

Wyoming School Comprehensive Plan

Stagecoach Elementary School



Rock Springs, Wyoming  
Jennifer Martin-Palacios, 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. <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.

Stagecoach Title 1 teachers and paraprofessionals use research based programs and strategies to provide interventions for all students. Stagecoach uses push-in services during core instruction. Extended day programs and in-class support are provided as appropriate based on student need. When pullout 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:

We are working on including high effect size instructional strategies in lesson plans, which will allow for teachers to plan differentiated instruction. We are in the process of evaluations by the administrator, which will include observations of instructional strategies as well as recommendations of strategies that will enhance instruction during the post-observation discussion. Monthly reading coach visits are consistent and provide coaching as well as a

chance for teachers to ask questions about the program and what strategies can be implemented to allow students to reach mastery of concepts. Kagan cooperative learning will be coached on a monthly basis in the classroom. Students participate in creating goals for the year and meet with their teachers to determine their progress. Teachers use data to reflect on instruction and assessment results during their PLC (professional learning community) time with grade level teams.

### 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:**

Instructional coaching, administrator observations, and reading coaching are provided on a consistent basis to ensure instruction is aligned with core values and that teachers are teaching the approved curriculum. Common assessment allow for consistency with grade levels. Grade level math assessments also will allow for consistency within grade levels. Standards are required to be included in the lesson plans to ensure effective instruction towards the standards.

### Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>Acceptable</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 Community time in the schedule to analyze assessment data to improve instruction and monitor student performance. Title 1 teachers receive additional time to monitor the progress of Title 1 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>Acceptable</b>
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**Summary of Practices:** Stagecoach Teachers participate in Professional Learning Communities and All Planning days 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)

<p>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></p>	<p><b>Acceptable</b></p>
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**Summary of Practices:** The instructional facilitator will provide on-going coaching to teachers to support reading, writing, and math instruction. The instructional facilitator will support 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 student achievement.

### Family Engagement (3.8)

<p>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></p>	<p><b>Acceptable</b></p>
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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 1 staff and parents have developed a compact and parental involvement policy for the Title 1 program at Stagecoach 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 1 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 1 program. Stagecoach has a Title 1 committee that meets monthly to discuss Title 1 activities. Stagecoach Elementary provides an interpreter and translated materials for any parent. All parents have access to the Bringing Up Family Engagement app provided through Title 1 funds. Stagecoach Elementary participates annually in the Head Start Transition program. Stagecoach also participates in the Early Literacy Plan developed by the district. Stagecoach 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:**

Stagecoach has developed a formal structure for advocacy groups. Students are placed into a group that is a mixture of Kindergarten through Fourth grade students. All staff members are involved in the advocacy groups. Students are placed with another teacher that is not their homeroom teacher. The goal of the advocacy groups is to build a foundational relationship with all students.

## 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>Acceptable</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.

# Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	<b>Acceptable</b>
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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? 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 County School District #1 [Early Literacy Plan](#) provides the format for the district reading instruction. All students receive math instruction and math interventions from highly qualified classroom teachers, highly qualified interventionists, and highly qualified paraprofessionals under the supervision of the interventionists.

# 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:**

Stagecoach Elementary utilizes several student assessments to guide instruction. Reading mastery assessments are built into the reading core program and are used to guide group placements and student progress. Eureka exit tickets and module assessments (mid and end of module assessments) are used for mathematics instruction. District assessments include DIBLES (Dynamic Indicators of Basic Early Literacy Skills) and MAP (Measure of Academic Progress) and this assessment data drives instruction, PLCs discussions, and district professional development planning. The district also has designed common assessments that are used by grade levels across the district. For struggling students, bi-monthly progress monitoring is conducted to ensure these students are progressing towards grade level standards. This data is driving instruction/discussions in PLCs and our after school program is based on student assessment results. Upon receiving PAWS data, it will be closely analyzed and will direct instruction and planning for grade levels. Assessment systems are reviewed based on discussions such as the removal of MAP testing for winter to allow enough instructional time between fall and spring data. A Common Assessment team meets in the summer to review common assessments and feedback from teachers.



## 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>Needs Improvement</b>
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**Summary of Practices:** PLCs will use data team processes to analyze instructional data to differentiate instruction. To monitor mastery of standards, teachers will monitor student learning through the use of differentiated instructional groups based on formative assessments. The building will participate 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 in both reading and math.

## 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 will use data team processes to review instructional data as supported 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>Acceptable</b>
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**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:**

# 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>Acceptable</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 1 Parent Advisory Council, the Parent Teacher Organization, and school staff provides input to give direction to improve conditions that support student learning. Priorities are identified by the needs assessment and Title 1 staff provides interventions 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. [\(2.5 Rubric\)](#)

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. <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>Acceptable</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 1 schools. These strategies include national advertising, attendance at job fairs across the nation, a salary schedule above the state average, and ongoing professional development. Title 1 teachers receive additional professional development in the use of instructional strategies and research based programs to increase student achievement.

### 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. As a Title 1 School wide, Stagecoach Elementary benefits from additional programs, including Title II, Title III, BOCES, and Bridges funding, to supplement the district allocations for instructional programming. All programs are utilized to support school improvement goals.

### 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>Acceptable</b>
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**Summary of Practices:** Stagecoach Elementary is in the second year of implementation of 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 requests solutions to building problems as they arise through School Dude, an operations software program. The custodial staff participates in the department janitorial quality inspection protocol to determine and maintain building facilities.

### 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. <a href="#">(4.7 Rubric)</a>	<b>Acceptable</b>
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Summary of Practices:

## Stagecoach Elementary School Improvement Plan

**GOAL (S):** By 2017, the WAEA school performance achievement score will be increased from 45% (below targets) to 49% (below targets). By 2018, the WAEA school performance score will be increased to 52% (meeting targets). This will raise the WAEA school performance level to Meeting Expectations.

**MEASURES AND METHODS (INTERVENTIONS):**

- **Students will receive on level Direct Reading instruction**
- **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**
- **Data teams once every 6 days**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
All students will receive Reading Mastery as the core reading curriculum based on mastery of reading assessments. 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.	September 01, 2016 – May 22, 2018	Teachers, Resource teachers, Intervention teachers, administrators, instructional coach and paraprofessionals	Ongoing training delivered through the 2016-2018 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 and progress monitoring.



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, 2017-2018	Teachers, Title 1 teachers, Resource teachers, Instructional coach and para-professionals	Data team process monthly, Instructional Facilitator feedback, Principal walk-through feedback
Students in 2 <sup>nd</sup> -4 <sup>th</sup> grade 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	Teachers, Resource teachers and Interventionists	Monthly review of data, Instructional Facilitator feedback, Principal walk-through feedback, Intervention PROFESSIONAL LEARNING COMMUNITIES determines placement of students
Encourage stakeholder involvement in school activities.	School year 2016-2017	Title 1 teachers, teachers, resource teachers and administrators	Weekly Facebook updates, Reminders via SchoolWay, Monthly updates to school website
Professional Staff will increase their ability to read and use data through monthly coaching visits and conversations around Reading Mastery data and data cycles. Staff will receive small group instruction on how to access, read and create instructional strategies to meet the needs of the students through the NWEA/MAPS website.	School year 2016-2017	Teachers, administrators, instructional coach, interventionists, and Direct Reading instructional coach	Data team process monthly, Instructional Facilitator feedback, Principal walk-through feedback
Professional Staff will be collecting, analyzing and applying learning from a range of data sources by sharing Reading Mastery data with all teachers and collaborating on student achievement in reading and math to assess growth and differentiate instruction.	School year 2016-2017	Teachers, administrators, instructional coach, interventionists, and Direct Reading instructional coach	Data team process monthly, Instructional Facilitator feedback, Principal walk-through feedback

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

Evidence of the implementation will be shown throughout the year with training agendas, sign in sheets, master schedule, lesson plans, PLC agendas, bi-weekly data team meetings monitoring specific student data, and evidenced in the Sweetwater #1 Early Literacy Plan.

Quarterly, administration and the instructional facilitator will meet with PLC teams to review students' mastery of standards and to create differentiated groups based on student needs using High Effect Size Strategies and data cycles. Stagecoach will have quarterly staff meetings to discuss behavior and academic data to compare where Stagecoach is and where Stagecoach wants to be. During these meetings Stagecoach staff will be proactive by creating plans to ensure student success.

Monthly, the AMP team will review Extended Day students' progress and mastery of goals in mathematics. Parents and guardians will also receive monthly updates on their student's progress in Extended Day. The Stagecoach teaching staff will receive monthly Direct Instruction Coaching and debriefing on teaching practices and student data. During Professional Learning Communities/Data Teams staff will analyze student mastery on focused standards, behavioral goals and tracking of student progress in DIBELS.