEACHING AND LEARNING IMPROVEMENT PLAN

LEADERSHIP CAPACITY

Standard 1: Purpose and Direction

- District Purpose Revision Process (1.1)
- School Purpose Revision Process (1.2)
- Culture Based on Shared Values and Beliefs (1.3)
- District Improvement Process (1.4)

Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

LEADERSHIP CAPACITY IMPROVEMENT PLAN

RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Sufficient Resources (4.2)

Safe, Clean and Healthy Environment (4.3)

Strategic Resource Management (4.4)

Information Resources (4.5)

Technology Resources (4.6)

Supports to Meet Physical, Social and Emotional Needs (4.7)

Services to Support Student Educational Needs (4.8)

RESOURCE UTILIZATION IMPROVEMENT PLAN

TEACHING AND LEARNING

Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

The system'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. (District Rubric 3.1)	Effective Practice
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YES	The district 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 district is providing foreign language instruction in grades K-2. (Wyoming)
YES	The district is providing instruction in the essentials of the state and federal constitutions. (Wyoming)
YES	The school district has established graduation requirements for students that meet or exceed state graduation requirements. (Wyoming)
YES	The district ensures that all Hathaway Scholarship Program course requirements including the Eighth Grade Unit of Study have been met and documentation submitted. (Wyoming)
YES	The district has entered into an agreement with a Wyoming community college district board of trustees or the University of Wyoming to provide eligible students the opportunity to enroll in postsecondary education programs offered by the university or a participating community college. (Wyoming)
YES	The district ensures that Career Technical Education courses are offered in a three-course sequence. (Wyoming)

Plans and Documents	<ul style="list-style-type: none"> ● Distance Learning Plan ● CLI Documents
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Summary of Practices:

Lincoln County School District #1 does ensure we are in compliance with all the items listed in 3.1.

We are currently undergoing curriculum revisions and will revise all 9 content areas including new common assessments. This work began two years ago and it is a rigorous process that will include every certified teacher before all the work is completed. There are many goals stated for the curriculum - all students will receive a rigorous, challenging, and equitable academic education to prepare them for the next grade or the next post-secondary opportunity.

Spanish is taught in grades K-2 utilizing the Salsa program. We have been utilizing this program since the mandate to teach Foreign Language was implemented.

The district implements curricula that covers the state and federal constitutions and has graduation requirements exceeding the state requirements. LCSD #1 has the success curriculum approved for the Hathaway Scholarship. We also work with WWCC and have signed agreements for post-secondary education. Our career-tech plan is in place and approved by Perkins which meets the three course sequence.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

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

Acceptable

Summary of Practices:

The district utilizes many assessments: Dibles, MAP, PAWS, SAWS, EMDA, AIMS, district formative and summative assessments, and others. LCSD #1 is also always chosen for the NAEP assessment. We have a systematic collaborative process in place when we align curriculum, instruction, and assessments: we have subject area committees who review and suggest changes to the curriculum coordinating council who reviews and accepts, rejects, or asks for more information. These committees are also responsible for ensuring alignment with district and state assessments.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

Summary of Practices:

Teachers across the district utilize instructional strategies that develop critical thinking skills and lessons are personalized when interventions are needed to ensure success. Part of the curriculum work we are currently involved in requires teachers to develop pacing guides and instructional planning resource guides to ensure there are three levels of instruction: remediation, on-target, and enrichment. We also implement instructional rounds to ensure best practices are being implemented consistently.

Instructional Leadership (3.4)

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

Acceptable

Summary of Practices:

LCSD #1 has curriculum maps, observations protocols, lesson plans, IPR's, and pacing guides for teachers and administrators to utilize to ensure instructional practices are being met. We also go on instructional rounds so administrators may observe and discuss practices together for growth.

Collaborative Learning Organization (3.5)

System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. ([District Rubric 3.5](#))

Acceptable

Summary of Practices:

The certified staff all participate in collaborative learning communities (PLC) and RTI process - they meet both informally and formally. Most collaboration occurs in grade level meetings - there are cross curricular and K-12 meeting throughout the year. The majority of our staff have been trained by Solution Tree to discuss student learning, teaching practices, data review, and effective collaboration to improve student performance.

Instructional Process (3.6)

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

Acceptable

Summary of Practices:

Teachers use an instructional process that informs students of learning expectations and standards of performance. Learning targets are posted in the classrooms and exemplars are often utilized to inform students. LCSD #1 has had multiple measures in place for a number of years.

Mentoring, Coaching and Induction (3.7)

Teachers implement the system's instructional process in support of student learning. (District Rubric 3.7)	Acceptable
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YES	The district employs instructional facilitators to provide leadership and mentoring for teachers and foster a learning community. Annual reports are submitted by the district on expenditures, strategies employed, and impact on student learning (Wyoming)
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Plans and Documents	● Instructional Facilitator Program Evaluation Plan
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Summary of Practices:

LCSD #1 employs three individuals that equal 1.5 FTE as instructional facilitators: Our instructional facilitators work closely with new teachers to provide training and support. They also work closely with teachers in the area of curriculum and instruction, formative assessments, classroom management, and best teaching practices.

Family Engagement (3.8)

The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. (District Rubric 3.8)	Acceptable
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YES	The district has submitted all "Every Student Counts" (Uniform Report) information. (Wyoming)
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Summary of Practices:

There are a multitude of ways the schools and district promote family engagement: Quarterly Connections Newsletter; Daily tips on the radio; mass emails, individual emails, family reading and math nights, school and district web pages, friday fliers, parent-teacher conferences, Class Djo, surveys, and many more. Every parent has access to Infinite Campus to view their child's grades to stay current with the student's progress.

Every building also has parents on the Building Leadership Team - to help with communication with parents and help us get the parents views and opinions.

Student Advocacy Structure (3.9)

The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. ([District Rubric 3.9](#))

Acceptable

Summary of Practices:

The staff at LCSD #1 do know our students - by the design of our school and class sizes each student is well known by at least one staff member if not more. However we do need to be more formal in our process.

Grading Practices (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. ([District Rubric 3.10](#))

Acceptable

Summary of Practices:

LCSD #1 is in the process of grade and policy revisions: 80% of the grade is outcome based on assessments and 20% may be based off of homework and projects. We revisit this annually.

Professional Learning (3.11)

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

Acceptable

YES	The district 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 district provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to bloodborne pathogens, seclusion and restraint, training in district policy against harassment, intimidation or bullying and anti-suicide. (Wyoming)

Plans and Documents

- Professional Development Plan

Summary of Practices:

All staff members participate in professional learning that is driven by our district and school improvement plans and the needs assessments. We build capacity by having staff members who have attended trainings share out at staff meetings. The program

is evaluated for its effectiveness in improving instruction, student learning, and overall achievement scores.

Learning Supports (3.12)

The system and its schools provide and coordinate learning support services to meet the unique learning needs of students. (District Rubric 3.12)	Acceptable
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YES	The district is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, & other strategies. (Wyoming)
YES	The district has policies and procedures for every school in the district to identify and intervene with at-risk students and to prevent at-risk behavior in each school (Wyoming)
YES	The district implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. Such programs include a continuum of supports such as extended day tutoring and Summer School (Wyoming)

Plans and Documents	<ul style="list-style-type: none"> ● District Early Literacy Plan ● English Language Learner Plan ● Title III (ELL) Improvement Plan ● Summer School and Extended Day Individual Student Learning Plan ● Summer School and Extended Day Program Plan
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Summary of Practices

LCSD #1 is excellent at using data to drive instruction and determine student needs. We do have an early literacy plan, ELL plans for students, Summer school and extended day Individual Learning Plans. There is staff in place to coordinate services to meet student needs.

Standard 5: Using Results for Continuous Improvement

Student Assessment System (5.1)

The system establishes and maintains a clearly defined and comprehensive student assessment system. (District Rubric 5.1)	Acceptable
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YES	The district has designed and implemented a district assessment system to measure student performance relative to district content and performance standards aligned to state 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.
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	The system includes administration of a common benchmark adaptive assessment in Reading and Mathematics at least 2 times a year in grades 1-8. (Wyoming)
YES	The district ensures that all third through eighth and eleventh grade students participate in the Wyoming state assessment of student performance or a standardized, curriculum-based achievement college entrance exam in reading and mathematics, and all fourth, eighth and eleventh grade students in science and the Wyoming state assessment of writing. (Wyoming)

Plans and Documents

- District Assessment System Annual Report

Summary of Practices:

LCSD #1 does have a comprehensive assessment system and we are currently updating all of our curriculum and assessments to meet the Wyoming Common Core. The system is across all classrooms, courses, and educational programs offered in LCSD #1.

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 that support learning. (District Rubric 5.2)	Acceptable
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YES	The district assesses all grade levels, parents, and staff regarding school mission and student learning, school safety, service provision, equity, and opportunity to learn every three years. The results are used for school improvement planning. (Wyoming)
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Plans and Documents

- AdvancED Stakeholder Surveys

Summary of Practices:

LCSD #1 does have a comprehensive assessment system and we are currently updating all of our curriculum and assessments to meet the Wyoming Common Core. The district utilizes data from classroom level assessments, district assessments, and state assessments to monitor trends, find strengths and weaknesses, evaluate programs, and to determine the effectiveness of our instruction, our curriculum, and our educators.

Training Staff in the Interpretation and Use of Data (5.3)

Throughout the system professional and support staff are trained in the interpretation and use of data. ([District Rubric 5.3](#))

Acceptable

Summary of Practices:

We have a number of staff who have been trained in interpreting and using data. The district will continue to train staff in the use of data to be more effective in the design of lessons, identification of skills needing addressed, and this also supports teachers' ability to be reflective in self-analysis.

Determining Verifiable Improvement in Student Learning (5.4)

The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. ([District Rubric 5.4](#))

Acceptable

Summary of Practices:

District policies including grading policies are in place to review data and determine if students are ready for success at the next level. Continuous improvement is monitored and through the use of PLC's and RTI's on a consistent basis and reports are given to the board two times per year.

Communicating District and School Performance (5.5)

System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders. ([District Rubric 5.5](#))

Acceptable

Summary of Practices:

Annually the district has a stakeholder meeting consisting of the board, administrators, teachers, classified staff, parents, and community members - this meeting is to discuss the district strategic plan, district performance, school performance, and goals.

TEACHING AND LEARNING IMPROVEMENT PLAN

GOAL(S): LCSD #1 will have 90% of all students proficient in reading, writing, math, and science.

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Benchmarks
The district will continue to promote collaboration, RTI, and PLC's for effective professional growth and student achievement.	2015-2016 ongoing	Annual gains in student achievement on state, national, and tests testing.
Rigorous curriculum aligned in reading, writing, math, and science.	2015-2016 ongoing	Annual gains in student achievement on state, national, and tests testing.

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

LEADERSHIP CAPACITY

Standard 1: Purpose and Direction

District Purpose Revision Process (1.1)

The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. (District Rubric 1.1)	Acceptable
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Summary of Practices:

LCSD #1 annually has a stakeholder meeting consisting of board members, administration, teachers, classified staff, parents, and community members (student leadership is invited) to discuss the district's strategic plan, student achievement, building improvement plans and goals.

School Purpose Revision Process (1.2)

The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. ([District Rubric 1.2](#))

Acceptable

Summary of Practices:

LCSD #1 annually has a stakeholder meeting consisting of board members, administration, teachers, classified staff, parents, and community members (student leadership is invited) to discuss the district's strategic plan, student achievement, building improvement plans and goals. Each building reports out at this meeting - the minutes are shared with all staff and the community via the district web page. Improvement decisions are discussed at the school level then at the district level and solidified at the stakeholder meeting.

Culture Based on Shared Values and Beliefs (1.3)

The school leadership and staff at all levels of the system 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. ([District Rubric 1.3](#))

Acceptable

Summary of Practices:

LCSD #1 staff is committed to working in an environment of mutual respect and trust. Rigorous and challenging programs are implemented for students to achieve the necessary academic, career, social, and life skills to succeed. Teachers and Administrators are held accountable for student growth - when measures are not met curriculum and teaching practices are evaluated to ensure improvements are made.

District Improvement Process (1.4)

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning. ([District Rubric 1.4](#))

Acceptable

YES

The district monitors the school improvement planning of its schools and coordinates activities that support implementation of those plans. (Wyoming)

YES	The district participates in the State Accountability System, assures participation of all district schools, and monitors and assists schools in improvement processes. (Wyoming)
YES	School improvement plans and communication plans are approved annually by the district and submitted to the state. (Wyoming)

Plans and Documents

- District Improvement Plan for Accreditation

Summary of Practices:

LCSD #1 leaders are all involved with and held accountable to a systematic continuous improvement process. In each building there are quarterly building leadership meetings involving principals, teachers, classified staff, parents, and when appropriate students to discuss the student data, learning process, programs and improvement plans. Annually there is a district stakeholder meeting to discuss the same topics on a district level.

Standard 2: Governance and Leadership

Board Policies and Practices (2.1)

The governing body establishes policies and supports practices that ensure effective administration of the system and its schools. (District Rubric 2.1)	Acceptable
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YES	The district assures that up-to-date board of trustees' policies, rules, and regulations, promulgated according to the requirement of the Wyoming Administrative Procedure Act have been developed and are available for public inspection. (Wyoming)
YES	The district has a process in place for reviewing home school curricula. (Wyoming)
YES	The district causes the flags of the United States of America and the State of Wyoming to be displayed when school is in session in, upon, or around each school building. (Wyoming)

Summary of Practices:

LCSD #1 board members review policy and update annually. Most board members have had board governance training - the new board members are trained in house. The district has policies governing professional growth of all staff and policies and practices are in place and implemented that meet state and federal requirements for fiscal management.

District Board Operations (2.2)

The governing body operates responsibly and functions effectively. (District Rubric 2.2)	Acceptable
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YES	The board of trustees of the district adheres to the following Wyoming statutes: <ul style="list-style-type: none"><input type="radio"/> School Districts in General<input type="radio"/> Open Meeting Law<input type="radio"/> Ethics and Disclosure Act
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Summary of Practices:

LCSD #1 adheres to all the Wyoming Statutes for school districts in general, open meeting laws, and the Ethics and Disclosure Act. The Board attends professional development annually as hosted by the Wyoming School Boards Association, review the Board governance policies, and other activities. As stated earlier, the Board knows their roles and responsibilities and work within those roles.

Leadership Autonomy (2.3)

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

Acceptable

Summary of Practices:

LCDS #1's Board of Trustees does an excellent job of maintaining the distinction between roles and responsibilities of the Board and roles and responsibilities of school leadership. Board Governance training does an excellent job of educating the board on those roles. Therefore the board does protect the autonomy of the system and school leadership. LCSD #1 is fortunate to have an excellent Board.

Leaders and Staff Foster Culture (2.4)

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

Acceptable

Summary of Practices:

LCSD #1 fosters a culture of continuous improvement, accountability and growth for all staff and students. There is collaboration among the staff and administration to reach the desired outcomes and goals set by the building and district. We continue to strive for more cohesiveness among all staff.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the system's purpose and direction. [\(District Rubric 2.5\)](#)

Acceptable

YES

The district 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:

LCSD #1 has two main avenues to obtain stakeholder input and support. 1) Building Leadership Teams - they meet at least quarterly and discuss goals, improvement, data, climate, and possible changes to procedures; 2) District level strategic plan meeting held annually. Both of these meetings have administration, teachers, classified staff, parents, and when appropriate students. The district level meeting also includes board members.

Leader and Staff Evaluation (2.6)

Leadership engages stakeholders effectively in support of the system's purpose and direction. (District Rubric 2.6)	Acceptable
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YES	The district has a State Board of Education/WDE approved teacher performance evaluation system that was approved in 2011 or later. The system is used to formally evaluate the performance of each initial contract teacher at least twice annually and every continuing contract teacher at least once each year. (Wyoming)
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Summary of Practices:

To begin 2.6 should read: Leadership and staff supervision and evaluation processes result in improved professional practices in all areas of the system and improved student success.

LCSD #1 uses the McREL system to evaluate certified teachers and administrators. The system is implemented with integrity in all buildings and at all levels. Furthermore we implement instructional rounds which is an additional observation in which teams of administrators observe a teacher and discuss best practices. The purpose of this is to improve the teaching and learning environment, hold high expectations of staff, and find areas of support to provide teachers.

LEADERSHIP CAPACITY IMPROVEMENT PLAN

GOAL(S): Leaders and key staff will evaluate his/her own leadership style discern more effective approaches to work with staff for overall effectiveness and student achievement.

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Leaders examine their own leadership style.	2015-16 ongoing	general fund and title II A.	Improved climate shown by surveys; improved achievement by district, state, and national tests.
Leaders review the leadership profile of their team	2015-16 ongoing	general fund and title II A.	Improved climate shown by surveys; improved achievement by district, state, and national tests.
Leaders commit to an ongoing process.	2015-16 ongoing	general fund and title II A.	Improved climate shown by surveys; improved achievement by district, state, and national tests.
Leaders maintain a positive culture of change despite barriers	2015-16 ongoing	general fund and title II A.	Improved climate shown by surveys; improved achievement by district, state, and national tests.

Evaluation/Evidence (How will you know when the intervention is fully implemented?) This area is ongoing just like communication. It is never done.

RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs. (District Rubric 4.1)	Acceptable
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YES	The district complies with the Wyoming Teacher Employment Law. (Wyoming)
YES	The Professional Teaching Standards Board has issued certificates with necessary endorsements covering specific assignment(s) to each professional staff member. (Wyoming)
YES	The assignment of staff members in in accordance with the certificates and endorsements as specified in the certification regulations set by the Professional Teaching Standards Board. (Wyoming)

Summary of Practices:

LCSD#1 does comply will all Wyoming laws, PTSB requirements and the Wyoming Department of Education requirements in regard to staffing and licensure. There is a systematic process in place for determining openings, recruitment, and the hiring process. Potential needs and openings are discussed among administration, any new position needs are taken to the board for approval, then recruitment begins. Recruitment consists of jobs fairs, contacting colleges, publishing openings, calling other districts, and other resources as needed.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations. (District Rubric 4.2)	Acceptable
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YES	The district complies with the Wyoming State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year <ul style="list-style-type: none"> ○ All schools in the district operate on a regular calendar including at least 175 student contact days and at least 185 teacher days, or the district has received approval from the State Board of Education for any schools that operate on an alternative calendar
YES	On President's Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the district's schools are 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 schools. (Wyoming)

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 ○ The district will report immediately to the Department of Education any closures for such reasons as inclement weather, the permanent closing of a school, or the opening of new schools (Wyoming)
YES	The district maintains the student-teacher ratio within state guidelines

Summary of Practices:

LCSD#1 has policies in place to support instructional time, material and fiscal resources to ensure program effectiveness. All the legally required days are appropriately observed and innovation is supported to attain challenging learning goals.

Safe, Clean and Healthy Environment (4.3)

The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (District Rubric 4.3)	Acceptable
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YES	The district ensures that students are educated in a safe environment that meets all building, health, safety, fire, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	The district has policies and procedures clearly in place to ensure that potential crisis situations are addressed. Crisis management plans are developed and are practiced on a regular basis. (Wyoming)
YES	The district ensures that eye protection is provided and used in compliance with state statutes. (Wyoming)
YES	The district ensures that all schools maintain on file written documentary proof of immunization or written immunization waiver for every student enrolled. The district monitors compliance with this requirement. (Wyoming)
YES	The district has developed and has on file the policy for required notification of pesticide application on or within school buildings. (Wyoming)
YES	The district meets all the requirements of the law for school bus standards, operators, and vehicle operation. (Wyoming)

Plans and Documents	<ul style="list-style-type: none"> ● District Crisis Management Plan ● Fire Drill Records ● Fire Marshal Inspection Records
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- Immunization Records
- Bus Inspection Records

Summary of Practices:

LCSD #1 prides itself on our facilities and its healthy/safe environment. Just last year the board adopted a new crisis management plan incorporating homeland security guidelines in areas. Trainings have been mandatory for school personnel. Currently we are in compliance with all legal mandates. When a citation is given for not being in compliance or needing to attend to an issue - the district responds appropriately to get the concern taken care of immediately.

Strategic Resource Management (4.4)

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system. ([District Rubric 4.4](#))

Acceptable

YES

The district assures that school funds are kept as prescribed by the Uniform Municipal fiscal Procedures Act and Wyoming School Budgeting, Accounting and Reporting Manual. (Wyoming)

Plans and Documents

- School District Facility Plan
- Transportation Plan

Summary of Practices:

LCSD #1 has a facility plan that is reviewed annually with the school facilities department. Our annual audit is proof of the fact funds are kept as prescribed by the Uniform Municipal Fiscal Procedures Act and Wyoming School Budgeting and Reporting Manual. Wyoming Department of Education's finance department works well with the district.

Information Resources (4.5)

The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system. ([District Rubric 4.5](#))

Acceptable

Summary of Practices:

LCSD #1 administration meets biweekly to discuss many areas - resources and funding is on the list. There is great coordination between buildings and the district to ensure resources are used in an effective manner and that personnel is scheduled to meet the needs of the learners and staff is available to students.

Technology Resources (4.6)

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. (District Rubric 4.6)	Acceptable
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YES	The district has developed and implemented a technology plan that addressed professional development, curriculum integration, media services and network connectivity. (Wyoming)
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Plans and Documents	● District Technology Plan
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Summary of Practices:

LCSD #1 has an approved technology plan that is reviewed and updated as needed and to meet requirements. It is available to review at any time.

Supports to Meet Physical, Social and Emotional Needs (4.7)

The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served. (District Rubric 4.7)	Acceptable
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Summary of Practices:

LCSD #1 has an excellent at-risk staff, counselors, and special education department. All of our schools are utilizing Response to Intervention, Professional Learning Communities, and some still utilize building intervention teams to discuss students physical, social, and emotional needs, implement interventions, and track data to determine effectiveness.

Services to Support Student Educational Needs (4.8)

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students. (District Rubric 4.8)	Acceptable
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YES	The district ensures that 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)
YES	The district is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)

Summary of Practices:

As stated on 4.7: LCSD #1 has an excellent at-risk staff, counselors, and special education department. All of our schools are utilizing Response to Intervention, Professional Learning Communities, and some still utilize building intervention teams to discuss students physical, social, and emotional needs, implement interventions, and track data to determine effectiveness. The district scores higher than the state and our cohort annually on the special education report.

For assurances marked NO, please explain what is preventing your district from meeting this requirement and what support is needed to assist your district in meeting this requirement.

There are not any assurance marked no.

RESOURCE UTILIZATION IMPROVEMENT PLAN

GOAL(S): Resource utilization will maximize student growth and achievement

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
LCSD#1 will continue to have processes in place to upgrade technology as needed to meet current needs in the classroom.	ongoing	general fund board, administration,	Students will be utilizing technology on a daily basis in classrooms.
LCSD #1 will maintain good facilities for safety, security, and a quality learning environment.	ongoing	major maintenance and general fund board, administration, and maintenance.	LCSD #1 will maintain good reviews from school facility department.
LCSD#1 will continue to have policies in place to ensure educational materials are provided for needed for each program.	ongoing	general fund board, administration,	Adequate or better -resources are provided for each classroom.

Evaluation/Evidence (How will you know when the intervention is fully implemented?) The benchmarks will be met.