

Wyoming School Comprehensive Plan

Desert View Elementary



Rock Springs, Wyoming
Barbara Rezzonico, 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.

Sweetwater District #1

Vision Statement:

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Mission Statement:

To provide a quality education for all students.

Desert View Elementary

Vision Statement:

We. . .
Inspire dreams
Celebrate learning
Embrace the Future
. . . Together

Mission Statement:

The mission of Desert View Elementary School is to help students learn and use the skills needed to succeed in life.

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)	Acceptable
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Summary of Practices:

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
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Summary of Practices:

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students. District wide reading pathways have been implemented to utilize multiple data sources to place students in appropriate research based reading remediation, core, and enrichment programs. Student progress within each program is regularly assessed with data utilized to move students as indicated through fluid groupings as monitored by the AMP process. District development of a K-12 math curriculum guide aligned to the Wyoming Content Performance Standards and supported by research based Eureka Math strategies and materials has been integrated school-wide. Classroom teachers may refer students who are excelling academically to be tested for eligibility for district level Gifted and Talented program to accelerate learning and provide enriching learning opportunities. All students have the opportunity to participate in afterschool STEM enrichment programs including robotics, aquaponics, computer gaming, and the math of cards. Grade level instructional planning including the utilization of high impact instructional strategies and reflective of student performance on common short cycle assessments is completed weekly in ELA and math. All students receive 90-120 of minutes reading and 60 minutes of math instruction daily.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
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Summary of Practice:

Instructional Leadership (3.4)

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

Collaborative Learning Community (3.5)

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

All Title I Schools: Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data. Implementation of the Data Team process was initiated in the fall of 2016. Grade level teams meet weekly to determine standards targets, identify common assessments, review data, develop goals for student performance, identify high impact instructional strategies, and examine results indicators. Teams include administration, classroom teachers, English Learner (EL) teacher, Special Education teacher, instructional coach, Achievement Monitoring Progress (AMP) team chair, school counselor, and Title I teachers.

Instructional Process (3.6)

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

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
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Summary of Practices:

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Effective Practice
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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.) Desert View Elementary utilizes a variety of opportunities to meaningfully engage families in their children’s education and to keep them informed of their children’s learning progress. Title I staff hosts an annual meeting to review Desert View’s school-wide plan and goals, parent/student/staff compact and parent involvement policy with the community. Title III staff hold monthly parent involvement nights for EL families and provide translation services for Title I/Parent/Teacher Organization (PTO) programs as well as individual parent/teacher conferences. School-wide and grade-level written communications are provided to all families in English and Spanish. Parent conferences are held each semester to review student’s progress within the curriculum and present results of standardized testing. Standards based report cards are sent quarterly. Parents of students identified as exhibiting academic or behavioral difficulties are invited to all Achievement Monitoring Process (AMP) meetings to discuss strategy implementation. Quarterly school-wide family learning nights are held along with annual grade level Academic Parent Teacher Team meetings to provide families with opportunities to increase knowledge of the curriculum and their student’s progress within it. Student attendance letters are sent according to district policy, and parents are contacted when warranted in issues involving student discipline. There are a variety of school/family communication tools to inform parents of parent involvement activities including school web site, Facebook, written notices, and School Way app.

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? Desert View Elementary receives students primarily from the early childhood programs of Head Start and the Child Development Center (CDC). For students transitioning from Head Start, kindergarten teachers and the school principal participate in Head Start’s spring transition meetings where parents are provide with information and have the opportunity to ask questions and meet staff. A team meeting with kindergarten teachers, parents, and special needs service providers is held for each child transitioning from the CDC with an active IEP. In addition, for families of all children entering kindergarten, transition meetings are provided by both Title I and Title III parent liaisons. All enrolled kindergarten students are invited to attend “Kindergarten Round-up” allowing students to experience the kindergarten environment and typical activities prior to attendance and to allow teachers and specialist to screen students for readiness skills. Individual family meetings provide suggested learning activities for families to complete to prepare students for the year ahead.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric)	Acceptable
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Summary of Practices:

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)	Needs Improvement
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Summary of Practices: Standards based report cards are utilized in all grade levels. Teachers utilize common planning and common assessments to provide each student with the opportunity to obtain proficiency on each grade level standard. Grade level teams are actively targeting alignment of grading practices on common assessments.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Effective Practice
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Summary of Practices:

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need. Desert View administration and staff have committed to an intensive professional development program designed around the educational research of John Hattie. Through the Data Team process, teachers across grade levels, within the math and ELA content areas will identify high impact teaching strategies, implement these strategies, and utilize common assessments to evaluate the effect size of strategies within their own classroom and Professional Learning Communities (PLC). Grade level teams and extended day PLCs will work through the Data Teams process with direct support from the building administrator, the building instructional coach, and outside sources. To support teachers specifically in ELA, but also across content areas, teachers will participate in a book study of “Visible Learning for literacy: Implementing the Practices That Work Best to Accelerate Student Learning” and be provided access to subscription based on-line strategy support. In addition, to specifically support math instruction, teachers will participate in professional development in the effective implementation of our district adopted Eureka Math materials through a combination of video professional development, peer observation, and post discussions of strategy use. Outside technical assistance through Houghton Mifflin Harcourt Education Services will be utilized to support this improvement plan. Follow-up support to administration and coaching staff will provide feedback on the effectiveness of Data Teams in the second semester of implementation. Outside consultants will

observe Data Teams providing input to participants and then meet with support staff to provide strategies for continued coaching of their development. Following the implementation of the Data Teams process during the 2016-17 school year, the Power Strategies for Effective Teaching (PSET): Aligning Strategies with Evidence of Student Learning seminar will be presented. Three follow-up PSET coaching sessions will occur during the 2017-18 school year to facilitate continued development of high effect strategy implementation. Professional development in specific high effect instructional strategies including student goal setting, reciprocal teaching, and feedback will be a focus of this improvement plan.

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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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? Policies and procedures are in place for identifying students at-risk for academic difficulties. Universal screening with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Measures of Academic Performance (MAP) are administered in the fall of each school year to identify students performing below grade level expectations. Students who are identified in the area of reading are placed in tiered interventions according to district developed reading pathways. Tier II and III students then receive progress monitoring throughout the school year to measure progress within the reading curriculum. Grade level Data Teams meet weekly to review common grade level assessments in reading and math. Students who are experiencing continued difficulty in academic or behavioral areas are referred to our school level Achievement Monitoring Process (AMP) team consisting of teachers, specialists, administration and parents to determine the need for additional testing or the implementation of research based intervention strategies in the general education classroom and during flex periods. In addition, Desert View extends the school day for struggling students in the morning for kindergarten and EL students and again after school with EL student language remediation and math/reading remediation for students grades 1-4. During the summer a five-week math and reading support program is offered to all students. STEM enrichment programs have been developed and are offered once per week in three six-week sessions during the regular school year and also during summer sessions to all grade levels. All students receive reading instruction and remediation from highly qualified teachers, interventionists, and paraprofessionals as provided by the Sweetwater County School District #1 [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. (5.1 Rubric)	Needs Improvement
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Summary of Practices: Student assessment system has been thoroughly developed in the ELA content area. Grade level teams administer short cycle formative assessments in reading and writing. Consistent formative assessments in math are being developed through the Math curriculum content committee. Desert View has two representatives on this committee. Science assessments are less developed at this time. External assessments such as PAWS/MAP/DIBELS are administered according to the state/district schedule.

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	Acceptable
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Summary of Practices:

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	Needs Improvement
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Summary of Practices: While staff are assessed and trained in the evaluation, interpretation, and use of data through PDP process and PLC coaching, this process continues to develop at Desert View to increase the rigor of the process as we implement and develop grade level Data Teams.

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)	Needs Improvement
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Summary of Practices: Procedures to determine student readiness for instruction at the next level are currently informally assessed. Structures are being developed and implemented to make this process more formalized. “Kinder-Round-up” initiated summer 2016 to assess school readiness and success criteria.

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:

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Acceptable
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Summary of Practices:

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:

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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Summary of Practices:

All Title I Schools: Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process. The leadership team of Desert View Elementary consisting of administration, grade level representatives, SPED rep, Title rep, ELL rep, parent rep, and AMP team rep/school counselor met during the summer to analyze MAP, DIBELS, and PAWS data for individual classes, grade level performance, and school-wide performance relative to 2015-16 school improvement goals. Strengths and weaknesses were identified for subject, grade level, school, and district performance. A school improvement grant proposal was submitted to the Wyoming Department of Education to fund professional development opportunities for the Desert View Staff to build instructional capacity that supports students learning and our overall school improvement efforts.

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. [\(2.1 Rubric\)](#)

Needs Improvement

Summary of Practices: While the establishment of policies clearly supports the effective administration of the school, Desert View staff is unsure of how this process is practiced and monitored. District staff will address these questions in a faculty meeting.

District Board Operations (2.2)

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

Needs Improvement

Summary of Practices: The effective operation of the Board of Trustees is also an area where Desert View Staff feel inadequately informed to accurately measure effectiveness. Board operational procedures will be included in professional development for staff.

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

Summary of Practices:

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

Summary of Practices:

Stakeholder Engagement (2.5)

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

Acceptable

Summary of Practices:

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)	Acceptable
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Summary of Practices:

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?

All teachers at Desert View Elementary meet the Wyoming Professional Teaching Standards Board and federal requirements for Highly Qualified. The district advertises nationally using a variety of media resources including online and print venues. In addition, they work in conjunction with state and national teaching associations and institutes of higher education to recruit highly qualified staff. All Para professionals hired at Desert View are highly qualified meeting the requirements of 48 college credits or passing score on the Para Pro Assessment.

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? Federal funds are consistently utilized to supplement, not supplant programs funded by state and local monies. District employs a Federal Program Grant Coordinator who ensures compliance and coordination within all programs.

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

Summary of Practices:

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

Acceptable

Summary of Practices:

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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Summary of Practices:

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

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	Needs Improvement
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Summary of Practices: Desert View employs a full time counselor to support individual students’ social/emotional needs, to teach the Second Step social skills program to all classes K-4 and to coordinate our school-wide PBIS program and mentoring program (Mustang Circles).

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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Summary of Practices:

Teaching and Learning Improvement Plan

GOAL(S): To increase the combined student proficiency in math, English, and science by increasing achievement from 50% to 55% as measured by the 2017 PAWS assessment.

MEASURES AND METHODS (INTERVENTIONS):

Objective 1: To increase combined 3rd and 4th grade student proficiency in English from 49% to 55% as evidenced by 2017 PAWS data.

Objective 2: To increase combined 3rd and 4th grade student proficiency in math from 53% to 57% as evidenced by 2017 PAWS data.

Objective 3: To increase combined 4th grade student proficiency in science from 47% to 52% as evidenced by 2017 PAWS data.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Professional Development: Data Team implementation and development	Adm/coach training: 6/16/16 School level implementation: 8/19/16-ongoing HMHC Consultant coaching: 10/18/16; 1/19/17, 1/20/17	Administration, coach, Title I teachers, EL teacher, SPED teachers, classroom teachers/ Instructional funds, SIG grant	Training sign in sheets/agendas Data Team minutes Consultation feedback
Professional Development: Book study “Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning	10/14/16 10/21/16 ongoing bi-weekly	Administration, coach, all certified staff/ Instructional funds, SIG grant	Agendas Sign in sheets Supporting documentation

Professional Development: Teach Eureka on demand math training videos and PLC discussion groups	Last Thursday of each month	Administration, coach, EL teacher, SPED teachers, classroom teachers/ SIG grant	Video PD log sheets and viewing guides PLC minutes
Outside Technical Assistance: “Power Strategies for Effective Teaching (PSET): Aligning Strategies with Evidence of Student Learning” seminar and Houghton Mifflin Harcourt Educational Services follow-up consultation	Seminar: 8/3-4/17 Follow-up sessions: TBD SY 17/18	Administration, coach, all certified staff	Sign in sheets Consultation feedback Teacher developed action plans
Student Remediation: During the school day Tiered Reading Interventions Math Flex grouping Extended Day Student Enrichment: After-school STEM classes	On-going SY 2016-17 On-going SY 2016-17 Kindergarten 9/6/16-EOY daily Grades 1-4 10/24/16-4/8/17 M, T, W EL 11/14/16 M,T,W,TH Session 1: 10/27/16-	Title I staff/ Title I Classroom teachers Certified staff/Title I funds, 21CCLC funds, SIG grant, BOCES grant Title I funds, 21CCLC funds,	Universal Screening data, progress monitoring records, MAP data, checkpoints of progress MAP data, Grade level common assessments, classroom performance measures Data Team minutes, Individual Learning Plan, MAP data, Grade level common assessments Attendance sheets Enrichment Planning

	12/8/17 Session 2: 1/12/17- 2/16/17 Session 3: 3/2/17- 4/6/17	BOCES grant	templates
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Evaluation/Evidence (How will you know when the intervention is fully implemented?) Evidence of implementation will exhibit through a collection of benchmark data including sign in sheets, agendas, attendance sheets, student assessment data, consultation feedback, and evidenced in the Sweetwater #1 [Early Literacy Plan](#).