/*

TITLE I PROGRAM

SCHOOLWIDE PROGRAM PLAN TEMPLATE

Wyoming Department of Education
122 West 25th Street, Suite E200
Cheyenne, WY 82002

NOTICE OF AUTHORIZATION
OF A SCHOOLWIDE TITLE I PROGRAM

District:	CCSD1	School ID#:	
School Name:	Rawlins Cooperative HS	Grades Served:	9-12
Mailing Address:	615 Rodeo St		
City:	Rawlins	Zip Code:	82301

New Plan:	Yes / No	Initial Effective Date:	
Poverty Level:	n% as documented by source	Revision Date:	

Building Principal:	Robert Travis Moore	Telephone:	(307) 328-9250
E-Mail:	tmoore@crb1.net	Fax:	

Superintendent:	Mike Hamel	Phone:	(307) 328-9200
Mailing Address:	615 Rodeo St. Rawlins, WY 82301		

Title I Coordinator:	Seth Dishman	Phone:	(307) 328-9200
Mailing Address:	615 Rodeo St. Rawlins, WY 82301		

Assurance Agreement for Schoolwide Planning:

The school has completed the Schoolwide planning process and has met the requirements of the Title I legislation relating to Schoolwide planning and criteria as outlined within the Every Student Succeeds Act. The district has worked in consultation with the school as the school developed the Schoolwide Plan and will continue to assist the school in implementing, evaluating and revising the plan annually.

Signature of Title I Authorized Representative	Date
Signature of Superintendent	Date
Signature of Building Principal	Date
	Date of Local Board Approval

Directions:

The written plan is designed around the components of the Schoolwide Plan. Please use this template to outline the Schoolwide Plan.

I.   Planning

A.   Schoolwide Planning Team

Schoolwide Plans must be developed or revised with the involvement of the community and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the Schoolwide Program in accordance with all applicable Title I rules and regulations, including the required year of planning for staff and team members to analyze and collaborate on solutions. List the composition of the planning team. Each of the required roles should have at least one representative.

Required Roles:	Representative's Names
Administration (include position)	Robert Travis Moore, Principal
Certified Staff (include position)	Rebecca Haynes, English Teacher
Classified Staff (include position)	Sherry Banta, Administrative Assistant
District Staff	Seth Dishman, Title 1 Coordinator
Title I Staff	Elizabeth Ridgeway, Parent/Community Liaison
Parents (not employed by the district/school)	Brenna Logan - Parent
Students (if secondary school)	Marisol Resendiz, student
Tribal Representation (if applicable)	
Optional Members (e.g. community members):	

B.   Schoolwide Planning Summary

Please summarize the steps and activities of the planning process. Include the following in the description:
a. Planning team meetings (dates);
b. Staff work sessions;
c. Visitations to schools;
d. Parent meetings (dates);
e. Staff meetings where planning took place. Also include other activities conducted during the needs assessment, inquiry process, and plan development; and
f. Attach all agendas. Please also include the local board meeting minutes approving the Schoolwide Plan.

The schoolwide planning process began at RCHS in the fall of last year when we started to train for and implement social and emotional learning (SEL) curriculum in our school as part of a larger whole student approach. We had discussed on many occasions that our school needed to offer more for our students to better assist them for life after high school. The SEL was a focus in addition to traditional academics, but we also grew to understand that our students also needed direction and assistance to become more college, career, or military ready. Some of our efforts to include more parents in our planning last spring were cut short by COVID-19. Having a smaller staff, we incorporated much of our planning and discussion into to our weekly PLC meetings.

Meeting agendas and minutes
Parent Meetings

C.   Communication

1.   Describe the processes and opportunities that were used to:

a. Develop the Schoolwide Plan;
b. Inform the entire staff, parents, community and district of the Schoolwide planning team actions; and
c. Solicit and receive feedback from these groups.

The entire staff at RCHS is very dedicated and involved in the decision making and planning for our school. We collaborate in our PLC for our school improvement plan, planning and strategies for intervention, student opportunities for college, career, and military readiness, in addition to building relationships with community partners to include, but not limited to: guest speakers, job shadowing/work study, tours, and better community awareness. In our planning efforts we work for and obtain consensus for decision making and managed to achieve consensus each time with our efforts. Attached are our school improvement plans for 2019-2020 and 2020-2021, as well as efforts made to include parents and the public during our showcase events that were utilized to help parents become familiar with our SEL programming and academic offerings.
RCHS School Improvement Plan 2020-2021
RCHS School Improvement Plan 2019-2020

2.   What percent of the school staff supports the implementation of the completed Schoolwide Plan?

100% of the staff at RCHS supports the efforts that make up our schoolwide plan, school improvement plan, and our efforts for whole student focus at our school. Some staff are far more active with training and program implementation, but the whole of the staff is involved and in support of the overall efforts.

3.   Briefly describe how this level of support was determined. If the support has not reached 100 percent, how is the school going to address the concerns of those who did not support the plan?

100 % of the staff agreed that we needed to offer more for our students to assist each with college, career and military readiness in their preparation for life after high school. We agreed that earning a diploma was great, but adding SEL and more opportunities for students to explore and flourish was essential to accomplish more of goals listed in our overall school improvement plans.

D.   Technical Assistance

Describe the technical assistance provided by the district. Within the description, please include the following:

a. The dates of any meetings;
b. Who provided the assistance; and
c. The type of assistance provided.

Technical assistance was provided during initial contract days for this school year, as well as system management over time for us to achieve our goals with targeted interventions, SEL programming, approving training opportunities with SEL, and providing the network and capability to deliver the product for the students. Our central administration provided training online and in person for all staff for CPI, annual training through GCN, Canvas, and suicide prevention. We also have ongoing training for SEL with check ins for progress and certification in our PLC meetings, as demonstrated in the agendas and minutes attached in an earlier section.

District Assisted Training

Comprehensive Needs Assessment

E.   Provide a brief description of the school, attendance area, and community. Include:

a. The school's mission statement;
b. The school's vision statement; and
c. The district mission/vision statement.

The purpose of Rawlins Cooperative High School is to provide an educational opportunity for students who have not experienced success in the traditional educational environment, who have fallen behind with credits earned in relation to same-aged peers, and who are experiencing multiple factors, which further jeopardize completion.

Our school community makeup includes a variety of blue-collar families that work hard for what they have. The main employers in the area stem from energy and energy related industry, the Union Pacific Railroad, Wyoming Department of Corrections, the Bureau of Land Management, and assorted service-based businesses. We pull students from Rawlins, Sinclair, Wamsutter and Bairoil, Wyoming, with the majority residing in Rawlins. RCHS currently has an active enrollment of 50 students.

Our school has adopted the district mission and vision:
Mission: Inspiring excellence--every child, everyday
Vision: Educating today's students for tomorrow's opportunities

F.   Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reached all members of the school community.

Attached below are the results from the needs assessment conducted in April of 2019. This survey was distributed to our community through our school district's website, crb1.net. It was open for submission for several days.

- Needs Assessment Results

G.   Describe the processes the school used to collect and analyze data. Include:
a. Student achievement;
b. Curriculum and instruction;
c. Professional development;
d. Parental and community involvement;
e. School organization; and
f. Attach the data collected from the Comprehensive Needs Assessment to this plan.

We are very much a data driven decision making district and school. As reflected in our school improvement plan, attached earlier, our goals in those documents indicate specific data points we have targeted for improvement regarding, overall student achievement as measured through WYTOPP, ACT, credit completion, attendance, graduation rate, and college, career, and military readiness. From these goals and data points we also continue our efforts for a whole student focus with the SEL programming we implemented last year, career and technical education coursework and pathways we added this year, in addition to better and more targeted intervention strategies for more academic success for students. We have added a success coach to our staff and have taken some new direction through our counseling office to better serve our students' individual needs. The parents and community have been very supportive of our new approach; even so, we would like more participation in our open-house-esque events that have been limited by COVID-19 protocols. We have managed more individual parent conversations and meetings with members of the community, but we would like to do more. Each and all of these efforts are coordinated through our PLC, guided by the four key questions, and overall efforts to boost staff and student efficacy.

Needs Assessment Results

H.   Identify the strengths and weaknesses of the school program. Summarize the key findings of the Comprehensive Needs Assessment.

The key findings that we honed in on for our school from the Comprehensive Needs Assessment were the numerous responses focused on mental health and those focused on wanting more opportunities for students with career and technical education. We have worked diligently with our partners at Rawlins High School and the Carbon County Higher Education Center to provide more opportunities for

our students. We have also just added a strong core of career clusters through our LMS to also enhance opportunities for our students. It is early in our coordination with these efforts, thus there are many hurdles to manage. The family and consumer science and computer science programs are also new at RHS. These programs, in addition to what we offer in the same areas, can also dove tail into college level programs through CCHEC and WWCC. These relationships with our partners are a strength, but the fact that we are implementing new programming will come with some hiccups along the way.

I. As a result of the comprehensive needs assessment, please list and describe the specific priority need areas for the Schoolwide Program.

As identified in D., we have taken a more whole student approach with the idea that focusing on the whole of the student with foster more student efficacy which in turn can become self-advocacy and overall improvement in student performance. The SEL program we have implemented is Purpose Prep, which is a partner through our LMS, as is e-dynamic Learning, which provides an array of career clusters and specific CTE courses for our students to explore. Our priority is continued implementation of these two areas to better fit individual student needs which should then lead to more participation in these areas, credits earned, and success plans completed. As an indicator of our commitment to these ends, we went through the process of changing our graduation requirements for students to become college, career, or military ready as a condition of successful completion of high school. This includes but is not limited to full length course completion in SEL and successful completion of a three-course series to demonstrate proficiency in an area of the student's choosing that may guide life after high school.

J. List the SMART (strategic, measurable, attainable, realistic, and time-bound) goals of the Schoolwide Program. The listed goals must be directly related to the priority need areas listed above.

Purchase licensing for Purpose Prep SEL programming for implementation for Fall of 2019.
Purchase and arrange SEL certification training for staff through Purpose Prep for staff to complete by Spring of 2021.
Purchase licensing for e-dynamic learning for CTE offerings for the students by Fall of 2020.
Work with WDE for approval of SEL training to award PTSB credit as staff completes certifications by Spring of 2021.
Work with WDE for career cluster and CTE pathways with e-dynamic learning course offerings for students by November, 2020.
Coordinate offerings for FACS and computer science with RHS and CCHEC/WWCC for full offerings for students by January 2021.

II.   School Reform Strategies and Additional Assistance to At-Risk Students

The school reform strategies must provide opportunities for all students to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are evidence based. Such strategies canstrengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and meet the educational needs of historically underserved/at-risk populations.

A.   Provide an overview of the Schoolwide Plan that emphasizes the changes taking place in comparison to the school's Targeted Assistance Program. Include:

a. All grades;
b. Changes in instructional time;
c. Delivery of services, including the process in which the mathematic and reading programs will be organized and delivered; and
d. The new roles of Title I teachers, classroom teachers, and support teachers.

Every student at RCHS will now have weekly check-in times with our success coach or counselor to check progress in academic areas, SEL, CTE, and community involvement. These check-ins will also be supplemented with life skill strategies and administrative check-ins to solidify student planning. We have refocused time in the afternoon for students to explore the arts, work in PE, and to explore career options, college options, and community opportunities for life during and after high school. As of last year, we also are offering extended day programming in the evening three days a week. We plan this year to also include staff and resources to assist ELL students with individual tutoring and academic English work during our night school schedule. Our staff rotates shifts in night school and are compensated for their time.

For math and English specifically, we have formulated an intervention plan within our LMS to assist students with specific skill practice and attainment, which has changed our delivery to make it far more individualized and self-paced for students. This new practice is available during the day and at night school, and under other circumstances, via zoom and online through our Tier 2 and tier 3 protocols.

B.   Explain the school's implementation of the school reform strategies that will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Include strategies that address the needs of all students within the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards. Also include a description as to how the school will determine if the needs of these students are met.

With our emphasis on the whole student, it has become easier to encourage student buy-in for academic improvement, as the relevance of academic concepts is clearer to all involved. With a smaller student population, we focus on each student's individual needs and post-secondary plan to guide our efforts for academic progress and success. As with the accountability model for alternative schools, we

measure academic aptitude through state assessments, credit completion, common formative and summative assessments, success plan completion, graduation rate, and through the climate and culture of school as measured through interaction and the state climate survey. We will also examine student success through college, career, and military readiness indicators as set by the WDE through student transcripts and school reporting.

As mentioned before in our description of our school, all of our students have been identified as at-risk, thus our individual focus for each student. This focus through the actions described herein then was broadened to a whole student approach and that has dictated our strategies and opportunities we now offer through our school and through our partners in the district and within the community.

> C.   Explain how the school reform strategies the school has chosen will use effective methods and instruction that are evidenced-based to address the priority needs of students. Include:
>
> a. The priority need that is being addressed;
> b. Strategy; and
> c. Evidence-based principle, including source.

Purpose Prep and e-dynamic learning are evidence-based programs for SEL and CTE respectively. RCHS, as described earlier, is also working toward becoming a highly functional Professional Learning Community. With that in mind, with the more broad school wide programs and strategies, we focus every week on individual student progress and discuss efforts and approaches that are being utilized if students are learning and what we are doing to enhance their experience, and if students are struggling and what we are doing to assist the students to obtain the skills that they need in each area. This practice is reflected through the work of the DuFours and the whole student approach is reflected through Hatti's work to focus on student efficacy and Dagget for SEL and CTE.

> D.   Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

Student progress is monitored each day and discussed weekly in our PLC. We focus on progress toward standards and skill acquisition in daily work, common formative and summative assessments, as well as, incorporating state assessments and overall individual progress toward earning credits, a diploma, and successfully completing their student success plan.

> E.   Describe how timely assistance and services will be provided for struggling learners.

Student progress is monitored each day and if/when a student encounters difficulty with a skill or concept, teachers provide one on one instruction, review, and other opportunities to assess. If the difficulty amounts to more than those practices can remedy, more review with a different approach is utilized, different practice is provided and again, other opportunities for assessment are given. We have other resources as well to dig into the difficult area for the student so that the skill can be obtained and progress resumed. These practices take place in the moment and with the individual

teacher as soon as difficulty is detected. The same is true for students that need more challenge to hold their attention. Not to say that the coursework or assessment is made more difficult, but we have flexibility in assessment and project work to better capture the interest and attention of advanced students as well.

F.   Describe how services will be provided for the following special populations:
a. Special education students;
b. English Language Learners; and
c. Migrant students and homeless students.

SPED, ELL, and migrant students, depending on individual need, work in the general education environment unless pull out services are indicated through an IEP. The general education environment at RCHS is highly individualized and accommodations can and are made for translation, individual practice, and community-based resources are provided through affiliated district and school personnel. We have added opportunities through our extended day/night school for students in our school and our partner school RHS for more individual assistance as well.

Strategies to Attract Effective Educators

G.   Describe the strategies the school will use to **both recruit and retain** effective educators.

One of our main goals as a school and through our PLC is to empower staff to work with our students. Our district provides a tuition reimbursement program for some advanced study and we at RCHS pride ourselves on our positive culture. With more focus on working individually with students, teachers have a little more autonomy within agreed upon parameters to best meet students academic and social emotional needs. Staff efficacy is and has been an administrative priority for three years. The district also has added a year to our mentoring program to ensure that all new staff have more opportunities to connect with our community and district family.

III.   Professional Development

Professional development must be high-quality, ongoing, and sustained for all staff (including principals and paraprofessionals).

A.   Describe the process for determining the professional development needs of all principals, teachers, and paraprofessionals in relation to the Schoolwide Plan. Include a list of professional development activities in which the school will engage to implement the Schoolwide Plan.

Our superintendent organizes professional development for building administrators by looking at academic and behavioral data. Professional development occurs in our monthly meetings at central office as we discuss the data and look at best practices to make needed change.

For RCHS, our professional development is determined by consensus in our PLC which includes the entirety of staff. With our efforts last year with SEL through Purpose Prep, we chose as a staff to pursue certification through the provider. We are working toward that end, and staff is enjoying the training. We have also engaged in training specific to our LMS with updates and additions to the offerings. This year during our 5 designated building PD days, we are focusing our time early in the year refining our intervention strategy that was described earlier to make the process cleaner for the students and staff. This will involve training within the LMS and other programming that the district provides. We are also looking at smaller group PD for areas of need to better address CTE and career facilitation.

B.   Describe how each professional development activity listed above relates to the priority need areas listed in section II.

The certification for SEL has enabled the administration and the staff to become better versed in the content that the students are engaging and to engage similar content themselves. This has led to more restorative practices in the classroom and the school as a whole. It also has provided many avenues to better establish positive rapport with students and establish links of relevance to academic work, SEL, and the student chosen path after high school.

C.   Describe how the professional development activities will be evaluated to ensure effective staff implementation of the strategies.

Professional development is evaluated at the conclusion of each course/activity/workshop with an agreed upon form provided by the district. We evaluate what went well, what could be improved, and what we can take as next steps in that area as it applies to our overall goals.

IV.   Parental and Family Engagement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that the Schoolwide Plan contains strategies to increase the engagement of families in assisting their children to succeed in school.

A.   Describe the strategies that will be used in the decision-making and evaluation of the Schoolwide Plan. Include the communication processes between parents and the school, as well as how the evaluation results will be used if the Schoolwide Plan is not satisfactory for parents.

The schoolwide plan will be made available through our school website, as many of the components have been communicated through our showcase nights and individual meetings. We will meet with parents and parent groups as allowed by our protocols to solicit feedback and ongoing input for our

plan and direction. We take parent feedback and input very seriously and we incorporate their ideas as they fit within the plan and the current budget. We then follow-up with parents and parent groups to ensure we captured and enacted what it was they intended.

B.   Describe how the school will engage parents in the student's academic achievement (e.g. family literacy nights). Attach a copy of the school's Title I-A Parental Involvement Plan.

We make every attempt to include parents for planning, progress checks, and post-secondary planning. We have also met with parents/guardians of students who are doing well and may simply be ready for more challenging material or college course work. RCHS highly values parental input and invites parents in regularly to meet in person, on the phone, or via a distance platform. These efforts have decreased in person meetings in frequency of late with COVID-19 protocols.

C.   Describe the process that is used to meet with parents of students who have not met academic standards.

Admin and staff have ongoing communication with parents regarding progress and next steps to skill attainment. We speak on the phone, meet in person, set timelines for review and updates, and we follow through with progress reports.

D.   Describe the process used to develop and implement the school/parent compact. Please attach the school/parent compact.

We review the current school/parent compact with the parent group at the beginning of each school year and ask if we want to make any changes or adjustments to the document. Attached is the Parent Compact.

V.   Preschool and Other Transition Strategies

A.   If the school is an elementary school, state how the Schoolwide Program will coordinate transitions for preschool children into the school (e.g. Headstart or Pre-Kindergarten).

B.   Describe other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, high school to post-secondary.

As a high school we focus our efforts on the transition from high school to post-secondary opportunities, ie. college, vocational training, work, the military etc. The bulk of our student success planning is focused on post-secondary efforts to ease this transition. Under normal circumstances this has included college visits, tours at work sites, work study and job shadowing efforts, as well as, military advising and recruitment. These efforts have changed some during COVID-19, but we have done more with virtual job shadowing and career inventories and continued work with DVR and our transitions specialist.

C.   Describe the coordination and integration with other community programs and agencies that support transitions for students.

We work with our partners at CCHEC/WWCC for students taking college courses or honing skills in the trades. We also work with DVR for some students for post-secondary options. RCHS has a working relationship with military recruiters and local industry personnel to give our students an informed view of local jobs and opportunities. We have also worked well with those in public service for the same reasons highlighting careers in fire, law enforcement, water treatment, the BLM, and others from energy. We have strong relationships with several employers in the service industry also who provide opportunities for work study. Administration and staff make many efforts to maintain these positive relationships and is always on the look out for more opportunities for our students.

VI.   Assessment of Student Progress

The school must evaluate annually the Schoolwide Plan's implementation and outcomes to determine whether the academic achievement of all students, and particularly low-achieving students, are being met. The assessments that will be used should be selected with teacher input and teachers should be involved in the implementation of such assessments.

A.   Describe the student assessments that will be used to give staff data on student progress. Include the following:

a. Name of the assessment;
b. Grade levels assessed;
c. Content areas assessed;
d. Dates assessment is given;
e. How staff will be trained to administer the assessments; and
f. How the staff will use the information to guide instruction.

Our counselor is the RCHS test coordinator for WYTOPP, ACT, and ASVAB. We follow the state and national testing schedule for these assessments. We utilize the assessment data to make sure that academic progress and test score align and to offer more opportunity for student through scholarships or recruitment incentives.
RCHS also utilizes local common formative and summative assessments in the four core areas to gage progress, credit, and ultimately diploma attainment.
When areas are identified for improvement for students in any of the assessments, the staff examines course content and individualized intervention for each student. We examine released items and test blueprints as well to guide curriculum and instruction.

B.   Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments.

We offer not only interpretation of test results; we offer context for growth with desired post-secondary outcomes. For example, we interpret results in terms of skill acquisition and what is necessary for entry level skills for the student's chosen post-secondary plan. If a student is pursuing

Hathaway scholarship opportunities, we examine and interpret skills on current levels and what they need to be to make the transition to the next level – much the same as we would for entry level positions for the work force or assignments in the military.

    C.   **Describe any other measures the school will use, aside from student achievement data, to identify both successes and problems within your schoolwide plan.**

RCHS utilizes climate survey data, individual student and whole group attendance, credits earned, college and career readiness, and ultimately graduation rate. As a district we are also beginning to employ a SEL screener for all students, with which we will match curriculum based on individual student need.

    D.   **Describe the school's plan for measuring and reporting student progress throughout the school year. Based on the results of the student progress, include how the school will measure the overall effectiveness of the Schoolwide Plan and how revisions, if necessary, to the plan will occur.**

Just like we have adopted a whole student approach, the schoolwide plan will be evaluated through the numerous moving pieces that ultimately will be judged by student success. As mentioned earlier, we monitor student progress daily, on a larger scale through assessments, credit attainment, and ultimately graduation rates and successful completion of student success plans. We discuss progress each week as a PLC and will monitor and adjust practice as we move through the year. We also share these practices and data with our administrative team, our parents, and our school board to also monitor and adjust as necessary. If we do need to make revisions to the overall plan as need dictates through data, we would include all of the parties mentioned in addition to seeking other community and student input to adjust pieces of the plan to better meet student need to then meet our goals for the schoolwide plan.

    E.   **What measures will the school take to ensure teachers are involved with the decisions regarding the use of academic assessments?**

Teachers are involved in these decisions from beginning to end outside of setting up state and national test dates. With a small staff and a cross curricular PLC, we discuss and review data and move forward with consensus for better opportunities for our students. We take input from parents, admin, community resources, and our partners very seriously and incorporate what we can within budgetary limits.

VII.   Coordination and Integration of Programs and Resources

Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs in order to upgrade the entire educational program.

A. Describe the coordination and integration of federal and state programs (and any other applicable local services under this Act; this includes migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Headstart, and job training).

We work with numerous community and educational partners for our programming. We seek guidance from the WDE for many things including meal distribution during the summer, CTE and opportunities for Perkins V funding, we collaborate with CCHEC for adult education, the county prevention office, and the county mental health examiner to coordinate and share resources.

B. Describe district support for the Schoolwide Program implementation. Include activities and/strategies for coordinating the Schoolwide Program with other district/school improvement efforts.

The district has been supportive of our efforts both in funding, but also tech support, transportation of students back and forth to RHS and CCHEC, meal coordination for summer and extended day activities, and of course public support through board action and school visits during school, extended day, and events at our school.

C. Schoolwide Programs have the option to consolidate funds from all the federal programs whose intent and purpose will be a part of their Schoolwide Program. When consolidating funds, Schoolwide Programs do not have to track how each program's dollars are spent; instead, the school can lump all funding together into one total. If applicable, please list all federal program funding streams that will be consolidated into the Schoolwide Program. Include how the intent and purpose of each of the consolidated federal programs will be met.

Federal Funding Sources	Amount/Percent of Total Funding and Intent and Purpose Met
State and Local Funds	
Title I, Part A	
Title I, Part C	
Title I, Part D Subpart II (Neglected and Delinquent)	
Title II, Part A	
Title III, Immigrant and LEP	
IDEA	
Impact Aid	
Title X, McKinney-Vento	
Carl Perkins	
Total of Consolidated Funds	

Wyoming Department of Education – Federal Programs Unit

VIII. Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of and the results achieved by the Schoolwide Plan.

A. Describe the **process and timeline** to be used by the school and the district to annually evaluate the effectiveness of the Schoolwide Plan. Include the processes that will be in place to ensure revisions are completed, who will be involved in the evaluations/revisions, and how the district will be informed of any changes.

As indicated through our school improvement plan and efforts outlined herein, the district holds quarterly meetings for all federal grants where we provide updates and student progress. RCHS stays in close contact with the Title I coordinator and WDE to monitor and adjust our efforts where necessary. Our final grants meeting of the year which occurs in the spring, we evaluate our efforts through the data with recommendations from the staff, parents, students and the community.