

# Wyoming School Comprehensive Plan



*Expect Success! Expect the Best!*

**Walnut Elementary School**

**Rock Springs, Wyoming**

**Kris Cundall, 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.

# 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>
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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. <a href="#">(3.2 Rubric)</a>	<b>Acceptable</b>
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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. Since targeted assistance programs are not allowed to use funds directly for school-wide reform or core academic programs, Title I teachers and paraprofessionals use research-based programs and strategies to provide interventions for eligible/identified Title I students. Extended day programs and in-class support are provided as appropriate based on student need. When pull-out interventions are provided, they are not provided during core instruction time.

### 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>
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**Summary of Practices:**

### 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>Acceptable</b>
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**Summary of Practices:**

### Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>Needs Improvement</b>
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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. All teachers have embedded Professional Learning Communities (PLCs) time in the schedule to use assessment data to improve instruction and monitor student performance. Title I teachers receive additional time to monitor the progress of Title I identified students and make instructional decisions to improve student achievement.

### Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:** Teachers developed professional development plans to enhance instructional strategies to increase student achievement. The instructional facilitator will provide on-going coaching to teachers as directed in the professional development plan to support instruction. The instructional facilitator will facilitate grade level PLCs to implement the data teams process to guide the instructional process. Data teams will use formative assessments, district assessments and summative assessments to inform the instructional process.

## 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>Acceptable</b>
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**Summary of Practices:** The instructional facilitator will provide on-going coaching to teachers to support reading instruction. The instructional facilitator will facilitate grade level PLCs to implement the data teams process to guide the instructional process. Data teams will use formative assessments, district assessments and summative assessments to plan and modify instructional plans to increase reading achievement.

## 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>
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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 Title I staff and identified Title I parents have developed a compact and parental involvement policy for the Title I program at Walnut Elementary. The compact and policy are reviewed with the parents and staff annually. Quarterly 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. Walnut Elementary provides an interpreter and translated materials for any parent.

Walnut Elementary participates annually in the Head Start Transition program. Walnut Elementary also participated in the Jump Start into kindergarten program hosting all area pre-schools and kindergarten age parents to provide information for appropriate placement of students.

## 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>Acceptable</b>
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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. <a href="#">(3.10 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>Needs Improvement</b>
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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. The district provides training for all teachers and staff, including Title I teachers and paraprofessionals, in the use of research based intervention programs. Resource paraprofessionals are receiving training in Direct Instruction programs with in-program progress monitoring and external progress monitoring probes. English Language Learners (ELL) paraprofessionals attend on-going training for strategies to support ELL students.

## 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>Needs Improvement</b>
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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? Identified Title I students receive research-based interventions in accordance with the district decision rules. All students receive reading instruction and reading interventions from highly qualified classroom teachers, highly qualified

interventionists and highly qualified paraprofessionals under the supervision of the interventionists. The Sweetwater #1 Early Literacy plan provides the format for the district reading instruction. The plan may be viewed here [Early Literacy Plan](#)  
Students with math remediation needs receive instruction from a highly qualified interventionist with the assistance of highly qualified paraprofessionals.

## 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>
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**Summary of Practices:**

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

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. <a href="#">(5.2 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(5.3 Rubric)</a>	<b>Needs Improvement</b>
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**Summary of Practices:** Professional staff has received training in the interpretation of data used for instructional decisions. Support staff has been trained in appropriate data usage such as training in DIBELS Progress Monitoring and in-program progress monitoring of the Direct Instruction program. Additionally, support staff will have ongoing training this year to support the Direct Instruction programs. PLCs use data team processes to review instructional data as facilitated by the instructional coach.

## 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>Needs Improvement</b>
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**Summary of Practices:**

PLCs will use data team processes to analyze instructional data as facilitated by the instructional coach. The building participates in the district-led process of common ELA assessments and short cycle assessments. Through the data teams process, PLCs will make instructional changes and implement research-based interventions.

## 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>
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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. <a href="#">(1.1 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(1.2 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(1.3 Rubric)</a>	<b>Needs Improvement</b>
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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. During the school's needs assessment, student achievement data and student demographic data is reviewed by school staff. The Title I Parent Advisory Council, the Parent Teacher Organization (PTO) and school staff provide input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment, and Title I staff provide targeted services based on those prioritized needs.

## 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

Summary of Practices:

### District Board Operations (2.2)

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

Acceptable

Summary of Practices:

### Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

Acceptable

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. <a href="#">(2.5 Rubric)</a>	<b>Acceptable</b>
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Summary of Practices:

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(4.1 Rubric)</a>	<b>Needs Improvement</b>
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#### 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 I 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 I teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement. As a Title I Targeted Assistance school for 2016-2017, Walnut hired an additional teacher and paraprofessional.

### Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a>	<b>Needs Improvement</b>
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#### 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. In addition to being a Title I Targeted Assistance school for the school year 2016-2017, Walnut Elementary benefits from additional programs, including Title II, Title III, Sweetwater Board of Community Education Services (BOCES) and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.

### 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. <a href="#">(4.3 Rubric)</a>	<b>Exceeds Expectations</b>
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**Summary of Practices:** Walnut Elementary has implemented the Standard Response Protocol (SRP) system to enhance school safety. The school participates in the district’s processes for determining priorities for maintenance and upgrading facilities. Staff request solutions to building problems as they arise through School Dude, an operations software program. The custodial staff participate in the department janitorial quality inspection protocol to determine and maintain building facilities. The district director of custodial services, building principal and custodians meet monthly in a custodial PLC to determine building needs.

### Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school’s educational programs. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

### Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. <a href="#">(4.5 Rubric)</a>	<b>Acceptable</b>
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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. <a href="#">(4.6 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

# 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 Improvement Plan

**GOAL(S):** By 2017, the WAEA school performance equity score will be increased to 61 (exceeding targets). This will maintain the WAEA school performance level of Exceeding Expectations.

**MEASURES AND METHODS (INTERVENTIONS):**

- **Students will receive the Alternate Core Reading Program**
- **Students will receive reading interventions based on reading skill gaps**
- **Students will receive additional math instruction based on skill gaps**
- **Students below grade level in math will receive extended day math instruction**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Students that qualify, based on district decision rules, will receive Reading Mastery as the core reading curriculum. The teacher will endeavor to work through the curriculum at a pace to ensure more than one year’s growth in one year’s time.	August 31, 2015 – June 4, 2017	Curriculum, direct instruction training, in-program progress monitor training, external progress monitor training, Resource teachers, intervention teachers, paraprofessionals	Training delivered ongoing 2015-2016 school year, on-site external coaching visits throughout school year, Instructional Facilitator feedback, Principal walk-through feedback, student data reviewed semi-monthly, Universal Screening data reviewed mid-year, Reading Mastery data reviewed monthly by external coach.
Students will receive interventions based on reading skill gaps. Students will move to the appropriate classroom and teacher for the instruction at their level.	School year 2016-2017	Supplemental reading materials, intervention/Title I teachers, progress monitoring materials, Title I	Reading intervention program training delivered to all intervention/Title I and appropriate grade level teachers, on-site coaching visits from district

		parent involvement meetings, PTO monthly reading activities	program facilitator, Instructional Facilitator feedback, Principal walk-through feedback, student data reviewed semi-monthly, Universal Screening data reviewed mid-year
Students will receive additional math instruction based on skill gaps. Students will move to the appropriate classroom and teacher for the instruction at their level.	School year 2016-2017	Professional development days dedicated to math Instructional Planning Resource (IPR), Math curriculum maps, math resources, Title I parent involvement meetings, PTO math activities	Data team process monthly, Instructional Facilitator feedback, Principal walk-through feedback
Students performing below grade level will be provided an opportunity to attend extended day after school. Small group instruction will be provided with specific math skills.	School year 2016-2017	Bridges After School Grant, Supplemental math materials, Core math curriculum, Curriculum Maps, Teachers	Monthly review of data, Instructional Facilitator feedback, Principal walk-through feedback, Intervention PROFESSIONAL LEARNING COMMUNITIES determines placement of students
Identify students with specific skill gaps in reading and math for research-based interventions and instruction	Summer 2016	Data Team Training	Building person trained as Data Team (DT) Trainer, Leadership Team trained by DT Trainer, PLC Leaders implement data teams process



Identify kindergarten students who are below benchmark for an extended day reading and math program	School year 2016-2017	Title I funding, Foundations, Eureka math curriculum and materials	Quarterly progress reports for parents, Semi-monthly progress monitoring, Monthly data review
Increase safety awareness of school staff, students and stakeholders	School year 2016-2017	SchoolWay, Standard Response Protocol, RSPD, RSFD	Monthly safety drills, SchoolWay use for notification, Monthly safety team meeting
Encourage stakeholder involvement in school activities.	School year 2016-2017	PTO Monthly Activities, Title I Parent Involvement Activities	Weekly Facebook updates, Reminders via SchoolWay, Twitter pictures and news, Monthly update school website

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

Evidence of the implementation will be shown through training agendas, sign in sheets, master schedule, lesson plans, walk-through feedback data, PLC agendas including progress monitoring data and evidenced in the Sweetwater County School District #1 Early Literacy Plan.