

Wyoming School Comprehensive Plan

Ralph Witters Elementary



Thermopolis, Wyoming
Laurie Graves, Principal

Updated 8/30/2016

Superintendent

Dustin Hunt

Board Chair

Tobi Johansen

2016-2017

Plan Year



PLAN SIGNATURES

are on file

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)

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)		Effective Practice
Yes	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)	
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)	
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)	
N/A	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)	
YES	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)	
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)	

All classroom education is taught by highly-qualified teachers with support from special education services, school-wide Title 1 services, the Lights On afterschool program, and Academic Opportunity, which services all kindergarten through fourth grade students.

HSCSD#1 utilizes a body known as curriculum coordinating council (CCC) to review and approve all curriculum. Curriculum is collaboratively developed within grade level teams after reviewing Wyoming State Standards.

Common formative assessments are developed by each team to measure student mastery of standards. CCC reviews and provides feedback based on learning targets that are established district-wide. District and school grade level teaching teams meet to plan the teaching and assessing of the standards. Report cards are standard based.

The teaching of the Wyoming State Standards is monitored during classroom walk-throughs, teacher evaluations, formative and summative assessments, and follow-up through Data Analysis Protocol (DAP). Students are flexibly grouped to meet their individual academic needs. Once a student is proficient on any standard they are challenged further by more rigorous instruction.

RWE students are taught the Preamble to the Constitution in music and the fourth grade curriculum covers the branches of government.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Effective Practice
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Teacher-created formative assessments are based on Wyoming State Standards and are monitored and evaluated by collaborative teams in an ongoing process. Adjustments are at the discretion of teacher teams with administrative input, and peer review. All core formative assessments are evaluated at the district level by the Curriculum Coordinating Council (CCC).

Data from the formative assessments is used to drive instruction on a daily and weekly basis. Additionally, interim assessments are administered. In grades K-8, MAP is administered Fall (baseline), Winter (growth), Spring (annual growth) and data is discussed building wide, district wide, and principal to collaborative team to ensure growth for all students. Summative assessments (PAWS and MAP) are shared similarly, but reaches the level of the board of trustees for annual reporting.

Each summer, grade-level teams work collaboratively to develop and align the curriculum, and develop assessments based on Wyoming State Standards.

Grade-level teams collaborate daily throughout the school year to make adjustments to assessments and pacing guides. Teams analyze assessment data and disaggregate results to meet student needs and guide differentiated instruction.

In addition to the Wyoming State Standards Assessments, MAP, PAWS, and DIBELS data is used systematically each year to evaluate and adjust instructional practices during grade-level and vertical collaboration.

Prior to administering each formative assessment, grade-level teams meet collaboratively to share best practices, ideas, lessons and activities. Following the assessment, teachers analyze student data through a process we refer to as DAP. This process identifies students who have not reached mastery and need additional support, as well as students who are proficient and need enrichment.

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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Teachers improve instructional strategies through the use of best practices and various professional development, such as, Whole Brain Teaching, Brain Gym, and book studies, i.e. Teach Like a Champion.

Teachers differentiate instruction based student data and students are placed in leveled groups for interventions or enrichment.

Student reflection is achieved through the use of conferencing with teachers and active engagement with review.

RWE purposefully plans for cooperative learning as appropriate.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Effective Practice
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The school leader's role and expectation from the district is that they monitor the following:

- A guaranteed and viable curriculum based upon Wyoming state standards that is target oriented, meaning that formative and common assessments are developed in conjunction with lesson plans based upon the standard. Collaboratively, the teams evaluate results and adjusts instruction accordingly.
- PowerSchool grade books are periodically reviewed to ensure alignment, grading for learning and not compliance, and desired pacing.

School leaders spend considerable time with collaborative teams discussing best practices based upon results. They complete classroom observations and evaluations to monitor and support the improvement of instructional practices of teachers which ensure student success through the use of a Professional Learning Community (PLC). This includes, formal teacher evaluations through McRel and informal teacher evaluations via walk-throughs. Recommendations for professional development are based upon this information.

School leaders collaborate with grade-level teams to ensure instruction is data-driven. School leaders facilitate the development of a schedule that will ensure protected core instruction and equitable use of staff, while allotting time for reteaching and enrichment.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Effective Practice
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Schedules have been developed to provide daily collaboration by representatives from each grade level. Specialists are included as needed. Vertical collaboration takes place weekly to guide appropriate rigor levels. This process clarifies what students need to know and be able to do. Shared knowledge is built between grade levels and supports the learning in all grades.

Teachers collaborate in grade-level teams daily, with vertical collaboration taking place weekly. During this time, teachers plan instruction, analyze student data, and group students using results from DAPs. To ensure curriculum is aligned school-wide, vertical collaboration teams will analyze student data and adjust pacing and content as needed.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	Effective Practice
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HSCSD #1 functions as a PLC (Professional Learning Community). Teachers are asked to answer four essential questions.

- 1) What do our students need to know and be able to do?
- 2) How will we know if they know it?
- 3) What will we do if they don't?
- 4) What will we do if they do?

When building common formative assessments (before instruction begins) teachers post the "I can" statements that can be understood by students. Teachers and students understand that the students' work will reflect their knowledge or ability. Enrichment or interventions are delivered to ensure mastery.

RWE uses a standards based report card. Staff shares with parents what the students need to know and be able to do to be academically successful in the current year and following years.

At RWE instructional processes are supported by:

- Protected Instruction
 - 90 minutes for reading
 - 60 minutes for math
- Intervention time
 - 30 minutes for reading, math, and writing

- Professional Development
 - Whole Brain Teaching
 - Teach Like A Champion
 - Quantum Learning
 - Brain Gym

Mentoring, Coaching and Induction (3.7)

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

Acceptable

YES

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

Facilitators assist with the instruction of math and reading curriculums, grading practices, balanced literacy, and data review. Our math facilitator has taken a leading role in unifying effective grading practices and peer review of formative assessments in collaboration with the Curriculum Coordinating Council.

RWE staff uses DAPs to support the process of learning together. Teachers also attend trainings outside of the school district and return to train the staff at RWE. Non-continuing contract teachers are paired with a mentor teacher for support throughout the year.

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. [\(3.8 Rubric\)](#)

Effective Practices

YES

Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

The district strives to partner with all stakeholders. Parents and community members have multiple opportunities throughout the year to be involved in school activities, functions, and decision making.

Opportunities for parents to be informed about their child's education include:

- Back to School Night
- Parent/Teacher Conferences
- IEP Meetings
- Family Nights

- Student Improvement Team (SIT) Meetings.

Parent representatives serve on the Site Council and Curriculum Coordinating Council. They are invited to attend consolidated grant stakeholder meetings, calendar committee meetings, and administrative hire meetings. Parents are also invited to address the Board of Trustees during the public comment section of regular school board meetings.

Opportunities for parents to partner in their child's education include volunteer programs, Lights On Afterschool Program, family nights, community book fair, health fairs at all levels, and SPARK a FIRE Home Reading Partnership. The district is host to the model state program for early childhood. Through our early childhood liaison program parents, daycares, and preschools work collaboratively to determine kindergarten readiness.

Additionally, RWE sends home a weekly newsletter (Bobcat Brief) to update, inform, and celebrate school events and student accomplishments. This newsletter goes home in the school-wide Thursday Folder, which allows parents and teachers to have an open-line of communication.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (3.9 Rubric)	Acceptable
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At the elementary level, individual classroom teachers are the first advocate for the students followed by the Student Improvement Team (SIT), counseling team, and an IEP team, if needed.

Ralph Witters Elementary school is divided into fifteen classrooms of sixteen or less students. Students have a classroom teacher who ensures that they receive the support and programming needed for success. Teachers partner with parents and/or guardians, building relationships to foster growth in academic and social/emotional skills. This includes advocating as needed for support personnel and access to a school-wide counselor. Counselors provide social skills groups, individual counseling and emergency emotional support in instances of community tragedy.

The Student Intervention Team (SIT) meets weekly to offer support for students who are struggling, either academically or with social/emotional needs. The team offers suggestions and new strategies to help the student achieve success.

Grading and Reporting (3.10)

Grading and Reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. [\(3.10 Rubric\)](#)

Acceptable

RWE report cards are standards based. Parent attendance at fall parent/teacher conferences was 98%. All teachers discussed grading practices and student progress.

CCC has built a core of shared knowledge around best practices for grading that include prompt feedback, appropriate weighting, learning reflected grading, and Wyoming State Standards mastery. Progress is being made to ensure K-12 availability of grades in PowerSchool. Instructional facilitators have been utilized to calibrate coding to the Wyoming State Standards, elimination of compliance grading, production of citizenship (behavior, compliance) reporting separate from measurement of learning. Reporting will be synonymous with grading because both practices will reflect mastery of skill by students.

Each grade level has a defined grading scale which measures students' content and knowledge. Kindergarten through fourth grade scores students on a 1-4 scale. A score of '4' is evidence of advanced skills, '3' is proficient, '2' is basic and '1' is below basic.

PowerSchool grade reporting software is used so that parents can electronically access students grades and records. Parents also receive quarterly standard-based report cards along with two parent/teacher conferences, with fall conferences obtaining 98% parent attendance.

Formative assessments have been created based upon the Wyoming State Standards. Each grade level team has identified the standards they deem as essential. Essential learning outcomes are placed within a pacing guide for grade-level teams to follow. Vertical collaboration takes place weekly, and allows teachers to meet across grade levels to align the curriculum and evaluate rigor.

Professional Learning (3.11)

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

Effective

YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to bloodborne pathogens. (Wyoming)

Research indicates that the most powerful tool for improving schools is continuous, job-embedded learning for educators. The district embraces this research and utilizes Professional Learning Community (PLC) structure, in which team members are given time each day to co-labor around four essential questions.

- 1) What do we want students to know and be able to do?
- 2) How do we know if they know it?
- 3) What do we do if they don't?
- 4) What do we do if they do?

In particular, questions three and four should result in reflective discussions between collaborative team members about the most effective way to get results for students. Sometimes there is no good answer and we make note and bring that discussion to the administrative level so that professional development, including model school visits can help answer those questions for us. However, more times than not, the expertise to find the best practice to help our students is located within our own hallways.

Staff participates in daily collaboration through PLC groups. Additional, ongoing training is provided to improve instruction, student learning, and a positive learning environment. Ongoing training includes book studies, guest speakers, district-wide professional development, professional education conferences, technology workshops, teacher mentors for non-continuing contract teachers, instructional facilitators, child welfare training (ie. MANDT, suicide prevention, bloodborne pathogens), Read 180 training, summer curriculum training, Balanced Literacy training, 8-Math Practices, and support of advanced education.

Weekly team meetings focus on student data and essential outcomes. We are paying close attention to our at-risk and special needs students when looking at data and determining interventions. Rubrics and common assessments are used to evaluate student knowledge in order to target instruction.

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)

YES	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
Yes	The school meets the educational needs of historically underserved populations. (Federal)

The RWE schedule includes a thirty-minute intervention time in reading and math. The intervention time is provided daily as an intervention for all students with certified teachers and paraprofessionals, as appropriate.

Extended school-day intervention includes tutoring opportunities after school with the student's certified teacher and Lights On staff. Extended school-year opportunity is based on student data and is provided through Bridges funding in the form of summer school. Extended school-year services are available for all students that have need in their IEP. After School Lights On Program provides additional support with homework club for those students needing additional help.

Classroom teachers use formative assessments, which when entered into the DAP, identify students in need of reteaching or enrichment in core areas such as math and reading. Additional ways to assist students in need of reteaching or enrichment include:

- Tutoring Opportunities
- Lights On Afterschool Program
 - Partners with teachers, extended school year, summer school, in class core workshop time, reading specialists, special services, and small group pull out instruction.

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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At RWE, data drives instruction. After assessments are completed, data is collected and analyzed. This is done through the process of Data Analysis Protocol. Each grade-level team uses the DAP to design, implement, and evaluate instruction and student learning. This process is used with MAP, DIBELS, PAWS, and all Common Outcome Assessments.

DIBELS data is reviewed school-wide three times per year. Any students identified as “intensive” are progress monitored every ten days of instruction. The data is used to group students and identify focus areas for reading workshop.

The CORE Phonics Survey is used Kindergarten through third grade. This assessment also drives phonics-based instruction and interventions.

The HSCSD#1 district assessment system has been created and maintained with a variety of stakeholders in the process. Teacher created local common assessments are built in accordance with Wyoming State Standards. Those assessments are reviewed by the collaborative team as well as a vertical content area team. Finally, they are presented to the district Curriculum Coordinating Council. Grades reflect the outcomes of mastery for students on the developed assessments. In grades K-8, the additional assessments that are evaluated regularly are the district writing assessment, MAP (Fall, Winter, Spring) and PAWS. All local common assessments are the tools of the instructors and adjustments may be made when necessary, with final approval coming from the curriculum coordinating council.

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

RWE grade-level teams collect and continuously review data such as MAP, DIBELS, Core Phonics Survey, Component and Outcome Assessments, District Writing Assessment and PAWS. The Data Analysis Protocol allows for regrouping, re-teaching, intervention and adjusted instruction. As we work in grade-level and vertical collaboration teams, trends are analyzed through MAP (three times per year) DWA, DIBELS and PAWS data, and adjustments are made in instruction, assessment and organization of curriculum. This is in addition to formative assessments.

RWE functions according to the principles of a Professional Learning Community (PLC). It encompasses three big ideas:

- 1) Learning is the fundamental purpose
- 2) A collaborative culture
- 3) A focus on results

Teachers and students benefit greatly in their practice from daily collaboration around the four essential questions:

- 1) What do we want students to know?
 - a) Common formative assessments aligned closely with Wyoming State Standards
- 2) How do we know if they know it?

- a) Common formative assessments
- 3) What do we do if they don't?
 - a) A pyramid of interventions, individualized to students' specific needs based on data by skill
- 4) What do we do if they do?
 - a) Application and depth of knowledge on the skill being taught taken to a deeper level

Additionally, other sources of data are shared at the collaborative team level via the principal and the staff. The principal and superintendent share DIBELS (elementary), MAP and PAWS data.

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

RWE staff uses multiple forms of data to analyze curriculum and assessments. Grade-level teams collaborate four times per week to interpret and evaluate student data through Data Analysis Protocols (DAPs). Teachers and support staff meet once per week through vertical collaboration to analyze assessments and increase rigor.

Throughout the year, teachers and support staff create SMART Goals to increase student proficiency in identified areas. School staff meet three times per year to evaluate and interpret data results from DIBELS and MAP.

Kindergarten through second grade teachers and support staff meet with trained DIBELS Progress Monitors to evaluate student performance and adjust student groupings. Third and fourth grade teachers and support staff meet to evaluate and analyze PAWS data and refer to PAWS Blueprints to align curriculum and create Essential Learning Outcome assessments.

HSCSD#1 functions according to the principles of a Professional Learning Community. It encompasses three big ideas:

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- 1) What do we want students to know?
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 - a) Common formative assessments
- 3) What do we do if they don't?

- a) A pyramid of interventions individualized to students' specific needs based on data by skill
- 4) What do we do if they do?
 - a) Application and depth of knowledge on the skill being taught taken to a deeper level.

The cycle described above is how we do business at HSCSD#1.

Additionally, other sources of data are shared at the collaborative team level via the principal and the staff. The principal and superintendent share DIBELS (elementary), MAP (elementary/middle) and PAWS (grades 3-8), ACT Suite (grades 9-12), which provide triangulation of data for all staff. Discussions focus on results and accountability for all staff to meet all targets.

Within our Data Analysis Protocol (DAP), all teams ask the following questions:

- 1) What is an area where our (team) students struggled?
- 2) Where is an area where my (classroom) students struggled?
- 3) What do we think are the causes?
- 4) How will we provide additional time and support?
- 5) Are there any techniques that my colleagues used that received particularly good results?

All staff members have attended professional development with Dr. Louis Cruz and Dr. Anthony Muhammad. All staff members have been trained in the method of data analysis as outlined by Dr. DuFour in his book, Learning by Doing.

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
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HSCSD#1 functions according to the principles of a Professional Learning Community. It encompasses three big ideas:

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- 2) A collaborative culture
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Teachers in HSCSD#1 benefit greatly in their practice from daily collaboration around four essential questions:

- 1) What do we want students to know?
 - a) Common formative assessments aligned closely with Wyoming State Standards
- 2) How do we know if they know it?
 - a) Common formative assessments
- 3) What do we do if they don't?

- a) Workshop for reading and math is utilized each day for Reading/Language Arts and Math.
- 4) What do we do if they do?
 - a) Application and depth of knowledge on the skill being taught taken to a deeper level.

The cycle described above is how we do business in HSCSD#1.

Additionally, other sources of data are shared at the collaborative team level via the principal and the staff. The principal and superintendent share DIBELS (elementary), MAP (elementary/middle) and PAWS (grades 3-8). Discussions focus on results and accountability for all staff to meet all targets.

RWE looks at school-wide data (MAP, DIBELS and PAWS) three times per year, to determine school success. Data is displayed and reviewed by grade-level teams to make the necessary adjustments to curriculum and student groupings. Pacing plans, along with Essential Learning Outcomes (ELOs) are used to guide our curriculum during the year. Discussions focus on results and accountability for all staff to meet all targets.

Vertical collaboration around the above data and discussions during curriculum building are the methods that the district uses in order to ensure success for students at the next level. Staff utilize this time to ensure that essentials for the next grade level are met and are part of the targets put before our students.

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
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We function with the principles of a Professional Learning community. This requires that administrators spend considerable time participating and observing data driven discussions within collaborative teams. Administrators coordinate interim and summative data by grade level, building, and content area specific data to be presented at various stakeholder meetings. These meetings include, but are not limited to leadership team meetings, staff meetings, administrative team meetings, CCC meetings, board presentations, consolidated grant stakeholder meetings, parent conferences and community organization meetings (Kiwanis, Rotary, Prevention Coalition, Hospital Board). Finally, the district prepares an annual report to the community which is distributed as an insert to the local newspaper. The annual report is a comprehensive view of district data, primarily student learning, but all other facets of the district are shared as well.

School leaders share comprehensive information regarding student learning to all stakeholders through multiple forms of communication. This is done through mail, email, on social media, and in parent meetings. All data and goals are displayed for the public to view and have a readability appropriate for all

stakeholders. School improvement goals and activities are shared with stakeholders for comment and are reviewed yearly to drive implementation and community support.

Additionally, Ralph Witters Elementary has a Site Council meeting monthly, made up of one parent from each grade level and other community members. This group focuses on school improvement, student learning, support systems available, and parenting information.

Teaching and Learning Improvement Plan

RWE Goals

- Achieve “Exceeds Expectation” for 2016-2017 in Wyoming Accountability Measures
- Increase or maintain MAP/PAWS proficiency numbers each year by cohort groups
- Increase the number of students in the 80th percentile on MAP

All of these are monitored by the SMART Goals grade-level teams created at the beginning of the school year using current student data.

Strategies (Processes) to Implement the Intervention	Responsibilities	Resources	Benchmarks/Timeline
Whole and small group instruction with specific targeted skills	Classroom teachers, support staff, special education teachers, reading specialist	Odyssey, Reflex Math, IXL Math, Common Core curriculum, Open Court Intervention, Scott Foresman Early Reading Intervention, Outcome assessment data, MAP data, DIBELS data	Outcome assessments and retakes, MAP/DIBELS data 2015-2016 school year; ongoing
Reading and math workshop	Classroom teachers, support staff, special education teachers, reading specialist	Odyssey, Reflex Math, IXL Math, Common Core curriculum, Open Court Intervention, Scott Foresman Early Reading Intervention, Outcome assessment data, MAP data, DIBELS data	Outcome assessments and retakes, MAP/DIBELS data 2015-2016 school year; ongoing
Professional development	Certified teachers, administrative team	Funding	Ongoing
Define targets aligned to PAWS Blueprints and Essential Learning Outcomes.	Classroom teachers, special education teachers	Common Core flipcharts PAWS Blueprints District curriculum Assessment binders	Summer curriculum work Daily grade-level collaboration Vertical collaboration

Refine outcome assessments to correct verb alignment in order to meet Wyoming State Standards			
Immediately following each MAP assessment, teachers will analyze student growth in collaboration.	Collaborative teams at all grade levels, principal	MAP Reports from the NWEA Website.	Fall, winter, spring MAP assessment windows
Identify priority academic vocabulary Teach vocabulary explicitly and include on assessments	Classroom teachers, support staff, special education teachers, speech/language pathologist, reading specialist, principal	Common Core vocabulary resources Outcome assessments Common Core flipcharts PAWS Blueprints	Ongoing

We will know we were successful based upon our SMART Goals, created and monitored collaboratively by each grade-level team.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Acceptable
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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HSCSD#1 shares and displays their mission/vision statement.

"HSCSD # 1 will inspire students, staff and community to be the recognized educational leader in the state of Wyoming."

We believe in:

- *Learning as the fundamental purpose for our work*

- *A collaborative culture in which we learn together*
- *A focus on results*
- *Partnerships with parents & community*
- *Ensuring that all students are prepared for any path they choose*

As part of the academic program policy, the mission/vision statement is reviewed annually and includes stakeholders from all walks of the school community. In 2012, it was determined that the mission/vision was in need of revision. An outside facilitator collaborated with students, parents, community members, school personnel, and members of the board of trustees to revise the mission/vision statement.

Additionally, the Board of Trustees, in conjunction with the administrative team, participates in an annual retreat that examines data and the current reality that exists in the district. Following these discussions, the board sets annual leadership goals and determines if the mission/vision statement still supports the success of all students in HSCSD#1.

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

RWE leadership and staff are committed to a culture that is based on shared values and beliefs about teaching and learning. Our top priorities are student learning, a collaborative culture, using academic data to drive instruction and partnership with our community. RWE school SMART goals are created to support the district values.

Our grade-level collaborative teams work together to ensure that all classrooms are provided an equitable learning opportunity. Each collaborative team has interdependent members which provide accountability to accomplish established goals with student learning. The use of common formative assessments based on the Wyoming State Standards, with added administration guidelines and a discussion about what proficiency looks like in student work, lead to an equitable experience for all students.

Our curriculum building process is similar amongst all staff. The use of common formative assessments based on the Wyoming State Standards with added administration guidelines and a discussion about what proficiency looks like in student work lead to an equitable experience for all students. Our goal is to eliminate accepted practices of the past “educational lottery” in which a student’s luck of the draw with teachers determined their learning outcomes. Within our PLC system, many things are tight, but common formative assessments in which our collaborative teams break down data is a pillar of our improvement efforts and something we value for student learning.

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)
YES	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)

HSCSD#1 functions as a Professional Learning Community which is the premier way to ensure continuous improvement in schools. Teacher-created common formative assessments ensure all efforts within the classroom are toward mastery of skill. Administrators hold tight that collaborative teams evaluate these common assessments in daily collaboration and use the data to drive instruction, provide intervention, provide enrichment, and learn together how best to serve students. It is the job of the instructional leaders to consistently keep relevant data on the minds of the collaborative team to better generate instructional improvement and fill skill gaps for students.

Artifacts including sample common assessments, Data Analysis Protocols, intervention documentation, review of grading criteria/best practices are reviewed weekly by the administrative team to ensure that school improvement efforts continue at all times.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)	Acceptable
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YES	The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)
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HSCSD#1 Board of Trustees review policies at each monthly meeting to ensure that each policy continues to meet the needs of the district. The Board of Trustees adopted a mission/vision statement that is reflective of the three big ideas of a PLC, and the Board reviews data every month during its regular board meeting as to the progress of school improvement.

In areas where more growth is needed based on the data, the Board accepts and supports professional development for all staff in their area of need. The Board of Trustees have also engaged in multiple forms of board improvement including, but not limited to, attendance of state school board conference, attendance of national school board conference, attendance of leadership workshops, attendance of Professional Learning Community Institute, and Board of Trustees book study.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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HSCSD#1 Board of Trustees is committed to students and their learning and they possess a strong knowledge of school operation as it pertains to PLC and their role in facilitating success. Annually they perform a self-evaluation based on the pillars of good boardsmanship. Each month they review an operating principle/collective commitment and reflect on their performance to said commitment. They also attend an annual board retreat where they set goals based on climate, culture, data, community perception and set goals toward improvement.

To avoid conflict, the Board of Trustees has established a set of norms that they maintain adherence to in order to be efficient and respectful during meetings. This, coupled with Robert's Rules of Order, make for open discussion that confront truths whether the news is favorable or unfavorable. The Board of Trustees has established an induction process for new members that commits all members of the board to revisit district beliefs, history, policy and culture in two additional informational only board meetings. Following the meetings, the Board of Trustees hosts a facilitator to cover the collective commitments and operating principles to give board members a strong connection to how we do business.

Finally, if issues arise, the Board of Trustees convenes a special meeting to improve communication and review norms and operating principles.

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

Through review of the operating principles established by the Board of Trustees, the Board maintains its focus on policy and commitment to community with student learning as the primary basis for decision making. Day to day operations are at the discretion of the administrative team while following the policies and procedures of HSCSD#1, with final approval from the board on items required by statute such as hiring/termination of certified personnel.

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

RWE functions according to the principles of a PLC. Collaborative teams work to build formative assessments that measure the Wyoming State Standards and establish a high level of rigor. Those collaborative teams work interdependently to achieve SMART Goals for which they are mutually accountable and they meet with their principal to constantly examine their currently reality as it pertains to student data. A focus on results for student learning is critical for accountability.

Each of the buildings have participated in research-based book studies that encourage innovation and with administrative support they have the ability to teach, try new techniques, and plan without fear. The backbone of this culture is collaboration with agendas and a growth mindset for collaborative meetings in all buildings daily. Collaboration has continued to improve in recent years and, most recently, vertical collaboration creates accountability across grade levels and content areas.

Stakeholder Engagement (2.5)

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

Acceptable

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)

The district prides itself in being engaged with the community and parents. Parents and the community have multiple opportunities throughout the year to be involved in school activities, functions and decision making.

Opportunities for parents to be informed about their child's education include:

- Back to School Night
- Meet Your Teacher Night
- Parent/Teacher conferences
- IEP meetings
- Student Improvement Team meetings
- Internet safety trainings

Opportunities to provide input on decision making within the district include:

- Site Council
- Curriculum Coordinating Council
- Consolidated grant stakeholder meetings
- Calendar committee meetings to set school year calendars
- Committee to hire new administrators
- Invitations to address the Board of Trustees during public comment section of regular school board meetings

Opportunities for parents to partner in their child's education include:

- Parent volunteer program
- After School Lights On Program
- Family nights
- Community book fair
- Health fairs at all levels
- SPARK a FIRE Home Reading Partnership
- 4th grade Yellowstone National Park

The district is host to the model state program for early childhood. Through our liaison program parents, daycares, preschools all work together to determine kindergarten readiness and provide support to community and parents for our youngest students.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.
[\(2.6 Rubric\)](#)

Acceptable

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)

We function under the principles of a PLC. While we do evaluation to meet statute and give feedback to leaders and staff, research indicates that it is not the primary method to improve instruction. Most times the individual being evaluated has significantly more expertise in the content area than the evaluator. We rely heavily on collaboration between individuals with similar knowledge base and certification. The evaluative process becomes important to emphasize a focus on results for student learning and maintaining what is non-negotiable in our PLC community. Additionally, the evaluative process creates formal meetings within deadlines to have crucial conversations, but the expectation at HSCSD#1 is that discussions about instruction are constant and supported by student learning data.

Leadership Capacity Improvement Plan

GOALS:

- Achieve “Exceeds Expectation” for 2016-2017 in Wyoming Accountability Measures
- Increase or maintain MAP/PAWS proficiency numbers each year by cohort groups
- Increase the number of students in the 80th percentile on MAP

All of these are monitored by the SMART Goals grade-level teams created at the beginning of the school year using current student data. Grade-level SMART Goals are attached.

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (4.1 Rubric)	Acceptable
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YES	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
YES	Instruction is provided by highly qualified teachers (Federal)
YES	Paraprofessionals meet the requirements of ESEA (Federal)

HSCSD#1 has a vigorous recruiting plan and protocol for hiring all staff. Administrators and supervisors spend considerable time at teacher fairs where the district has successfully recruited high-quality applicants. Staffing is primarily determined by close adherence to a Wyoming funding model and available federal resources.

Special education staff numbers and their qualifications are primarily determined by annual IEP needs. It is particularly important for the district to review average daily membership trends to prepare for the coming year.

The Board of Trustees, as well as the administrative team, follow their philosophy to:

- Recruit and retain high-quality staff
- Provide competitive salary and benefit packages
- Create a rewarding and professional school culture

In adherence to the Professional Learning Community Model, RWE teachers collaborate forty minutes, four days per week. This time is used for analyzing data, creating assessments, discussing students, and aligning curriculum. This protected time is also essential to create a sense of belonging for all team members.

In addition to collaboration, non-continuing teachers are assigned a mentor teacher to support them in their first years at Ralph Witters Elementary.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	Acceptable
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YES	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 • Full Day Kindergarten – 900 hours • Elementary – 900 hours
YES	On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, 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.
YES	The following days are appropriately observed: • 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	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintain accurate time/effort logs. (Federal)
YES	Activities approved for federal funding are completed within the approved time period. (Federal)

The school district calendar is set with input from representatives of different stakeholder groups, such as teachers, support staff, parents, and community members. This calendar meets all state statutes.

Material resource budgets are developed with equality. They are aligned with district goals in mind. Fiscal resources are determined by the Wyoming funding model in conjunction with available grants and federal funds. District administration, various staff members, in conjunction with board of trustees advocate for continued sufficient educational funding with the Wyoming legislature. During the

budgeting process, the role of the superintendent in HSCSD#1 is to ensure alignment of allocated resources to district developed goals based on data.

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)

The custodial and maintenance departments take great pride in the appearance and safety of the buildings. The maintenance department maintains an aggressive approach to the improvement of all facilities and relies on the school facilities commission rating system to ensure that needs are met. The

district also maintains a crisis plan that includes drills with a wide variety of incident preparation. The district has plans to utilize considerable major maintenance funding to upgrade security across the district in the upcoming year.

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)	Effective
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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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HSCSD#1 considers itself a leader in technology. The elementary building empowers teachers to utilize multiple forms of technology to access information. Each classroom teacher has a Hitachi Board to support student engagement and interaction with technology. All RWE classrooms are equipped with one-to-one media devices.

In conjunction with technology, the district employs one certified librarian and two trained paraprofessionals who carry out the duties in the other two building libraries. The combination of technology, annual subscriptions to software, library materials and integrated teaching practices for finding information make this a strength for the district.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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YES	The school has implemented the district technology plan. (Wyoming)
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RWE established a technology committee made of teachers from each grade (K - 4) to meet the needs of all learners. This group reviews the technology plan and revises yearly. Kindergarten through second grade students utilize iPads, while third and fourth grade students use Chromebooks. All general education classrooms have a Hitachi Board to enrich student instruction.

The district network director is forward thinking and carefully monitors trends in the needs of education technology. The district technology director is a recognized Google Educator and works hard to provide an ever-growing variety of resources for the implementation of technology into instruction.

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)	Needs Improvement
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We function according to the principles of a Professional Learning Community. One of the primary functions within such a community is to closely monitor the needs of all students, not just in terms of academics, but overall well-being. Within each of the buildings, Student Improvement Teams (SIT) are available and convene weekly, if needed, to address student concerns. Interventions and circumstances are tracked using Mileposts software and available to relevant team members.

Should a student need greater support, the district’s counseling team is also available to meet their needs. Success of these interventions is tracked via the protocol within the student improvement team to revisit at a later date to ensure success. The counseling team collaborates on a regular basis to ensure the needs of students transitioning between buildings are still reviewed and met. All 504 plans are annually reviewed by the counseling team to ensure appropriateness and safety.

RWE has a counselor that is shared with TMS along with a district-wide psychologist. They partner with the classroom teacher and parents to support the physical, social, and emotional needs of all our students. Social skills lessons are presented at least once a month to all students by grade level and taught by the counselors.

Ralph Witters Elementary School is divided into fifteen classrooms of sixteen or less students on average. Students have a classroom teacher who ensures that they receive the support and instruction needed for success. Teachers partner with parents and/or guardians to build relationships to foster growth in academic and social/emotional skills. This includes advocating as needed for support personnel and access to a school-wide counselor. Counselors provide social skills groups, individual counseling, and emergency emotional support in instances of community tragedy.

The Student Intervention Team (SIT) meets weekly to offer support for students who are struggling either academically or with social/emotional needs. The team offers suggestions and new strategies to help the student achieve success.

We strive to meet the needs of all our students. We have identified this as an area that needs improvement to meet the emotional and social needs of all our students because of the increasing demands of mental health issues, a struggling economy, and increase in the number of high needs students.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Acceptable
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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)

School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, and educational needs. We function according to the principles of a Professional Learning Community.

Using a variety of data, including common formative assessments, interim assessments such as MAP, and summative assessments such as PAWS, struggling students are identified for intervention.

As part of that intervention, students receive support to address skill gaps. Additionally, if a student struggles for reasons that are not academic, the Student Improvement Team and the parents work together to provide the necessary counseling or direction to resolve the issue.

Program evaluation is individualized for each student and monitored by the classroom teacher. Program evaluation is individualized for each student, and the team works under the umbrella statement of “whatever it takes”. Program evaluation is individualized in this way and ensures that the student needs will eventually be met.

Resource Utilization Improvement Plan

GOALS:

- Increase student academic performance through improved student mental and social well being.
- Utilize resources and training for continual improvement to meet student needs. This includes use of time and continual growth of all staff.

MEASURES AND METHODS (INTERVENTIONS):

- Investigate resource allocation for improved services.
- Collaborate and cooperate with city, county, and state entities to improve resources.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Pilot "life coach" position at TMS	January 2016	\$12,000	Discipline and Academic Warning List data
Review data followed by cost-benefit analysis	March 2016	Administrative team and Board of Trustees	Quantitative and Qualitative data
Meetings with legislative representatives to discuss funding opportunities	Fall 2015	Administrative team	Legislative action
Meetings with city, county and state entities to discuss local resources	Spring 2016	Administrative team and counseling team	Updated list of resources
Calendar created for RWE that protects core instruction time and schedules personnel as appropriate to meet RWE student needs.	Spring 2016	Classroom teachers, support staff, special education teachers, reading specialist, principal	MAP, PAWS and ELO Assessment data
RWE has established a technology team to determine best use of technology funds and materials.	Reviewed yearly	1 grade-level representative, principal and computer teacher	Reviewed yearly and survey results are analyzed

Teach Like a Champion Book Study, available to all teaching staff, including Paras.	2014-2015 school year	Purchase of book, morning meetings and classroom implementation	Classroom observation by principal, peers and meetings.
Energy Bus purchased for all staff for summer reading in 2015 and for all new staff in 2015-2016 school year.	Winter 2015	Purchase of book	Positive culture of building as identified by AdvancEd survey. Continued success will be determined by climate survey.

By fall of 2016, cost benefit analysis should be complete. We should be working in cooperation with other entities to improve this. We will have secured funding for the Life Coach position. A job description for Life Coach will be established. We will attempt to replicate the success of the pilot at all three schools.

RWE Grade-Level SMART Goals

RWE Student Achievement SMART Goal-Setting Worksheet

School: RWE Team Name: Kindergarten

Team Members: Bethany Webber, Lacey Shaffer, and Stevie Haughian

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
36/43 Kindergarteners will be able to count by 1's and 10's, write, and sequence to 100. They will be able to represent numbers within a range of 1-20. By May 27, 2016, 84% of kindergarteners will hit the target math score on MAP of 159.	1. Teach the Origo Stepping Stones program with fidelity. 2. Utilize math workshop time to practice, review, and/or reteach. 3. Collaborate weekly with grade level teachers to check student progress (math). 4. Collaborate weekly with reading interventionists to check student progress and groupings. 5. Teach the math curriculum with fidelity. Keep it game based. 6. Utilize math workshop time to practice math skills. 7. Collaborate weekly with grade level teachers to check student progress (math).	Classroom teachers	May 27, 2016	1. Module assessments 2. Lessons and games using counting cardinality. 3. Collaboration minutes, outcomes assessments. 4. Collaborate minutes, progress monitoring data. 5. Outcome assessments. 6. Lessons and games using data; differentiation; leveled grouping. 7. Collaboration minutes, outcome assessments.

RWE Student Achievement SMART Goal-Setting Worksheet

School: RWE Team Name: Kindergarten

Team Members: Bethany Webber, Lacey Shaffer, Stevie Haughian, and Amy Ready

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Reading: By May 27, 2015 kindergarten students will score 159 on Reading MAP. 36/43 students will know all letters, letter sounds, read CVC words, and be fluent on 85% of all Open court K sight words.	1. Teach the reading program with fidelity. 2. Utilize reading workshop time to practice letter recognition. 3. Collaborate weekly with reading interventions to check student progress and grouping. 4. Phonic screen quarterly, unless student is intensive; assess monthly.	Classroom teachers Classroom teachers and reading interventionists	Daily: May 27, 2015	Letter identification assessment Phonic Screener. Lessons and games using letter recognition. Spreadsheet in GoogleDocs tracking letter recognition data.

RWE Student Achievement SMART Goal-Setting Worksheet

School: Ralph Witters Elementary Team Name: First Grade Team

Team Members: Ciz, Cordingly, Holm

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: According to Fall 2015 Math MAP scores, 39% of first grade students did not obtain a benchmark RIT score of 163. Our SMART Goal: By May 2016, 100% of the first grade students will score a benchmark RIT score of 179 as measured by Math MAP.	Curriculum: 1. As a team, we will continue to follow the Common Core First Grade Essential Learning Outcomes and Pacing Guide. 2. We will continue to use small group instruction during workshop, designed around student needs as shown by daily observation and the First Grade Common Core math assessments.	All first grade teachers, special education teachers	May 2016	1. Outcome assessments 2. Daily teacher observation 3. NWEA MAP assessments

RWE Student Achievement SMART Goal-Setting Worksheet

School: Ralph Witters Elementary Team Name: First Grade Team

Team Members: Ciz, Cordingly, Holm

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: According to Fall 2015 Reading MAP scores, 21% of first grade students did not obtain a benchmark RIT score of 160. Our SMART Goal: By May 2016, 100% of the first grade students will score a benchmark RIT score of 177 as measured by Reading MAP.	Curriculum: 1. As a team, we will continue to follow the Common Core First Grade Essential Learning Outcomes and Pacing Guide. 2. We will continue to use small group instruction during workshop, designed around student needs as shown by daily observation and the First Grade Common Core reading assessments. 3. We will teach the reading program with fidelity.	All first grade teachers, K-2 reading specialist, and special education teachers	May 2016	1. Outcome assessments 2. Daily teacher observation 3. NWEA MAP assessments

RWE Student Achievement SMART Goal-Setting Worksheet

School: Ralph Witters Elementary Team Name: Second Grade Kim Carswell, Dawn Peterson, Vivian Sannes

Team Members: Kim Carswell, Dawn Peterson, Vivian Sannes

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our current reality: In May of last year, 45% of our current 2nd grade students met or exceeded the RIT score of 80%. After our fall MAP test, 17% of our students were 80% or above the RIT score. Our SMART Goal: This year, 83% of our students will meet or exceed the average MAP score. Our students in the 80% RIT score will improve from 45% to 48%.	IXL is used to strengthen math concepts. Students will also be using individualized Odyssey learning paths during math workshop. Math facts in a flash is used as well. Math workshop will be utilized to strengthen students weaknesses. Teachers will analyze MAP math strands for each student to develop an individualized plan for improvement.	All members of the team.	January 2016 after Winter MAP. May 2016 final MAP results.	Increased results for all students on Winter MAP test. Odyssey will give evidence of student growth through individual concept assessments.

RWE Student Achievement SMART Goal-Setting Worksheet

School: Ralph Witters Team Name: 2nd Grade

Team Members: Dawn Peterson, Kim Carswell, Vivian Sannes, Kay Uffelman

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority #3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our current reality: In May of last year, 45% of our current 2nd grade students met or exceeded the RIT score of 80%. After our fall MAP test, 24% of our students were 80% or above the RIT score. Our SMART Goal: This year, 89% of our students will meet or exceed the average MAP score. Our students in the 80% RIT score will improve from 45% to 48%.	Curriculum: We will be using the Open Court Reading Program. Our workshop lessons will be based off of the Core Phonics Survey. We will analyze the MAP Reading strands for each student to find strengths and weaknesses. Students will also be using individualized Odyssey learning paths during reading workshop.	All members of the team.	January 2016 after Winter MAP. May 2016 final MAP results	Increased results for all students on Winter MAP test. Odyssey will give evidence of student growth through individual concept assessments.

RWE Student Achievement SMART Goal

School: RWE TeamName: 3rd Grade
 Team Members: Karissa Koehler, Brock Merrill, Jennifer Weber, Stefanie Slothouber, Carrie Ryan

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.
Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.
Priority#3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.
1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)
2) Increase the number of students achieving the 80 percentile on MAPS
3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: 78% of our students were at benchmark or above on the MAP scores in Spring 2015. 79% of our students met their math growth goals on MAP in spring 2015. Goal: 85% or more of our students will be benchmark or above on MAP. 85% or more of our students will meet their growth goals on MAP in math. On PAWS 85% of students will be proficient or advanced in math	Leveled groupings targeting individual achievement in math using workshops.	Jennifer Weber Karissa Koehler Brock Merrill Stefanie Slothouber Pam Espinoza	2015-16 school year	MAP Scores and PAWS Scores

RWE Student Achievement SMART Goal

School: RWE TeamName: 3rd Grade
 Team Members: Karissa Koehler, Brock Merrill, Jennifer Weber, Stefanie Slothouber, Carrie Ryan

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.
Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.
Priority#3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.
1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)
2) Increase the number of students achieving the 80 percentile on MAPS
3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: 80% of our students were at benchmark or above on the MAP scores in Spring 2015. 71% of our students met their reading growth goals on MAP in spring 2015. Goal: 85% or more of our students will be benchmark or above on MAP. 80% or more of our students will meet their growth goals on MAP in reading. On PAWS 85% of students will be proficient or advanced in reading	Leveled groupings targeting individual achievement in reading using workshops.	Jennifer Weber Karissa Koehler Brock Merrill Stefanie Slothouber Pam Espinoza	2015-16 school year	MAP Scores and PAWS Scores

RWE Student Achievement SMART Goal-Setting Worksheet (MATH)

School: Ralph Witters Elementary **Team Name:** 4th Grade Team

Team Members: Anna Wassing, Staci Morrison, Toby Emery, Stefanie Slothouber, Carrie Ryan, Pam Espinoza

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority#3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: 65% of third graders were proficient on MAP in the spring of 2015. 22% of the students were at the 80th percentile or above. Our SMART Goal: This year, at least 78% of our students will be proficient or advanced on MAP in May. 50% of the students will be at the 80th percentile or above.	Clarify and pace essential student learning outcomes in math using common core standards documents, the PAWS blueprint, and data. Group students according to spring third grade MAP test scores, fourth grade pretests, and fall fourth grade MAP scores. Group students for reteaching and acceleration based on essential learning outcome assessments.	All members of the team	Check in on progress after winter MAP scores. Target completion date after spring MAP scores.	Increased percentage of proficient students and students at the 80th percentile or above. Essential Learning Outcome Assessments Checkpoints

RWE Student Achievement SMART Goal-Setting Worksheet (READING)

School: Ralph Witters Elementary **Team Name:** 4th Grade Team

Team Members: Anna Wassing, Toby Emery, Staci Morrison, Stefanie Slothouber, Pam Espinoza, Carrie Ryan, Sandy Richins

District Goal(s): Priority #1: Use the PLC model to ensure that the teaching and learning culture produces desired gains.

Priority #2: Effectively engage all stakeholder groups to facilitate school improvement efforts.

Priority#3: Embrace innovative strategies to support the growth of the district.

School Goal(s): STUDENTS FIRST - Together we can keep the doors of opportunity open to our students.

1) Increase the number of students scoring proficient and advanced in MAP and PAWS each year (Cohort groups)

2) Increase the number of students achieving the 80 percentile on MAPS

3) Achieve "Exceeds Expectations" on WDE accountability measure

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Our Current Reality: 70% of third graders were proficient on MAP in the spring of 2015. 20% of the students were at the 80th percentile or above. Our SMART Goal: This year, at least 80% of our students will be proficient or advanced on MAP in May. 25% of the students will be at the 80th percentile or above.	Clarify and pace essential student learning outcomes in math using common core standards documents, the PAWS blueprint, and data. Group students for Read 180. Group students for literacy circles and fluency practice. Group students for reteaching and acceleration based on essential learning outcome assessments.	All members of the team	Check in on progress after winter MAP scores. Target completion date after spring MAP scores.	Increased percentage of proficient students and students at the 80th percentile or above. Essential Learning Outcome Assessments Checkpoints