

# Wyoming School Comprehensive Plan



**Desert Elementary and Middle School  
Wamsutter, Wyoming  
Jared Hardman, Principal**

**2016-2017**

# PLAN SIGNATURES



District Superintendent



District Board Chairman



WAEA School Improvement Representative

2016-2017

Plan Year



## DISCLAIMER

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

# TABLE OF CONTENTS

## DOMAIN 1: TEACHING AND LEARNING

### AdvancED Standard 3: Teaching and Assessing for Learning

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

### AdvancED Standard 5: Using Data for Continuous Improvement

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

### Teaching and Learning Improvement Plan

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

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

### AdvancED Standard 2: Governance and Leadership

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

### Leadership Capacity Improvement Plan

## DOMAIN 3: RESOURCE UTILIZATION

### AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

### Resource Utilization Improvement Plan

# 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. <a href="#">(3.1 Rubric)</a>	<b>Acceptable</b>
--	-------------------

#### Summary of Practices:

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

### 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. <a href="#">(3.2 Rubric)</a>	<b>Acceptable</b>
---	-------------------

#### Summary of Practices:

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

Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title I teachers and paras use research based programs and strategies to provide interventions for eligible/identified Title I students. Pull-out interventions are not provided during core instruction. Extended day programs and in-class support are provided as appropriate based on student need.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment are aligned with the school's purpose and are maintained and enhanced in curriculum, instruction, and assessment.

### Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students. Teachers consistently use instructional strategies that require students to apply knowledge and skills. They integrate content and skills with other disciplines, and use technology as an instructional resources and learning tool.

### Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. <a href="#">(3.4 Rubric)</a>	<b>Effective Practice</b>
---	---------------------------

**Summary of Practices:**

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

### Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>Effective Practice</b>
--	---------------------------

**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.

All teachers have embedded PLC time in the schedule to use assessment data to improve instruction and monitor student performance.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

## Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

## 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. <a href="#">(3.7 Rubric)</a>	<b>Effective Practice</b>
---	---------------------------

**Summary of Practices:**

All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Please see additional information on our district’s [Early Literacy Plan](#).

## 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. <a href="#">(3.8 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**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 Title I staff and identified Title 1 parents have developed a compact and parental involvement policy for the Title I program at Desert Elementary. The compact and policy are reviewed with the parents and staff annually. Parental engagement meetings are held at the school. Topics covered are the Title I program, information regarding how parents can help children at home, what programs are used at school to improve student achievement, assessment information and other topics are identified based on parent input. The parent advisory council meets annually to review parent involvement data and provide guidance for the Title I program. Desert Elementary provides an interpreter and translated materials for any parent. Desert School Elementary participates annually in the Head Start Transition program.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress through monthly newsletters and parent meetings.

### 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. <a href="#">(3.9 Rubric)</a>	<b>Effective Practice</b>
--	---------------------------

**Summary of Practices:**

School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

### 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. <a href="#">(3.10 Rubric)</a>	<b>Effective Practice</b>
---	---------------------------

**Summary of Practices:**

All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

### Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>Effective Practice</b>
---	---------------------------

**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.

The district provides training for all intervention teachers and staff, including Title 1 teachers and paraprofessionals, in the use of research based intervention programs.

All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**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?

Identified Title 1 students receive research-based interventions in accordance with the district decision rules.

School personnel continuously use data to identify unique learning needs of all students at all levels of proficiency. They identify other learning needs (such as second languages) and provide differentiated instruction when needed. School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide related individualized learning support services to all students.

Please see additional information on our district’s [Early Literacy 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. <a href="#">(5.1 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

### 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. <a href="#">(5.2 Rubric)</a>	<b>Acceptable</b>
---	-------------------



**Summary of Practices:**

Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

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

Professional and support staff are trained in the evaluation, interpretation, and use of data. <a href="#">(5.3 Rubric)</a>	<b>Acceptable</b>
---	-------------------

**Summary of Practices:**

All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

## 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. <a href="#">(5.4 Rubric)</a>	<b>Acceptable</b>
---	-------------------

**Summary of Practices:**

Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

## 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. <a href="#">(5.5 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

# 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

#### Summary of Practices:

The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

### 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 PRACTICE

#### Summary of Practices:

Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision-making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

### 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

#### Summary of Practices:

**All Title I Schools:** Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process. During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title 1 Parent Advisory Council, the Parent Teacher Organization and school staff provide input to give direction to improve conditions that support student learning.

Priorities are identified by the needs assessment and Title 1 staff provide targeted services based on those prioritized needs.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

<b>Board Policies and Practices:</b> The governing body establishes policies and supports practices that ensure effective administration of the school. <a href="#">(2.1 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

### District Board Operations (2.2)

<b>District Board Operations:</b> The governing body operates responsibly and functions effectively. <a href="#">(2.2 Rubric)</a>	<b>ACCEPTABLE</b>
---	-------------------

**Summary of Practices:**

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

## 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. <a href="#">(2.3 Rubric)</a>	<b>EFFECTIVE PRACTICE</b>
--	---------------------------

**Summary of Practices:**

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a>	<b>Effective Practice</b>
--	---------------------------

**Summary of Practices:**

Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
--	-------------------

**Summary of Practices:**

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable active stakeholder participation. This fosters engagement in the school, a sense of community, and ownership.

# 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. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
---	-------------------

**Summary of Practices:**

**SIG Schools:** Explain your teacher and leader evaluation system.

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

# 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**

#### Summary of Practices:

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

The district employs many strategies to recruit highly qualified teachers to work in the Title 1 schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average and ongoing professional development. Title 1 teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement.

Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school's purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

### 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**

#### Summary of Practices:

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

District employs a Grant Coordinator to ensure compliance and coordination within all programs. As a Title 1 Targeted Assistance school, Desert School benefits from additional programs, including Title II, Title III, BOCES and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.

Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

## 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. [\(4.3 Rubric\)](#)

**EFFECTIVE  
PRACTICE**

### Summary of Practices:

School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

## 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  
Practice**

### Summary of Practices:

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

## Technology Resources (4.5)

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

**Effective  
Practice**

### Summary of Practices:

The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.

## 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:

School personnel implement a process to determine the physical, social, and emotional needs of each



student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of 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**

### Summary of Practices:

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

## Desert School Improvement Plan

- **GOAL(S):** By the end of the 2016-2017 school year, Desert Elementary School students will increase achievement from 63% to 69% as measured by their performance on PAWS reading, math and science. Students will also improve in area of growth from a score of 57 to 60.
- By the end of the 2016-2017 school year, Desert Middle School students will increase achievement from 48 to 52% as measured by their performance on PAWS reading, math and science.

### MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
All teachers follow district curriculum maps for math instruction, as well as district resource adoption of Eureka Math by grade level.	2016-2017 School Year	Classroom Teachers, Classroom Paraprofessionals, Resource Paraprofessionals Title I One Aides	Measures of Academic Progress Testing PAWS Testing Report Cards Pre and Post Test CA's Short Cycle Assessments Quarterly Assessments DIBELS Exit Tickets
Implementation of BOCES and 21 <sup>st</sup> century grant, and summer school with focus on math, science, reading, and technology. Accelerated math interventions is used during class intervention time and afterschool programs.	2016-2017 School Year	Classroom Teachers, Administrators	Measures of Academic Progress Testing PAWS Testing (Proficiency assessment for Wyoming Students) Report Cards Pre and Post Test Common Assessments Short Cycle Assessments Quarterly Assessments
Implementation of Reading Mastery that is differentiated based on instructional level.	Continual	Classroom Teachers, Classroom Paraprofessionals, Resource Paraprofessionals Title, One Aides	Measures of Academic Progress Testing PAWS Testing Proficiency assessment for Wyoming Students) Report Cards Pre and Post Test Common

			Assessments Short Cycle Assessments Quarterly Assessments DIBELS Dynamic Indicators of Basic Early Literacy Skills) Testing  Exit Tickets
School wide weekly Professional Learner Communities and Achievement Monitoring Process meetings to analyze student data and progress monitoring.	Continual	Classroom Teachers, Administrators, Instructional Coaches, Instructional Teacher Leaders	District Common Assessments Formative Assessments Measures of Academic Progress Testing DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Testing
Use SWIS (individual student information system) data to analyze student behavior to continually use Positive Behavior Intervention System framework school wide.	Continual	Classroom Teachers, Administrators	SWIS (individual student information system)
Continued staff professional development including weeklong national conferences such as PLC at work, PBIS and summer academies, data teams. Professional book study with all staff and discussed during PLC teams and staff meetings.	Continual	Classroom Teachers, Administrators Classified Staff	SWISS PLC and AMP Agendas Common Assessments

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

The faculty at Desert Elementary School will analyze student data on a regular bases to determine student needs. We will then monitor and evaluate student growth periodically to determine what programs are aiding growth and what needs to be modified. The faculty will continually analyze results and prepare each student for the next level of instruction.