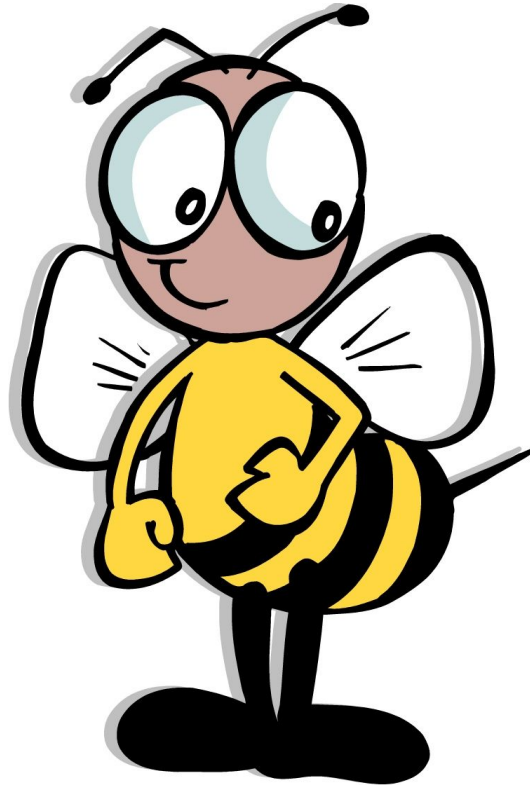


Wyoming School Comprehensive Plan

Pine Bluffs Elementary School



Pine Bluffs, Wyoming
Andrea Verosky, Principal

2016-2017

PLAN SIGNATURES

Jon Abrams-signature on file

District Superintendent

Taft Love-signature on file

District Board Chairman

Jon Abrams-signature on file

WAEA School Improvement Representative

2016-2017

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) by December 7. (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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<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)</p>
<p>YES</p>	<p>Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)</p>
<p>N/A</p>	<p>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)</p>
<p>YES</p>	<p>If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)</p>
<p>N/A</p>	<p>If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)</p>

Summary of Practices:

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

<p>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)</p>	<p>Acceptable</p>
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Summary of Practices:

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

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

All teachers have been trained in the application of thinking strategies. They apply this instruction throughout the academic program by asking students to think deeply and provide justification for their thinking, no matter what content area. We are also piloting two reading programs that will help provide more consistent, systematic instruction across all grade levels.

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
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Summary of Practices:

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

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Summary of Practices:

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Needs Improvement
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Summary of Practices:

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

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

All teachers are involved in the analysis and interpretation of assessment data during our Professional Learning Communities. From our discussions, we make decisions about specific areas of concern schoolwide and what we need to do to improve these areas. We also discuss

and create Individual Learning Plans for our lowest achievers, focusing on the areas in which they need to grow.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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Summary of Practices:

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

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. (3.7 Rubric)	Needs Improvement
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YES	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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Summary of Practices:

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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Summary of Practices:

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

All Title I Schools: If applicable, what is your school’s plan for assisting in the transition of students from early childhood programs to elementary school programs?

SIG Schools: Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

Title I teachers meet with parents and ask them to sign a parent compact agreeing to the efforts that they can take to help their children improve their reading skills. We also hold family literacy nights in which we bring in an author to share their stories. We provide books to students at literacy night and share tips for parents about reading with their children. With the help of our parent/teacher organization, we give one book to every student from our book fair that they can take home and share with their families.

Our kindergarten teachers offer a pre-K program once each month that next year's incoming kindergartners can attend. Students learn some basic skills with an emphasis on how to be a student. Students that attend this program seem to have a much easier time transitioning to school.

Student Advocacy Structure (3.9)

<p>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)</p>	<p>Acceptable</p>
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Summary of Practices:

Grading and Reporting (3.10)

<p>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)</p>	<p>Needs Improvement</p>
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Summary of Practices:

Professional Learning (3.11)

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

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

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

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

Our subject area committees meet regularly to discuss areas of concern and determine professional development that is needed to fill gaps. We are in the process of piloting two reading programs and pilot teachers have had trainings in their respective programs. All staff are trained in PEBC effective thinking strategies and have participated in cohorts of teachers throughout the district. All teachers of mathematics have also been trained in our new math program. Following each training, teachers are asked what further training they would like to have to help them fully implement the program.

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)
N/A	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

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

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

All students not meeting our predetermined cut points on MAP are discussed and Individual Learning Plans are developed for each. Depending on the level of need, students receive additional assistance in the classroom with small group or 1:1 instruction. Some students receive additional help from the Title I teacher through extra reading instruction time added to their day. We also invite students to attend Fort Friday (we do not have regular school on Fridays) and receive customized instruction for two hours.

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:

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:

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
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Summary of Practices:

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:

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:

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)	Effective
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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:

Each fall, our school reviews the current mission and vision and comes to consensus on any revisions. These are then sent out to parents, asking for their opinion and suggestions. The mission and vision are posted on our web site and visible in the school.

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)	Effective
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Summary of Practices:

All staff review and sign off on a list of values and commitments that they agree to uphold to achieve our school purpose. These include holding ourselves and all students to high expectations, continually striving for increased student performance, being collaborative, and providing support to all students, parents, and programs.

School Improvement Process (1.3)

The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	Acceptable
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YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
N/A	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

Summary of Practices:

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

Each fall, our district provides a needs assessment to all stakeholders. Parents can respond to these online. We also have stations set up at parent/teacher conferences with staff available to help parents complete these. This information is used in part to help develop our improvement plan.

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)	Effective
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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:

We have several documents that guide the effective administration of the school. Board policies provide more general guidance while the staff handbook provides more detailed information. We provide student handbooks to all parents and students at the beginning of the year which outline the most important aspects of school. The building principal must follow budget guidelines for school expenditures. Each staff member creates a personal professional development plan which is monitored throughout the year.

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:

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:

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

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:

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:

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)	Effective
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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:

SIG Schools: Explain your teacher and leader evaluation system.

The use of the McREL Evaluation system provides a consistent, effective plan for tracking growth and improvement. An important component of this system is the individualized professional growth plan for each staff member. This is the focus of evaluation for staff members as they progress through the school year.

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

<p>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)</p>	<p>Effective</p>
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<p>YES</p>	<p>The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)</p>
<p>YES</p>	<p>Instruction is provided by highly qualified teachers (Federal)</p>
<p>YES</p>	<p>Paraprofessionals meet the requirements of ESEA (Federal)</p>

Summary of Practices:

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

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

We try to stay competitive with our salaries and keep them within the range of neighboring districts and states. We also provide a very competitive benefits package which is quite enticing. We attend job fairs and promote the benefits of being in a small school with small class sizes and a close community.

Our small school is provided with a budget that adequately meets the needs of our building. We have a wide range of support services to offer to our students and we can meet the needs of any child. Our staff is 100% highly qualified and we pride ourselves in the ability to continue to have small class sizes, especially at the K-2 level.

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)	Effective
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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:

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

Title funds go directly to the salaries of our Title I teachers. The building provides funding for materials needed for all classrooms. Larger fiscal items, such as curricular programs, are provided by the district.

Instructional time is valued and protected. Extra curricular activities are planned for Fridays when students are not required to attend school. Teachers use their instructional time wisely Monday through Thursday to effectively teach the required curriculum. The district provides curricular programs and resources to help teachers meet instructional needs. Additional resources are provided through the building budget.

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)
YES	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:

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:

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Needs Improvement
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YES	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices:

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)	Effective
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Summary of Practices:

We provide a wide range of services to our students. Our school counselor provides individual and small group counseling to students. She also provides classes once a week to each grade level on character education and bullying. We have agreements with outside agencies to provide additional counseling and OT and PT services. We have a school psychologist that also counsels our neediest students as well as providing evaluation services.

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. [\(4.7 Rubric\)](#)

Effective

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:

(see 4.6)

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.

Mathematics Improvement Plan

GOAL(S):

Math Reading and Science combined goals based on a 5% increase

Achievement: Increase combined student proficiency on PAWS math, reading, and science from 52% to 63% by 2019.

Performance Milestones: 58% by 2017, 60% by 2018, 63 by 2019.

Growth: Increase growth on PAWS math and reading from 40.0 to 48.0 by 2019.

Performance Milestones: 42 by 2017, 45 by 2018, 48 by 2019.

Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup from 46.0 to 53.0 by 2019.

Performance Milestones: 48 by 2017, 50 by 2018, 53 by 2019.

MEASURES AND METHODS (INTERVENTIONS):

Teaching & Learning 3.5: All staff members will participate in professional learning communities.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Explore ways to include all certified staff to participate in collaborative learning communities to improve instruction and student learning.	Jan, 2016- May, 2016	Building principal building IF certified staff	List of generated ideas addressing this strategy
2. Explore ways to include classified staff to participate in collaborative learning communities to improve instruction and student learning.	Jan, 2016- May, 2016	building principal building IF classified staff	List of generated ideas addressing this strategy
3. Utilize the building PLCs to discuss strategies and practices for implementation of new instructional programs in math.	Sept, 2016 - May, 2017	building principal building IF staff	List of generated ideas addressing this strategy

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

2016-17 building calendar reflects time set aside specifically for each PLC group.

Teaching & Learning 3.7: New staff members will participate in a building mentorship program.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Establish a mentor program for new teachers entering our building.	Jan, 2016-September, 2016	Building principal certified staff	outline of mentorship program
2. Explore ways to include classified staff to participate in collaborative learning communities to improve instruction and student learning.	Jan, 2016-May, 2016	building principal building IF classified staff	List of generated ideas addressing this strategy
3. Develop a school wide mentor/coaching program designed to support and improve the school's culture.	Sept, 2016-May, 2017	building principal social committee	list of mentors/mentees

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

All staff are assigned to mentor/coach another staff member in the building.

Teaching & Learning 3.10: All mathematics teachers use common checklists to report on student progress in math.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Receive regular updates from the Curriculum Coordinating Council on the development of standards-based grading and reporting at the district level.	Sept, 2015 - May, 2017	Building principal CCC representative	meeting agendas
2. Discuss and develop checklists in math that represent attainment of content knowledge and skills across grade levels.	Jan, 2016 - May, 2016	K-6 math teachers building IF building principal	K-6 checklists
3. Dedicate time at staff meetings and building PLCs to discuss consistent implementation of the checklists in math.	Sept, 2016 - Dec, 2016	Math teachers Building IF Building principal	meeting agendas
4. Communicate process with stakeholders - parents and students.	Sept, 2016 - Nov., 2016	K-6 math teachers building principal	newsletters website
5. Implement checklists in math in conjunction with quarterly report cards.	Feb, 2017 - May, 2017	K-6 math teachers	checklists

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

Teachers distribute checklists to parents and students each quarter.

Resource Utilization 4.5: The building will explore additional technological resources that could be used to improve student learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Conduct a technology needs assessment for K-6, including all staff.	Feb, 2016 - May, 2017	building staff building principal tech director	List of tech needs for our building
2. Include technology staff in quarterly staff meetings.	Feb, 2016 - May, 2017	district tech team building principal	meeting minutes written tech plan
3. Explore possibility of having PBES representatives on technology committee and participate in the development of a technology plan for PBES.	Feb, 2016 - May, 2017	district tech team building principal PBES staff	meeting minutes written tech plan

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

Written technology plan for Pine Bluffs Elementary

Resource Utilization: The district will adopt a new math resource aligned to the state standards.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Determine which research-based programs have been most effective in other Wyoming districts.	July 1, 2015	Elementary building principals, superintendent	List of effective programs
2. Review samples of effective programs.	July 1, 2015	Elementary building principals	sample copies from reps in buildings
3. Select program and purchase materials.	August, 2015	Superintendent	all materials received

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

Teachers have all the materials needed to implement the program and are using the program with fidelity.

Teaching & Learning 3.11: All teachers of mathematics will participate in professional development on the implementation of the new math resource.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Initial training on the resource as close to the beginning of the year as possible.	Aug-Sept, 2015	all mathematics teachers, curriculum coor.	all teachers trained in the program
2. Determine additional training needed.	Oct, 2015	curriculum coor.	responses from teachers on need
3. Schedule additional trainings.	Oct.-Dec, 2015	curriculum coor.	all teachers trained and using the program confidently
4. At the end of the year, survey staff to see what additional training needs they would like to have for the next school year.	April-May, 2015	curriculum coor.	survey results

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

Teachers are using all resources available with the program.

Reading Improvement Plan

GOAL(S):

Math Reading and Science combined goals based on a 5% increase

Achievement: Increase combined student proficiency on PAWS math, reading, and science from 52% to 63% by 2019.

Performance Milestones: 58% by 2017, 60% by 2018, 63 by 2019.

Growth: Increase growth on PAWS math and reading from 40.0 to 48.0 by 2019.

Performance Milestones: 42 by 2017, 45 by 2018, 48 by 2019.

Equity: Increase growth on PAWS math and reading for students in the consolidated subgroup from 46.0 to 53.0 by 2019.

Performance Milestones: 48 by 2017, 50 by 2018, 53 by 2019.

MEASURES AND METHODS (INTERVENTIONS):

Teaching & Learning 3.5: All staff members will participate in professional learning communities.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Explore ways to include all certified staff to participate in collaborative learning communities to improve instruction and student learning.	Jan, 2016- May, 2016	Building principal building IF certified staff	List of generated ideas addressing this strategy
2. Explore ways to include classified staff to participate in collaborative learning communities to improve instruction and student learning.	Jan, 2016- May, 2016	building principal building IF classified staff	List of generated ideas addressing this strategy
3. Utilize the building PLCs to discuss strategies and practices for implementation of new instructional programs in reading.	Sept, 2016 - May, 2017	building principal building IF staff	List of generated ideas addressing this strategy

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

2016-17 building calendar reflects time set aside specifically for each PLC group.

Teaching & Learning 3.7: (Same as in Math Improvement Plan.)

Teaching & Learning 3.10: All reading teachers use common checklists to report on student progress in reading.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Receive regular updates from the Curriculum Coordinating Council on the development of standards-based grading and reporting at the district level.	Sept, 2015 - May, 2018	Building principal CCC representative	meeting agendas
2. Discuss and develop checklists in reading that represent attainment of content knowledge and skills across grade levels.	Jan, 2017 - May, 2017	reading teachers building IF building principal	K-6 checklists
3. Dedicate time at staff meetings and building PLCs to discuss consistent implementation of the checklists in reading.	Sept, 2017 - Dec, 2017	reading teachers Building IF Building principal	meeting agendas
4. Communicate process with stakeholders - parents and students.	Sept, 2017 - Nov., 2017	reading teachers building principal	newsletters website
5. Implement checklists in reading in conjunction with quarterly report cards.	Feb, 2018 - May, 2018	reading teachers	checklists

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

Teachers distribute checklists to parents and students each quarter.

Resource Utilization 4.5: (Same as in Math Improvement Plan.)

Resource Utilization: The district will pilot at least one new reading resource aligned to the state standards.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Prior to the beginning of the school year, determine which research-based programs will be piloted.	July 1, 2015	4 elementary principals, supt.	Programs are selected and materials ordered
2. Determine teachers across the four elementaries to pilot each program.	July 1, 2015	elementary principals	teachers notified
3. Purchase materials.	July, 2015	Supt.	All materials received
4. Determine pilot timeline and goals.	August, 2015	Curriculum coor. with principals' approvals	Timeline and goals presented to pilot group
5. Program alignment study done to determine alignment to district curriculum and state standards.	Dec, 2015	Curriculum coor. & IF	Teachers have alignment document for reference
6. Pilot group meetings to discuss pros and cons of each program.	Oct 2015 -Apr, 2016	Pilot teachers, curriculum coor	Notes from meetings
7. Final written evaluation of each program.	Apr. 2016	Pilot teachers	Written evaluations
8. Presentation to rest of elementary staff and recommendation to the Board for adoption.	Apr. 2016	Pilot teachers	recommendation made and presented

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

A decision is made on adoption of a reading program for 2016-17. Materials are ordered and plans are made for full implementation for the 2016-17 school year.

Teaching & Learning 3.11: All pilot teachers will participate in professional development on the implementation of the pilot reading resource.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
1. Initial training on the resource prior to the beginning of school.	August, 2015	All pilot teachers	All pilot teachers trained in program.
2. Meet in pilot groups and determine additional training needed.	Sept-Oct.	Pilot teachers Curriculum Coor	Meeting minutes
3. Schedule additional trainings.	Sept-Dec.	Pilot teachers Curriculum Coor.	Teachers trained and using the program confidently

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

Teachers are using all resources available with the program.