Wyoming School Comprehensive Plan
Farson-Eden Schools

Farson, Wyoming

Mike Estes, Principal

2016-2017

PLAN SIGNATURES

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District Superintendent

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District Board Chairman

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WAEA School Improvement Representative

2016-2017
_____
Plan Year

◈ AdvancED™

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.

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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**

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)	**Needs Improvement**

Summary of Practices:

Assessment data (Measures of Academic Progress, Proficiency Assessment of Wyoming Students, Dynamic Indicators of Basic Early Literacy Skills) is reviewed during Professional Learning Communities to determine individual student needs. During the 2016-17 school year the analysis of data will also include longitudinal data as we look for gaps in curriculum and instruction. We will also be analyzing student skill bands from ACT and the specific learning continuum from NWEA looking at learning continuum. Gaps in student skills will be addressed in afterschool interventions for elementary students and Academic Options time (30 minutes daily) for high school and middle school students.

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)	**Effective Practice**

Summary of Practices:

Teachers review curriculum and materials as they build lessons. Teacher planning strategies allow for lessons that have clearly defined structure and activities that are directly

tied to the learning targets. Each classroom has an environment that includes high expectations for every student. Teachers look for opportunities to build on prior knowledge and seek ways to provide/develop background experiences. Teachers will continue to utilize team planning and the Resource Planning tool developed by the district. Teachers are continuing to implement planning strategies that include utilization of the Instructional Planning Resources, Learning Continuums, ACT Skills Bands, and District Curriculum Maps.

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:

Collaborative Learning Community (3.5)

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

Summary of Practices:

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	Acceptable

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

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)	Acceptable

Summary of Practices:

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:

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:

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	**Acceptable**

Summary of Practices:

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**

Summary of Practices:
- School personnel systematically and continuously use data to identify unique learning need of all students at all levels of proficiency as well as other learning needs.
- School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

We are successful in this area because:
- We review data at the beginning of the year, quarterly and intermittently between quarterly dates.
- We use data to make adjustments with interventions.
- We use data to make adjustments with enrichments.
- We use data to refer students to the Achievement Monitoring Process team
- We use data to make decisions concerning students with IEPs

- We use data to communicate with parents.
- We participate in professional development that targets unique characteristics of learning.
- We utilize our instructional coach to review current research.
- We use data to place students in summer school.
- When new students move in we use data to assess their current level of performance and place them into appropriate interventions or enrichments.
- We utilize our school counselor to clarify data and help interpret research.
- We will be increasing our use of the ACT data analysis tools and the Measures of Academic Progress Learning continuum information to identify gaps in learning.

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**

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. (5.2 Rubric)	**Acceptable**

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)	**Acceptable**

Summary of Practices:

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**

Summary of Practices:

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**

Summary of Practices:

Teaching and Learning Improvement Plan

GOAL(S): Farson-Eden School will increase the growth indicator score on the School Performance Report for the elementary from 50.5 to 60, for the middle school from 33 to 45, and for the high school from 52 to 60.

MEASURES AND METHODS (INTERVENTIONS): During the 2016-17 school year 95% of all students will meet their growth expectation in reading and math on the Measures of Academic Progress assessment. We will use Measures of Academic Progress reading and math growth expectations. We will analyze student data during weekly Professional Learning Community. Students not making adequate progress will receive appropriate interventions/enrichments. We will also monitor District Common Assessment data to ensure progress is being met. We will apply research from John Hattie's "Visible Learning", including addressing students self-reporting of grades, teacher-student relationships, and parental involvement. These have effect rates of 1.44, 0.72, and 0.51 respectively.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Meet weekly to monitor the progress of students identified as not making adequate progress.	Weekly	Principal, Professional Learning Community Chairperson	Professional Learning Community notes
Adjust students intervention/enrichment opportunities	Monthly for Elementary School, Every 6 weeks for High School and Middle School	Professional Learning Community Team and/or the Achievement Monitoring Process Team	Professional Learning Community/Achievement Monitoring Process team Notes
In grades K-8 we are implementing the new math materials (Eureka Math), in grades 9-12 we are implementing new math materials (Big Ideas).	September 2016	Principal, Teachers, District Curriculum, Instructional Planning Resource	Professional Learning Community notes, Instructional Planning Resource utilized
Analyze Common Assessment Data	Quarterly	Teachers, Principal	Student ratings on the common assessment will move to the next higher category

Increase students capacity to "Self report grades" as defined by John Hattie	Year Long	Teacher, principal, students	Students' participation in building portfolios and communicating their classroom achievement.
Increase the quality of Teacher-Student relationships.	Year Long	Teacher, Students, Principal	Climate survey results
Increase the quality and amount of parental involvement	Year Long	Teacher, Students, Principal, Parents	Parent count at afterschool events, parents participation at parent/teacher conferences

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

Notes from the Professional Learning Community will indicate data analysis and show adjustments to students' interventions/enrichment activities during afterschool intervention time and academic option time. Instructional Planning Resource tools will be completed for each unit. Review of curriculum maps will happen during professional development days, review of learning continuums will happen during professional learning community meetings. All students will be able to accurately identify their learning achievements for each academic area and communicate this to parents at parent/teacher conferences and to teachers during advisory period.

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:

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**

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**

Summary of Practices:

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. (2.5 Rubric)	**Acceptable**

Summary of Practices:
- The Farson-Eden School has an elected Advisory Board that meets once a month with the principal in on open forum. The community is welcome to attend and meetings are posted on calendars. The school improvement process is discussed at these meetings.
- The Farson-Eden School has an active Parent-Teacher Organization.
- The Farson-Eden School has two Parent/Teacher conferences a year. Our parent/teacher conferences will be student lead. This is an application of the research done by John Hattie and reported in his book, "Visible Learning." The highest affect rate reported was a 1.44 for "Self-Reporting Grades." He defines this as, "students estimates of their own performance." Students will build portfolios and present a summary of their achievement to parents at parent/teacher conferences and to teachers during academic option time.

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**

Summary of Practices:

Leadership Capacity Improvement Plan

GOAL(S): Farson-Eden School will increase the growth indicator score on the School Performance Report for the elementary from 50.5 to 60, for the middle school from 33 to 45, and for the high school from 52 to 60.

MEASURES AND METHODS (INTERVENTIONS): Implement student led parent teacher conferences to increase students' capacity to self-report achievement. We will increase participation in parent/teacher conferences by scheduling conferences for every parent. We will continue to educate our students and parents about district communications tools.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Continue to post Advisory Council meeting notes, meeting dates in Post Office, and on the community electronic sign.	May, 2017	Principal	Calendars posted
Train community members how to use PowerSchool at end of Advisory Council Meeting	October, 2016 (on going)	Principal	Completed training
Train community members how to use SchoolWay.	October 2016, (on going)	Principal	Completed training
Continue with Proficiency Assessment of Wyoming Students Family Fun Night.	February 2017	Principal	Completed participation
The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2016-17 school year	All staff, students, parents	Facebook page, WEB page, Advisory Board, student led parent-teacher conferences, streaming key events

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

- Trainings, reviews will have taken place, web pages and Facebook will be updated and will become part of the daily routine.

- All students will be able to accurately identify their learning achievements for each academic area and communicate this to parents at parent/teacher conferences and to teachers during advisory period

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:

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:

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**

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)	**Acceptable**

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:

Resource Utilization Improvement Plan

GOAL(S): Farson-Eden School will increase the growth indicator score on the School Performance Report for the elementary from 50.5 to 60, for the middle school from 33 to 45, and for the high school from 52 to 60.

MEASURES AND METHODS (INTERVENTIONS): Continue to review and implement Standard Response Protocol to address Maslow's Hierarchy of Needs for all students. Provide Instructional Planning Resource tools to all teachers and give time for them to utilize them. Provide Measures of Academic Progress learning continuum and curriculum maps to all staff.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Review Standard Response Protocol	August 2016	District	Completed
Monthly drills	Monthly	Principal	Completed drill log
Teachers are completing the Instructional Planning Resource tool	Monthly or as needed	Teacher	Turned in to Principal
Learning continuum, curriculum maps and ACT skills bands are provided and reviewed at each professional learning community meeting	Weekly	Principal, Professional Learning Community Chairperson	Professional Learning Community Notes, references in Instructional Planning Resource Tool

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

Drills will be conducted and logged including notes from debriefings and adjustments will take place based on feedback during debriefings. Debriefing meetings held after every incident or drill.

Learning continuums, curriculum maps, and ACT skills bands are reviewed when developing lesson plans or using the Instructional Planning Resource.