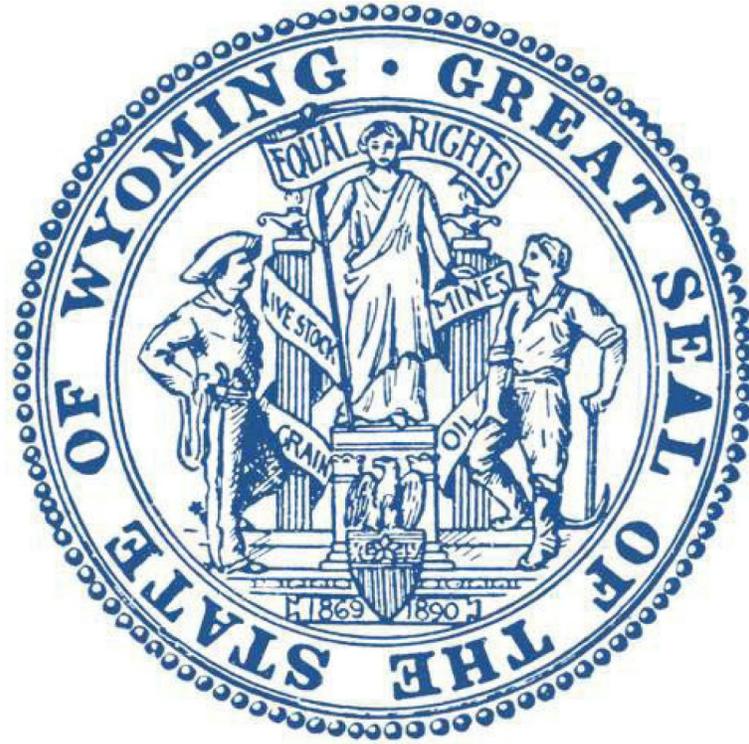


Wyoming School Comprehensive Plan

Douglas Primary School



Douglas, Wyoming
Tanya Seeds, Principal

2015-2016

PLAN SIGNATURES

Signature on file with the state

District Superintendent

Signature on file with the state

District Board Chairman

WAEA School Improvement Representative

2015-2016

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

Summary of Practices:

Douglas Primary School utilizes research-based, standard-aligned curriculum in our core areas, research-based Response to Intervention for Reading, and two specific blocks of common-assessment based differentiated instruction for Literacy and Math. Our standards-based continuum is the driving force guiding our continued high levels of learning and gauging student’s success. Through the grade level Professional Learning Community and collaboration teams, we carefully consider the progress of students to assure our instructional effectiveness, ensuring that all students develop learning, thinking and life skills that lead to success at the next level. CCSD #1 utilizes the Atlas Curriculum mapping program.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

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

Acceptable

Summary of Practices:

At DPS, our standards based continuum is reflective of the rigor with which our student learning is assessed and adjusted. Utilizing pre and post tests for differentiated Math and Literacy, AimsWEB benchmark and bi-monthly assessing, weekly Reading assessments, MAP testing and PLC-driven common assessments, and systematic analysis of data for determining instruction, we strive to offer all children successful learning environments. Our staff engages in professional development on a regular basis. Our PLC and collaboration team meetings provide opportunity to reflect upon and put into practice the professional development we have received.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

Summary of Practices:

Teachers engage students in their learning through the use of multiple instructional strategies that ensure achievement of learning expectations for all students. Teachers use instructional strategies that require student collaboration, self reflection and development of critical thinking skills during differentiated instruction, RTI reading groups, and Title reading as well as throughout the entire day. Teachers also personalize instructional strategies and interventions during these academic times. Teachers frequently use instructional strategies that require students to apply knowledge of skills learned in district mandated assessments such as MAP testing and AIMSweb testing. Common assessments are utilized to showcase skill mastery as identified on the grade level continuum which is aligned to the Common Core Standards.

Instructional Leadership (3.4)

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

Acceptable

Summary of Practices:

System and school leaders monitor and support the improvement of the instructional practices of teachers to ensure student success through, both, informal and formal evaluations and observations. Douglas Primary school uses Atlas and academic continuums to ensure curriculum is aligned with Common Core and match DPS's values and beliefs about teaching and learning. DPS offers mentoring opportunities, as well as, administrative guidance for teachers through staff meetings and trainings. Converse County School District 1 offers professional training for teachers to grow in knowledge and sound practice through PDOC classes, district-wide trainings, and professional development days which are built into the

school year calendar. Formal and informal evaluations are conducted by the principal and leadership team.

Collaborative Learning Community (3.5)

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

Effective Practice

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.

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels through RTI, PLC, staff meetings, and the weekly Lead On. Douglas Primary School teachers and administrators meet weekly for PLC's (professional learning community) where teachers discuss student needs, concerns, collaboratively plan lessons, and teachers share resources and give valuable advice. Teachers use Silverback and Powerschool as common reporting tools which can be used by support staff to gain pertinent information of students. Short and long term goals are established for specific indicators throughout the year to measure student performance as demonstrated on common assessments which are aligned on the continuum.

Instructional Process (3.6)

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

Acceptable

Summary of Practices:

Teachers implement the system's instructional process in support of student learning daily through 60 minute reading and math core times, and 30 minute differentiated instruction times, and a 30 minute writing block. Instruction is tailored to meet Common Core State Standards through math and literacy continuums and progress is tracked on the continuums each quarter. Douglas Primary School uses the Rigby, DRA, AIMSweb, Monitor the Progress, and MAP assessments to prompt modification to instruction to meet all students' needs

Mentoring, Coaching and Induction (3.7)

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

Acceptable

YES

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

Summary of Practices:

The mentoring program in place offers new certified staff either a specific mentor teacher or allows them to consider the entire body of staff their mentor, in which case they may seek instructional improvement advice from a variety of personnel. In addition, new staff is given three days of specific new staff training and mentoring before participating in the routine all staff training prior to the start of the school year. Throughout the school year new staff collaborate through monthly non-tenured meetings involving other new staff as well as leadership figures such as the principal and parent liaison officer. Training courses in a variety of instructional practices are offered throughout the year for all staff as well.

As teachers become acclimated to the school, the mentor program shifts to a program based upon the individual needs of the staff.

While classified staff do not receive formal training, they do work under certain teachers who are considered their mentor. There is a set expectation for new staff to attend new staff training and non-tenured meetings.

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?

The teachers and school engage families in their children’s education and keep them informed on their children’s learning in multiple ways. Families are informed of their children’s learning progress through parent teacher conferences and parent teacher open house night. Each year 100% of parents are present for parent teacher conferences both in the fall and spring semesters. Our school provides families with multiple engaging activities such as: Care, Share, and Prepare night; family movie night; back to school night; FEAST newsletters; Remind101; district webpage; and facebook page. Teachers also provide a weekly personal newsletter informing parents of upcoming classroom events, academic supports, and home supports. To support all parents the school supports a Facebook page as well as a district webpage full of resources and parent supports.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. [\(3.9 Rubric\)](#)

Acceptable

Summary of Practices:

The students of Douglas Primary School have many adult advocates for their educational experience. Each student has a classroom teacher, five specials teachers, an RTI teacher, title reading teacher, school counselor, and the principal. A student sees at the least three of the advocates daily.

Grading and Reporting (3.10)

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

Acceptable

Summary of Practices:

Teachers use proven instructional practices that actively engage students in the learning process. Learning within our school is aligned to our state standards as documented within our curriculum, to include lesson plans that would indicate the rigor with which our teaching is carried out. Additionally, our grade level continuum suggests that the learning that is taking place is also progressive. In order to increase the likelihood that the results of our classroom instruction is constantly improving, assessment is completed regularly and our programming is driven by the results of that data which means our teaching effectively meets the needs of individual students more effectively. If students are not making progress as expected, further adjustments in our instruction methods and delivery are made.

Feedback to students and parents is given both formally and informally and includes progress reports, report cards, communication in many forms, and parent teacher conferences.

Professional Learning (3.11)

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

Summary of Practices:

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

Teachers in each building attend professional development activities that address school improvement needs; often inviting prominent speakers in the field of education to conduct specific trainings and follow up opportunities. We also offer a number of in-service opportunities locally and on a regular basis.

As a Title I school, many literature based professional development opportunities are implemented. These opportunities include Guided Reading strategies, Rigby Running Records training, Aims-Web Progress Monitoring training, and various other reading and writing supports.

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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NO	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)

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?

Students needs are met through our special education program, Title I services, after school programming, tutoring and summer programs. Additionally, we have trained personnel to assist the neediest students in the classroom, including Paraprofessionals to assist with our English Language Learners and students on an IEP or 504 plan.

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:

The staff at Douglas Primary School has created a common-core standard based **continuum** that every teacher uses to record students’ progress. Then the teacher uses the continuum to determine what skills still need to be taught and/or practiced. Common assessments are aligned to each area or indicator on the continuum for both reading and math.

Our school uses **Aimsweb** to benchmark every student three times a year. Then students are monitored bi-weekly in the areas that they have not yet reached the benchmark. The teachers use the data collected to inform and improve their instruction.

Teachers enter all collected data into **Silverback** which allows them to track students’ progress and make informed decisions about future instruction.

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)	Effective Practice
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Summary of Practices:

Douglas Primary School’s professional and support staff are continuously collecting, analyzing, and applying our many data sources into our everyday learning. Many teams are formed to ensure this is a vital process in our student achievement. Through our assessment teams, collaboration teams, and RTI teams we are constantly looking at new data and searching for ways to improve our student learning, instruction, program evaluation, and organizational conditions that support learning. We collect data using our AIMSWeb program, MAP testing, running records through Rigby, and our DRA levels. We meet in teams to analyze that data and evaluate what is best for each student. Then, we apply it in our everyday teaching. We use Silverback to compare and analyze data that we collect every other week.

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)	Needs Improvement
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Summary of Practices:

Most certified and classified staff are trained in data analysis and intervention prescription . Our school has an RTI committee that is comprised of a representative from all grades/departments in our school. Professional development opportunities are provided to all staff however are not required. The assessment team is trained to assess students on the standardized progress monitoring tools and core curricular assessments.

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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Summary of Practices:

Each grade level team Collaborate 2-3 times per week to review and discuss student performance, growth and data analysis. The data collected includes bi-monthly progress monitoring , weekly core reading assessments, bi-monthly reading comprehension probes, and daily observations. Through this data each student is discussed to determine rate of growth, intervention/enrichment placement, progression in core reading program and lastly identification of specific needs. All RTI discussions are documented with specific notes and prescriptive student notes to closely track student planning. All information is housed in the data warehouse, Silverback.

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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Summary of Practices:

The leaders at Douglas Primary School monitor and communicate comprehensive information about student learning and school improvement goals to stakeholders. As a staff within this building student and system goals are monitored closely through data gathering several times throughout the year. The administration and instructional facilitators compile academic data through AIMSWeb progress monitoring, MAP testing, and weekly curriculum progress monitoring tracked in Silverback. Administrators and facilitators attend weekly collaboration meetings to discuss and present student data to professional learning communities. Staff compiles multiple sources of assessment data to be entered into Silverback, which in turn creates graphs, comparisons, and goals that are shared twice a year with parents during parent teacher conferences. Parents are also informed of student progress through the Parent Activities Committee twice year.

Administrators also prepare and present student achievement data at school board meetings and board retreats. Stakeholders are then able to look at 3 year trends in literacy, math, and writing. Administrators then share last year’s assessment data at professional developments

throughout the year. At the beginning of each school year, professional learning communities use the previous year's data to drive new year-long goals as a team. These goals are closely monitored at weekly PLC and collaboration team meetings, as well as specific points throughout the year during professional development.

Teaching and Learning Improvement Plan

GOAL(S):

2015-2016 Kindergarten Grade Level goals:

Semester 1:

90% of students will score 100 or better as measured on the LID.

3rd Quarter:

90% of students will score 80% or better on the Monitor the Progress as measured within Reading Street by the end of the 3rd Quarter.

4th Quarter:

90% of students will be at or above a reading level 4 as measured by the Rigby Benchmark Assessment by end of the school year.

2015-2016 First Grade Goals:

Semester 1:

65% of students will achieve the benchmark score for the RCBM as measured by the Aims-Webb winter benchmark probe.

Semester 2:

60% of students will achieve a reading level 16 as measured by the Rigby Benchmark Assessment by the end of the school year.

CCSD #1 School Board Goals: 2015-2016

#1 Goal: To Increase Student Achievement

- a. In Reading
- b. In Writing (Language Usage)
- c. In Math
- d. Implement the RTI process with consistency

#2 Goal: To Recruit, Train and Retain Excellent Staff

#3 Goal: To Improve Technology Infrastructure

#1 Goal: To Increase Student Achievement

- 80% of all students at or above 40th percentile in Reading measured by spring MAP
- 80% of all students meeting growth expectations in Reading measured by spring to spring MAP scores
- 80% of all student at or above 40th percentile in Language Usage measured by spring MAP
- 80% of all students meeting growth expectations in Language Usage measured by spring to spring MAP scores
- 80% of all students at or above 40th percentile in Math measured by spring MAP
- 80% of all students meeting growth expectations in Math measured by spring to spring MAP scores
- Implement RTI process with consistency for academics, behavior and attendance
- #2 Goal: To Recruit, Train and Retain Excellent Staff
- All new staff will be trained in LETRS modules
- Focus professional development on Reading, Math, and Writing
- Investigate daycare/preschool for district staff
- Provide substitute incentive program
- #3 Goal: To Improve Technology Infrastructure
- Increase capacity of network in DIS, DPS, DHS 1 gigabyte switch to classroom, wireless up to 300 megabytes
- Increase capacity of network from buildings to central office with fiber network up to 10 gigabytes

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Continued implementation of a foreign language component into the core instructional program.	2016-2017 School Year	Classroom teachers	Wyoming State Standards

Improve staff's ability to analyze data and prescribe interventions based on student need.	Semester 2 2016 School Year	Classroom teachers, Special Ed teachers, Leadership teams, Title	Common Core standards
Determination of proficiency on the grade level continuum based on a set rubric with alignment of skills and outcomes.	Semester 2 2016 School Year	Classroom teachers, Special ED teachers, Leadership teams, Title	Common Core standards and grade level continuum

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

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

Converse County School District #1 supports and endorses the mission of ensuring a high quality education that inspires all students to become life-long learners by providing a safe, supportive learning environment. Continuous discussion regarding the district’s mission takes place at school board meetings, building/staff meetings, and during administrative meetings. The district has a TABS (teachers, administrator, board member and support staff) committee in place that works to ensure that the district’s mission and goals are identified and pursued. CCSD#1 subscribes to keeping its stakeholders informed, therefore, the district’s mission statement is displayed in buildings throughout the district and can found on the district’s website. CCSD#1 also has a strategic plan in place which clearly identifies the district’s goals. This plan is made available to the public on the district website. In openly conveying such information, the district is providing a constant reminder of the district’s vision for its students, hence, providing a basis for decision making throughout the district.

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	Acceptable
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Summary of Practices:

Douglas Primary School supports and endorses the mission of providing each student with appropriate learning opportunities in a safe, positive environment to build the foundation for life-long learning, success and responsibility in an ever changing world. Using this mission statement as a guide, teachers, administrators, parents, school board members, and the community at large work together to do what is best for the students at DPS. DPS’s mission statement is clearly displayed in classrooms throughout the building. The mission statement is made available to the public on the school website, in the student handbook, and newsletters. The district’s TABS (teacher, administrator, board member and support staff) committee seeks input from its members as a means of developing goals that support the mission of Douglas Primary School. DPS places a high value upon parental support and input. DPS has an active PAC (parent advisory committee), hosts numerous open house and parent nights, and conducts parent surveys twice a year.

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)

Summary of Practices:

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

Our administrators and staff have created a culture that values and promotes student learning. We believe in teaching and learning that provides challenging educational programs that allow all students at Douglas Primary School to experience personal growth and success. Through the use of programs and practices such as Professional Learning Communities (PLCs), Response to Intervention (Rti), Triple Play Club (an after school program that provides additional academic support), Positive Behavior Interventions and Supports (PBIS), staff meetings, professional development plans and trainings, and the Family Engagement and School Transitions (F.E.A.S.T) program, we as a school community are able to meet the wide range of student needs that are vital in order to achieve learning, thinking, and life skills. These areas are reviewed at the conclusion of each year through the Leadership retreat and grade level retreats.

Title teachers attend all parent teacher conferences in order to discuss student growth with parents. One to two times per years the Title program supports literacy nights for parents to review the importance of reading and strategies to support this at home. At the end of each year, parents are invited to a Consolidated Grant presentation where they are encouraged to provide feedback and suggestions.

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

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)

Summary of Practices:

The Douglas Primary School's governing body establishes policies and supports practices that ensure effective administration of the system and its schools through the use of district operations and manuals that can be found on the district web page. A system of policy review is used to ensure all policies are up to date and reflective of the district's needs. The Douglas Primary School also uses several means of communication to inform stakeholders about policy revisions such as meetings and newsletters.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Acceptable

Summary of Practices:

Converse County School District #1 has a governing body that trains new board members once appointed/elected to the board, provides opportunities for board members to receive additional trainings throughout the year at state conferences and follows set agendas during meetings. Notification of meetings is adequately posted and in a timely manner with minutes made available through a number of resources.

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:

The governing bodies of both Douglas Primary School as well as CCSD1, demonstrate indicator 2.3 in numerous, well-documented ways. As a district, school performance information is shared at the yearly School Retreat in September. This retreat not only focuses on school performances but also sets goals for the upcoming school year. In February, a share out session is held to update the board on progress made during the year toward the goals that were established in September. The school itself is very effective at compiling and storing student performance data. By using programs such as Silverback the governing bodies are held accountable for student performance and made responsible for logical goal setting and improvement needs. The physical requirements and day-to-day operations are well managed by an effective chain of command and clear guidelines which appear in the school handbook (available in hard copy and online format on our district web site). Additional improvements and changes to our school can be found online in the school board meeting minutes. Staff growth and improvements are showcased by our plentiful professional development opportunities, which align with our student growth data as well as current state education standards. All of the evidence suggested above demonstrates the competency of our school leadership to effectively guide our teachers and staff on a path of continual growth and improvement. We are able to effectively compile data and implement changes to ensure student growth and success.

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:

Here at CCSD1, leadership and staff at all levels continually foster a culture consistent with the system’s purpose and direction. For instance, innovation, collaboration, shared leadership and rigorous professional growth is not only supported and encouraged, but is expected at all levels. We implement collaboration teams where shared leadership is used to discuss specific things that are working, or not working in our efforts to ensure a high quality education. Our leaders and staff continually make decisions and base their actions off what is best for the

students. Decisions and actions are aligned to the district’s purpose and direction. All staff are held accountable to help provide a quality education. Through collaboration, observations, critiques, and handing in of weekly lesson plans, our leaders and staff are ensuring it is providing a high quality education for our students. Our board makes decisions that have created our strategic plan (that can be found on the district website) in reading, writing, and math; that in turn has driven decisions on adopting and implementing new curriculums. Staff meetings are held monthly and school board minutes are posted on our district website to ensure decisions are aligned with the school’s purpose statement. Maintenance plans, technological plans, and curricular plans are all archived online and at central office to show continuous improvement plans. We continue to update curriculums including a new Reading Street program, as well as implement tools such as Silverback in an effort to continually improve our educational program. Professional development is offered in a multitude of ways throughout our district to improve all staff. PDOC classes as well as many different trainings are offered throughout the year and these opportunities are archived as well.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
NO	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)

Summary of Practices:

DPS leader effectively engages staff, parents and students in support of the school’s purpose and direction by maintaining active communication via staff meetings, PAC meetings, School Reach messages, Facebook school page for announcements, and emails as well as class DOJO. Feedback is solicited via parent and staff surveys at the beginning of school and during the year. FEAST letters are sent home regularly. Community service events are organized to support stakeholder families in need. Excellent stakeholder engagement is evidenced by increased participation in family night events and Parent Advisory Committee meetings. The parent liaison and principal creates a year calendar of all parent engagement events or activities to ensure all needs are being met and aligned to the other schools within the district.

Leader and Staff Evaluation (2.6)

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

Summary of Practices:

Certified, non-tenured formal evaluations occur two times per year. Certified tenured, formal evaluation take place once a year. Classified formal evaluations also occur once a year. Classroom walk-through evaluations along with engagement videos, co-teaching with peers are also used to evaluate teaching strategies. Evaluations are aligned with staff SMART goals and consistent evaluation forms are used for certified and classified personnel. Post-evaluation meetings occur after every evaluation between the teacher and principal. Certified evaluation calendar is distributed to all certified staff to ensure evaluations are completed in a timely manner. All staff members are surveyed at the end of each year to identify positive practices and areas of improvement.

Leadership Capacity Improvement Plan

GOAL(S):

2015-2016 Kindergarten Grade Level goals:

Semester 1:

90% of students will score 100 or better as measured on the LID.

3rd Quarter:

90% of students will score 80% or better on the Monitor the Progress as measured within Reading Street by the end of the 3rd Quarter.

4th Quarter:

90% of students will be at or above a reading level 4 as measured by the Rigby Benchmark Assessment by end of the school year.

2015-2016 First Grade Goals:

Semester 1:

65% of students will achieve the benchmark score for the RCBM as measured by the Aims-Webb winter benchmark probe.

Semester 2:

60% of students will achieve a reading level 16 as measured by the Rigby Benchmark Assessment by the end of the school year.

CCSD #1 School Board Goals: 2015-2016

#1 Goal: To Increase Student Achievement

- e. In Reading
- f. In Writing (Language Usage)
- g. In Math
- h. Implement the RTI process with consistency

#2 Goal: To Recruit, Train and Retain Excellent Staff

#3 Goal: To Improve Technology Infrastructure

#1 Goal: To Increase Student Achievement

- 80% of all students at or above 40th percentile in Reading measured by spring MAP
- 80% of all students meeting growth expectations in Reading measured by spring to spring MAP scores
- 80% of all student at or above 40th percentile in Language Usage measured by spring MAP
- 80% of all students meeting growth expectations in Language Usage measured by spring to spring MAP scores
- 80% of all students at or above 40th percentile in Math measured by spring MAP
- 80% of all students meeting growth expectations in Math measured by spring to spring MAP scores
- Implement RTI process with consistency for academics, behavior and attendance
- #2 Goal: To Recruit, Train and Retain Excellent Staff
- All new staff will be trained in LETRS modules
- Focus professional development on Reading, Math, and Writing
- Investigate daycare/preschool for district staff
- Provide substitute incentive program
- #3 Goal: To Improve Technology Infrastructure
- Increase capacity of network in DIS, DPS, DHS 1 gigabyte switch to classroom, wireless up to 300 megabytes
- Increase capacity of network from buildings to central office with fiber network up to 10 gigabytes

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Define procedures for determining parents and community stakeholder engagement partnerships.	2016-2017 School Year	Principal Parent Liaison Leadership team PAC members	Parent surveys and engagement numbers
Formalize a process to identify a needs assessment for curriculum and academic supports.	2016-2017 School Year	Principal Instructional Facilitator Leadership Team	Student proficiency outcomes

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

Review of the following criteria will be reviewed once fully implemented:

- 1. NWEA MAP scores in Reading and Math,**
- 2. Aims-Web progress monitoring in all probes based on individual reading level and compared to set standardized benchmarks,**
- 3. Review of grade level proficiency scores on the continuum (aligned with the common core standards) in both math and reading,**
- 4. Tracking number of major referrals**
- 5. Tracking percentage of days missed throughout each semester.**

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

Summary of Practices:

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

Douglas Primary School engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs through the use of a hiring flow-chart, reimbursement initiatives, PTBS Credit/level change opportunities, higher salary rate than surrounding states and the use of social committees to improve staff morale.

Sufficient Resources (4.2)

<p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)</p>	<p>Acceptable</p>
<p>YES</p>	<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)
<p>YES</p>	<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>
<p>YES</p>	<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)
<p>YES</p>	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
<p>YES</p>	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
<p>YES</p>	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
<p>YES</p>	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
<p>YES</p>	<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>
<p>YES</p>	<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?

At Douglas Primary School we meet the expectations of indicator 4.2 by the alignment of our districts budget with the district purpose and directions. We use a strategic plan showing the resources which support out district as well as the assurance that the resources are approved by district oversight. The school budget is in alignment with the school purpose and direction. We also ensure that school calendars and schedules are organized to align with the purpose of the school and the best use of resources.

Safe, Clean and Healthy Environment (4.3)

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

YES

The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

Summary of Practices:

Douglas Primary School maintains facilities, services, and equipment to provide a safe, clean, healthy environment for all students and staff by following daily, weekly and yearly maintenance schedules, practicing monthly fire and other safety drills, testing staffs knowledge of DPS safety precautions, and making sure school & district policies, safety handbooks and protocols are found in one central location in each classroom. School facilities are also updated to ensure the safety and wellbeing of the students and staff as well as to make sure all local and state laws are being followed. The maintenance personnel continuously monitor the DPS playground equipment to make sure safety standards are upheld and equipment is fully functional. Winter protocols are followed daily to ensure the safety and wellbeing of students and staff alike, alternative inside recesses are put into effect when temps or nasty weather dictates.

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

YES

Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

Summary of Practices:

Douglas Primary School demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system through the use of five year plans for maintenance issues, the technology infrastructure (computers, smart boards, I pads, Wi-Fi), books and both kindergarten and first grade curriculum. Staff are offered trainings to increase their knowledge of new technology devices as well.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. ([4.5 Rubric](#))

Acceptable

YES The school has implemented the district technology plan. (Wyoming)

Summary of Practices:

The rating of Douglas Primary School's provision of a technology infrastructure and equipment to support the teaching, learning and operational needs of Douglas Primary School is a level three.

The infrastructure, which includes the cabling, switches, access points and servers, were all updated the summer of 2015 to the most up to date materials available at the time.

The equipment provided to the staff at Douglas Primary School is effective but is not state-of-the-art equipment. All teachers received new laptop computers in the summer/fall of 2015. The laptops are equipped with the most up to date programming. Most of the Smart Boards and projector systems are approximately 10 years old. Douglas Primary School is currently replacing Smart Boards with modern state-of-the-art interactive projector systems as needed. Douglas Primary School also has up to date iPads available for classroom teachers and after school learning programs.

Douglas Primary School provides technical support staff with a designated representative on site and access to the Converse County School District #1 technical support team. The district team is not highly qualified. The technical support team has access to the highly trained professionals who built and sold the equipment and software to Douglas Primary School. Douglas Primary School works with the district technical support staff to communicate technical difficulties through an online reporting system. Once the problem is resolved, a follow up survey is sent to confirm the resolution and obtain feedback for further improvement. Douglas Primary School is included in the district's five year technology plan which will be reviewed, updated and board approved during the spring of 2016.

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

Acceptable

Summary of Practices:

As a fully integrated PBIS school, students are surrounded by positive behavior supports and lessons. These lessons are facilitated by the school social worker and found within the PBIS Handbook. Based on the RTI model, all students receive in class social skills by the social worker every other week with follow up lessons provided by the teacher. Tier 2 supports include teacher driver behavior plans, small group supports or counseling and Check & Connect student supports. Tier 3 supports fall within our Special Education Social Skills program as well as individualized counseling. All social and emotional supports are documented and tracked in the Silverback data warehouse program.

Physically, students receive one hour (2 sessions) of PE each week. They also receive a before school, lunch and am/pm recess each day for a total of 50 minutes of outside play. Throughout the day teachers integrate brain based and movement breaks between lessons and through transitions.

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)

Summary of Practices:

DPS is a fully implemented RTI school with Tier 1, 2, and 3 supports in place for academics, behavior and attendance. These supports are found within the RTI Pyramid and clearly documented within the Silverback data warehouse program.

Douglas Primary School Pyramid Response to Intervention

Each student may move back and forth through each tier depending on the success of necessary interventions. Students may be considered for **Tier 3: Intensive interventions focused on closing the gap.**

(1-5% of the student population)

<u>Academics</u>	<u>Attendance</u>	<u>Behavior</u>
<ul style="list-style-type: none"> *Additional testing with a possible special education/504 consideration *Individualized one-on-one academic tutoring *RTI student referral *Parent meeting with Student RTI Team 	<ul style="list-style-type: none"> *Meeting with parents or guardians. *Letter of concern sent warning of possible outside intervention within a semester *Possible contact with outside agency including Department of Family Services or County Attorney. *504 Plan 	<ul style="list-style-type: none"> *Additional testing with a possible special education/504 consideration *Student behavioral plan *Crisis/Safety plan *Functional Behavior Ass. *Individualized counseling *Progress monitoring on Review 360

Tier 2: Immediate and powerful targeted interventions systematically applied and monitored for any student not achieving.

<u>Academics</u>	<u>Attendance</u>	<u>Behavior</u>
<ul style="list-style-type: none"> *Students under the 40thile on MAP. *Possible placement in the Title program *Progress monitoring every two weeks *Placement in a research-based RTI intervention for 50 minutes daily (see list of interventions) *After school academic program 	<ul style="list-style-type: none"> *10% of the semester missed letter of concern sent home *Communication with parents *Positive incentive chart for students 	<ul style="list-style-type: none"> *Teacher-driven behavior plan with built in positive behavior supports *Parent meeting due to behavior concern or number of disciplinary referrals *Individualized or small group social skills with school social counselor *Check-in/Check-out *Second Steps Behavioral survey

<p>*Tutoring</p> <p>**Movement to Tier 3 after 2-3 unsuccessful research-based interventions</p> <p><i>Data points reviewed every 2 weeks</i></p>	<p>**Movement to Tier 3 after more than 10% absences per semester</p> <p><i>Data points reviewed every week</i></p>	<p>*Progress monitoring on Review 360</p> <p>**Movement to Tier 3 after 2 unsuccessful Tier II interventions</p> <p><i>Data points reviewed every two weeks</i></p>
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Tier 1: A coherent and viable core curriculum that embeds ongoing monitoring for all students.

(80-90% of the student population)

<u>Academics</u>	<u>Attendance</u>	<u>Behavior</u>
<p>*Common core academic programs including Reading Street and HSP: 60-90 minutes per day</p> <p>*Tracking of student data through standardized testing, common assessments and progress monitoring</p> <p>*Parent contact and conferences</p> <p>*Differentiated instruction</p> <p>*Student progress reports</p> <p>*Home base connections through weekly newsletters</p> <p>*Grade level PLC Team Meetings</p> <p>*Parent Teacher Conferences</p> <p>**MAP Reading 40% or below and/or below 50% on Aims-Webb benchmarking</p> <p><i>Data points reviewed every 5-6 weeks</i></p>	<p>* Information sent out to families on importance of attendance</p> <p>*Recognition of all students who maintain 98% attendance or better each semester</p> <p>*Review of attendance policy</p> <p>*Principals and counselors review attendance reports on a weekly basis and presented at PLC and RTI meetings</p> <p>* Home base connections</p> <p>*Teacher to parent contact after 3-4 absences</p> <p>**Student absences equal 10% of the semester</p> <p><i>Data points reviewed weekly</i></p>	<p>*Kindergarten Jumpstart Program</p> <p>*Classroom PBIS weekly lessons</p> <p>*Classroom social skills lessons by school counselor</p> <p>*Student expectations with set school-wide disciplinary procedures</p> <p>*Celebration Room</p> <p>*Opportunity Room</p> <p>*School-wide PBIS adoption</p> <p>*Kelso's Choice</p> <p>* PBIS classroom ladder behavior system</p> <p>* Review 360 Behavior Screener</p> <p>*Second Steps classroom lessons</p> <p>**Investigated if identified through behavior screener and/or 2 disciplinary referrals.</p> <p><i>Data points will be reviewed weekly</i></p>

We reserve the right to place students in any tier based on data collection

Assistance Needed

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

Resource Utilization Improvement Plan

GOAL(S):

2015-2016 Kindergarten Grade Level goals:

Semester 1:

90% of students will score 100 or better as measured on the LID.

3rd Quarter:

90% of students will score 80% or better on the Monitor the Progress as measured within Reading Street by the end of the 3rd Quarter.

4th Quarter:

90% of students will be at or above a reading level 4 as measured by the Rigby Benchmark Assessment by end of the school year.

2015-2016 First Grade Goals:

Semester 1:

65% of students will achieve the benchmark score for the RCBM as measured by the Aims-Webb winter benchmark probe.

Semester 2:

60% of students will achieve a reading level 16 as measured by the Rigby Benchmark Assessment by the end of the school year.

CCSD #1 School Board Goals: 2015-2016

#1 Goal: To Increase Student Achievement

- i. In Reading
- j. In Writing (Language Usage)
- k. In Math
- l. Implement the RTI process with consistency

#2 Goal: To Recruit, Train and Retain Excellent Staff

#3 Goal: To Improve Technology Infrastructure

#1 Goal: To Increase Student Achievement

- 80% of all students at or above 40th percentile in Reading measured by spring MAP
- 80% of all students meeting growth expectations in Reading measured by spring to spring MAP scores
- 80% of all student at or above 40th percentile in Language Usage measured by spring MAP
- 80% of all students meeting growth expectations in Language Usage measured by spring to spring MAP scores
- 80% of all students at or above 40th percentile in Math measured by spring MAP
- 80% of all students meeting growth expectations in Math measured by spring to spring MAP scores
- Implement RTI process with consistency for academics, behavior and attendance
- **#2 Goal: To Recruit, Train and Retain Excellent Staff**
- All new staff will be trained in LETRS modules
- Focus professional development on Reading, Math, and Writing
- Investigate daycare/preschool for district staff
- Provide substitute incentive program
- **#3 Goal: To Improve Technology Infrastructure**
- Increase capacity of network in DIS, DPS, DHS 1 gigabyte switch to classroom, wireless up to 300 megabytes
- Increase capacity of network from buildings to central office with fiber network up to 10 gigabytes

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Improved paraprofessional training at the beginning of each school year and throughout the year to focus on instructional strategies and data analysis.	2016 - Semester 2 of the 2015-2016 School year	Principal Instructional Facilitator Lead Teachers	Outcome of the NWEA MAP standardized assessment and the selected Progress Monitoring tool.
Systematic Crisis Plan review at the beginning of each school year with all staff members.	2016 - Semester 2 of the 2015-2016 School year	Principal School SRO Leadership Team Crisis Team	Posted plans and ability to successfully complete the monthly drills.

Continued improvement in building level technology and usage in the classroom for all academic and intervention times.	2016 - Semester 2 of the 2015-2015 School year	DPS Staff Technology Director	Increased implementation throughout the day within all desired instructional times.

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

Review of the following criteria will be reviewed once fully implemented:

- 6. NWEA MAP scores in Reading and Math,**
- 7. Aims-Web progress monitoring in all probes based on individual reading level and compared to set standardized benchmarks,**
- 8. Review of grade level proficiency scores on the continuum (aligned with the common core standards) in both math and reading,**
- 9. Tracking number of major referrals**
- 10. Tracking percentage of days missed throughout each semester.**

ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

Corrective Action Options (Please select at least one option listed)

<p>Option 1: Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation</p>	
<p>Option 2: Extend the school year or school day</p>	
<p>Option 3: Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress</p>	
<p>Option 4: Significantly decrease the management authority at the school</p>	
<p>Option 5: Restructure the internal organization of the school</p>	
<p>Option 6: Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school’s continued inability to make AYP</p>	

ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

SELECT A RESTRUCTURING OPTION

OPTION 1: Close and Reopen as a Charter School	
OPTION 2: Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
OPTION 3: LEA contracts with private management to govern the school	
OPTION 4: Any other major restructuring of the school's governance	

