

Wyoming School Comprehensive Plan



Rock Springs, Wyoming

Michael Maloney, 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.

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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)	3
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Summary of Practices: A Student Success Plan for every student is being developed and implemented as part of the Pilot Alternative High School Accountability Model. We have implemented Project Based Learning. Project Based Learning requires students to address a “driving question”. Students work collaboratively to develop an end-product that serves to drive the learning or an end-product as evidence of learning. Students are allowed some choice and voice in the direction they choose for their project. Students are only limited by their own imagination, creativity, work ethic, and achievement level when determining how far to take their project in terms of producing the end product. We also have expanded our course offerings to include numerous on-line classes. We meet each semester with students in an effort to enroll them in college courses at Western Wyoming Community College. We offer foreign language, Spanish I and Spanish II to grades 9 – 12. In an effort to allow students to meet our district foreign language requirement and reach the higher levels of Hathaway, a section of American Sign Language has been made available to Black Butte students through Western Wyoming Community College.

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)	3
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Summary of Practices: We have eight full-time staff members and 100 students. The staff consistently analyzes data to track student progress. Credits earned and assessment scores have driven our decisions to add additional classes to meet the needs of lower achieving and

higher achieving students. We added additional on-line classes this year in an effort to provide more choices for students. Five new classes have been approved in science to allow student more options and allow flexibility in the level of courses students pursue. Five more science classes will be submitted for approval for next year. We are currently developing four on-line courses to be offered as distance education courses in an effort to reach some of our most at-risk students whose needs do not allow them to attend school during the traditional school day.

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)	3
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Summary of Practices: We have implemented more blended learning opportunities throughout our school. Teachers utilize Google Classroom for activities, projects, discussions, and assessments. Our on-line courses allow students to work at their own pace. On-line courses also allow the teachers to spend more time with the most needy students. Students receive more timely feedback. They also have access to their classes 24 hours a day, 7 days a week. Project Based Learning allows for students to work at their own pace, allows the teachers to control the amount of freedom and support a student receives, and allows the teacher to set a “floor” for learning without setting a “ceiling” for learning.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	3
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Summary of Practices: The majority of the staff is in their 2nd year of a common Professional Development Plan of integrating blended learning into the classrooms. The school leader has made utilizing an instructional coach an expectation for all teachers. Close reading along with reciprocal teaching, utilizing the verbs most commonly used on the ACT, are also an expectation.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	3
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Summary of Practices: Teachers collaborate to offer cross-curricular activities and/or projects. Our small staff does not have common planning time. However all teachers participate in common planning time with their district-wide content departments.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	3
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Summary of Practices: Teachers have received common training in blended learning, close reading, and reciprocal teaching. Implementation of these three learning strategies are the expectation of all teachers. Teachers also participate in district-wide professional development supporting the instructional model.

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)	3
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Summary of Practices: All first year teachers participate in the district mentoring program. New teachers with previous experience are offered an opportunity to participate in the mentoring program, but not required to participate. An instructional coach is assigned to Black Butte two days a week. The expectation is that all teachers receive support from our instructional coach. Our instructional coach supports our PLC/staff meeting time by modeling instructional strategies.

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)	3
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Summary of Practices: Parents/guardians are kept informed through a school newsletter. Teachers also make regularly scheduled phone calls home. Parents/guardians are called everyday in the event their child misses a class or classes. Parent/Guardian meetings are scheduled as necessary to discuss student progress. The school also maintains a website, Facebook page, Twitter account, and Instagram account. New student orientation events are held prior to the beginning of each semester. Student/parent meeting are also held prior to each semester for all students interested in enrolling in a college course at Western Wyoming Community College.

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)	4
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Summary of Practices: As part of the current Pilot Alternative High School Accountability Model, students will be assigned an adult advocate to monitor and support students as they develop and update their Student Success Plan. The adult advocate will meet with them on a regular basis to update their Student Success Plan. The adult advocate will be assigned to a student for their entire high school career. The administrator and counselor know every student by name.

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)	3
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Summary of Practices: All courses follow the district grading scale. Progress reports are mailed home every 4 ½ weeks. Parent-teacher conferences are held twice a year. Teachers place documented phone calls to every student’s parents/guardians inviting them to parent/teacher conferences. Over 65% of parents/guardians attended our fall conferences.

Students and parents/guardians are aware of grading procedures, credits earned toward graduation, and Hathaway requirements. Students and parents/guardians can track grades and progress toward graduation through PowerSchool.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	3
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Summary of Practices: The staff is continuing to incorporate blended learning opportunities into classrooms through the Google Classroom platform. Classified staff members receive necessary training to support their job descriptions. All certified staff members have a current professional development plan designed to support their professional growth. Teachers meet bi-monthly for continuous training and implementation. An instructional coach is available to support professional learning. Certified staff members meet with their content department during district-wide professional development days.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	3
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Summary of Practices: The school offers a 30-minute intervention period twice a week, an extended day program, credit recovery, access to college courses, and on-line elective options in an effort to meet unique student needs. An additional resource teacher was added to our staff this year and resource classes were added to meet the needs and support students receiving special services. A peer-tutoring program is being implemented in an effort to better support struggling and at-risk students.

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)	3
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Summary of Practices: The school utilizes the district assessment system. All courses have been approved through the district course approval process ensuring a high level of rigor and ensuring that state standards are addressed.

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)	3
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Summary of Practices: The AMP team regularly analyzes MAP scores, grades, attendance, discipline referrals, and ACT scores in an effort to judge overall building conditions. Teachers consistently review data in an effort to provide students learning opportunities at their instructional level by differentiating instruction. Additional resource classes were added this year to meet the needs and support students receiving special services. As part of the Pilot Alternative High School Accountability model, all students will participate twice annually in a climate survey. Results will be analyzed as an important source of data to improve school climate and culture. It is anticipated that a staff survey will be added to the Accountability model moving forward.

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)	2
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Summary of Practices: Our support staff has received training in collecting and reporting MAP data and SWIS data. Professional staff receive annual training on the interpretation of ACT and MAP 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. (5.4 Rubric)	3
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Summary of Practices: Blended learning and on-line learning opportunities are providing students a higher level of readiness for college and vocational education and encourages students to take more responsibility for their learning. Students are becoming better equipped to be successful in post-secondary on-line courses and face-to-face course that often include an on-line component. The AMP team meets bi-monthly to analyze student data in an effort to identify students needing interventions, identify students who are ready to enroll in a college course, and identify student success to be celebrated. All staff are involved in the recommendation process for identifying students capable of enrolling in classes at Western Wyoming Community College. An internship course/program is being developed and will be submitted for approval in an effort to facilitate real-world experiences for students in all possibly career paths.

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)	3
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Summary of Practices: Stakeholders are kept informed of student achievement results through the Black Butte School Newsletter. A yearly presentation is made at a Sweetwater County School District #1 Board of Trustees monthly board meeting. Student achievement is celebrated in the building, on social media, and through the local media outlets. New student/parent orientations are held every semester to communicate school initiatives and the vision and mission of the school. Stakeholders participate in the Black Butte, Wyoming School Comprehensive Plan writing process.

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)	3
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Summary of Practices: Students have the opportunity to reach all levels of the Hathaway scholarship program. College representatives visit the school in an effort to recruit students. College courses and certificate programs are made available through Western Wyoming Community College. Students have the opportunity to take the ASVAB (Military Aptitude Test).

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)	3
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Summary of Practices: Black Butte High School is an open enrollment high school. No diploma track student is denied enrollment for any reason. All students will have a Student Success Plan managed by the student with support from their assigned adult advocate, updated a minimum of twice a year. All students are known by name. All staff members are committed to developing relationships with all students. All educational opportunities are available to any and all students. Our school is moving towards more of an individualized approach to learning.

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)	3
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Summary of Practices: The school has a school improvement team. Additionally, with such a small staff, school improvement in something that is discussed, developed, and implemented throughout the school year. When a need for improving is identified, a plan is developed, and change is implemented quickly in a small school such as Black Butte.

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)	4
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Summary of Practices: The governing body has established a set of district policies to ensure effective administration of our school. Policies are constantly reviewed and updated by the district policy committee.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	4
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Summary of Practices: The governing body conducts business in their monthly public meetings. The Board of Trustees always keeps the best interest of students and the well being of the district, including employees, in mind when making decisions.

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)	3
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Summary of Practices: The governing body consistently supports the building and building leadership in all short and long term plans and the day-to-day operations of the school.

SIG Schools: Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	4
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Summary of Practices: Leadership consistently refer to the Academic and Operational vision statements and make decisions based on those statements.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	4
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Summary of Practices: Parents and the community are regularly involved in district-wide, school-wide, and community based committees and activities. Stakeholders are also involved in instructional plans and opportunities at Black Butte and at Western Wyoming Community College. Stakeholders, including parent participation, were involved in developing our school improvement plan.

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)	4
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Summary of Practices: All certified staff are evaluated using the state approved district evaluation system.

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. [\(4.1 Rubric\)](#)

3

Summary of Practices: The school works hard, with the support of the district administration, to identify prospective professional and support staff that will fit into our alternative school family.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

3

Summary of Practices: Black Butte receives all necessary support to serve the needs of our students.

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

4

Summary of Practices: The district has partnered with law enforcement, the local fire department, and Homeland Security to implement a district-wide safety plan and procedures. The plan and procedures are practiced. Safety plans and procedures are posted in all classrooms. Staff are continuing to participate in advanced emergency safety drills. Each school has organized a school safety team. We are in our second year in a new building on the Western Wyoming Community College campus. Our district custodial staff have regular trainings and PLC meetings throughout the year.

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)	3
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Summary of Practices: Students and staff have access to a variety of technology resources. Staff and students are increasingly utilizing social media and other technology to communicate when away from school. More and more content and classes are being made available to students on-line 24 hours a day.

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	3
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Summary of Practices: Our building has all mobile labs. Every student has access to a laptop and technology in every classroom. Students may checkout a laptop to take home at nights and on the weekends. Expanded Moodle services is facilitating the development of distance education courses at Black Butte.

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)	3
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Summary of Practices: Counselors, social workers, school psychologists, and law enforcement are always available to students in need.

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)	3
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Summary of Practices: All students have regular meetings with their counselor and administrator in an effort to customize their learning and plan for their future in college, the workforce, or the military.

Black Butte High School Improvement Plan

GOAL(S): 90% of 9th, 10th and 11th graders will earn ¾ of the credits necessary to graduate by the end of the 2017 summer school session.

*10th/11th grades have been added as part of the Pilot Alternative High School Accountability Model.

MEASURES AND METHODS (INTERVENTIONS):

#1 Extended Day- focuses on additional time and additional content support for completion of assignments, completion of make-up and/or missing assignments, and quiz/test preparation. Content areas supported include Language Arts, Science, Math and Special Services. Individual Learning Plans are developed for all students participating in the program.

#2 Academic Options – 30-minute intervention period two times per week providing students with additional time and support from all teachers.

#3 Peer-Tutoring – Successful juniors and seniors are assigned to students in the building needing additional support. Peer tutors support students during the Academic Options intervention time and other times as arranged by the students. Western Wyoming student/athletes also serve as tutors for struggling students.

#4 Summer School/Credit Recovery – Extended school year session of 4 weeks providing students additional time, reteach of content, and content teacher support. Content provided in a self-paced setting in an on-line platform through the Florida Virtual School. Credit awarded by building content teachers.

#5 Differentiate instruction in all classrooms through tutorials and enrichments by incorporating Project Based Learning and blended instruction through Google Classroom.

*The interventions are possible because students feel safe due in large part to our district-wide commitment to safety through our Safety Response Plan. See Rubric 4.3

*All interventions are effectively communicated to stakeholders through social media, newsletters, phone calls, open houses, and mailings. See Rubric 2.5 and 3.8

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p>#1 Conduct bi-monthly Staff/PLC meetings for all staff members and bi-monthly AMP team meetings to discuss student progress data and identify students needing a peer-tutor and/or needing to attend the extended day program. An ILP is completed for any student attending the extended day program.</p>	<p>2016 – 2017 School Year</p>	<p>All teachers, peer tutors, instructional coach, counselor, and administrator. Funding for extended day staff is through the Bridges Grant.</p>	<ol style="list-style-type: none"> 1. Identify students at risk of failing and follow up with a parent/guardian contact. 2. Meet with students at risk of failing to assign them a peer tutor and/or enroll them in the extended day program.
<p>#2 and #3 Student grades are updated weekly. Students are allowed to move throughout the building during intervention time (Academic Options) to receive support for all teachers. Students failing multiple classes or self-identifying as needing additional support will be assigned a peer-tutor during Academic Options. Academic Options is expanded into a workday in the building one time per quarter. Students receive a printout of all missing work and students are provided an entire morning or afternoon to complete missing work. Enrichment activities are made available for students that have all work submitted and are successful in all classes.</p>	<p>2016-2017 School Year</p>	<p>All teachers, support staff, peer tutors, instructional coach, counselor, building technology rep, and administrator</p>	<ol style="list-style-type: none"> 1. Targeted classes and make-up work through an electronic “F” list each week. 2. Academic Options teacher will monitor progress during intervention time.
<p>#4 AMP team, led by school counselor, complete grade checks and graduation progress to identify students needing to attend summer school in each content area.</p>	<p>2016-2017 Spring Term</p>	<p>AMP Team. Summer School staff funded through the Bridges Grant.</p>	<ol style="list-style-type: none"> 1. Monitoring of midterm progress and semester grades to identify summer school needs of all students. 2. Counselor and administrator meet with all students and parents for enrollment in summer school.

<p>#5 Staff has developed and is revising common planning tools for teachers and students to create building-wide consistency in Project Based Learning. Staff is also continuing to implement a blended approach to instruction in the form of on-line assignments through Google Classroom or Moodle.</p>	<p>2016-2017 School Year</p>	<p>All teachers, instructional coach, counselor, building technology rep, and administrator</p>	<ol style="list-style-type: none"> 1. Documentation of evidence of completed projects during teacher observation/evaluation cycle. 2. Evidence of Google and Moodle Classroom training in meeting minutes. 3. Instructional coach trains and monitors progress through Google Classroom.
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

1. Staff/PLC meetings are scheduled one month in advance. The meetings are every first and third Wednesday of each month from 3:15 – 4:15. Data and decisions are forwarded to the AMP team. The AMP meetings are scheduled at the beginning of the year. AMP meetings are every other Wednesday morning from 7:10 – 7:40. Identified students needing interventions are conferenced with and parents contacted following AMP meetings. Full implementation will be identified by every at-risk student receiving and participating in an intervention, including but not limited to peer tutoring, the extended day program, and if necessary summer school.
2. Academic Options time is built into our building schedule every Tuesday and Thursday morning from 10:27 – 10:57. Student progress reports are forwarded to teacher weekly indicating which students need additional time and support and in which content area they need that support. School wide and community wide activities are also planned and at times implemented during Academic Options as enrichment for non-struggling students. Attendance is taken during this intervention to ensure all students are participating.
3. Peer tutors will be assigned to students failing multiple classes. Peer tutors will also be made available to any student self-identifying as needing additional support. Full implementation will be achieved when all students identified through the AMP process or self-identifying have access to a peer tutor.
4. AMP meetings are held every other Wednesday morning throughout the school year. The AMP team tracks progress of identified at-risk students. The AMP team develops a variety of interventions, including grouping students needing similar content area support and peer tutoring, in an attempt to meet individual student needs. Students, parents, teachers, and para-professionals are made of aware of identified interventions.
5. Full intervention would be identified by a well-planned and implemented project in every content area. The project and/or other aspects of every content area class would also be supplemented with an on-line component, thus creating a blended learning environment.