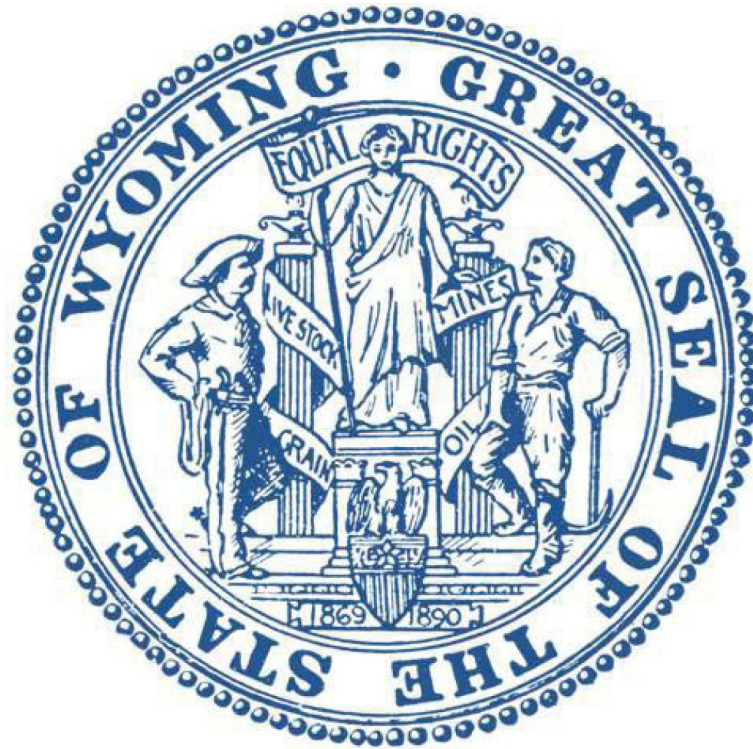


Wyoming School Comprehensive Plan
Mountain View High School



Mountain View, Wyoming
Uinta County School District #4
Ben Carr, Principal

2015-2016

PLAN SIGNATURES

Jeff Newton

District Superintendent

Mark Walker

District Board Chairman

Kim Dolezal

WAEA School Improvement Representative

2015-2016

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.

COMPREHENSIVE PLAN DIRECTIONS

Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

1. ASSESS NEEDS

- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**.

2. STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. [Statutory authority](#) is included in a separate document.

3. SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

4. IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve WAEA indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) annually by November 1. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

WDE Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

| | |
|---|-------------------------|
| <p>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)</p> | <p>Effective</p> |
|---|-------------------------|

| | |
|------------|---|
| YES | The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming) |
| YES | The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming) |
| YES | Instruction is provided in the essentials of the state and federal constitutions. (Wyoming) |
| YES | If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming) |
| N/A | If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming) |
| YES | If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming) |

Summary of Practices:

Standard 3 is the essence of what we do. When it comes to teaching and assessing for learning, the building teaching staff is able to provide the necessary instruction and adjust as necessary to the individual needs of students. There is consistent support from teaching staff when it comes to working to improve instruction. There is a collaborative effort between teachers and administration to find the best fit for students academically that is at once challenging and rigorous and still accessible by all students and works to give them the necessary skills to be successful later in high school, and later in life no matter what direction they choose.

Teachers at MVHS post Learning Targets and Success Criteria for each lesson in each class. Teachers work to make learning accessible to students and the staff at MVHS is consistently proactive in terms of working to see students be successful. With the foundation of teacher communication with students and families being our consistent use of PowerSchool. Teachers work to grade appropriately, consistently, and fairly and to have their criteria for those grades represented in online teaching syllabi accessible from the district

web page. Staff is also proactive in their use of Rubicon Atlas curriculum development software, and continues to grow in their use of Mileposts as an online student database.

There is no shortage of information available to staff. MVHS works to engage families in a variety of ways, and as with most high schools, it can be a challenge to be sure the necessary people get the necessary information. We work to trust the students as young adults, and also hold them accountable to the expectations of their family as a child. Most staff members have some form of a positive communication goal, where they are asked to make non-contingent contacts home (email or phone call) in order to put money in the bank with the families of all their students. We work to involve families in the education process, while also understanding there becomes an age where generally, parents become less and less involved in their child's education. With almost 240 students, we often feel that we meet the needs of our students as individuals.

Our size allows staff to act as an advocate for the largest proportion of our students, but we need to work to have a systematic way for our most at risk students to have an adult advocate in the building. As a district we also prioritize our instructional calendar to maximize learning time for students. Beginning in December or January, the administrative team works to build the next year's district calendar with an emphasis on prioritizing time in class for all students. Specific Friday's throughout the year are targeted when we know a large number of students are going to be out of the building (regional volleyball and basketball are prime examples, but there are many). With so many of our students involved in activities (over 80% of our students participate in some extra or co-curricular activity) we work to limit the time in school that they miss due to their involvement in activities; simultaneously we limit the amount of time that our students who are in the building are being taught by substitutes.

As a district what we currently use is an excellent hybrid of a four day week calendar and the traditional five day per week calendar. Professional development days are strategically placed through the school year and are prioritized according to the needs of the students and avoiding wasting instructional time and unnecessary costs associated with substitutes working with students. We can also improve as a school on our approaches to cross-curricular work between teachers. This idea of allowing students to double dip their work between two different content areas is one that the staff discusses annually, but is difficult for them to prioritize the time to work collaboratively with other teachers due to changing schedules and different prep times.

This would be an excellent area to offer directed professional development in terms of how certain staff could collaborate cross-curricularly. MVHS is integrating Speech and Reading into the graduation requirements for ninth graders. This course in particular will offer cross curricular opportunities for other staff interested in advancing the incoming ninth graders in ways they have not been motivated before. With the multiple opportunities this class will offer for students to practice their public presentation skills, there will be numerous opportunities for cross-curricular development. Professional development for staff should

also become more systematic in introducing and developing the use of data within a teacher's classroom. MVHS has access to not just a large amount of data, but it is also quality data that can be immediately applied to the classroom. Teachers deserve an opportunity to take that data and have an opportunity to practice integrating it into their regular instruction.

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. [\(3.2 Rubric\)](#)

Effective

Summary of Practices:

There is consistent effort from teaching staff when it comes to working to improve instruction. There is a collaborative effort between teachers and administration to find the best fit for students academically that is at once challenging and rigorous and still accessible by all students and works to give them the necessary skills to be successful after high school, no matter what direction they choose. Professional development time is prioritized for content area groups at MVHS to regularly meet and discuss the scope and sequence of their curricula. These meetings lead to genuine revision of curriculum and allows for staff and administration to review relevant data, particularly student ACT-suite scores, and use that data as a springboard to improved instructional practices.

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

Summary of Practices:

One area of focus for MVHS this year is in the area of formative assessment. Teachers at MVHS post Learning Targets and Success Criteria for each lesson in each class. Teachers work to make learning accessible to students and the staff at MVHS is consistently proactive in terms of working to see students be successful. With the foundation of teacher communication with students and families being our consistent use of PowerSchool. Teachers work to grade appropriately, consistently, and fairly and to have their criteria for those grades represented in online teaching syllabi accessible from the district web page.

Recent technology changes at MVHS have allowed staff to take advantage of the Google suite of applications for education, including Google Classroom. This seemingly small change is allowing staff to engage students and hold them accountable in a way that lightens the load for teachers, and helps students hold themselves accountable for the expectations of

work. All of this is in the effort of improving every student’s access to education and to ensure achievement.

Instructional Leadership (3.4)

| | |
|---|------------------|
| School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric) | Effective |
|---|------------------|

Summary of Practices:

The administrative team at UCSD #4 is active in developing both a formal observation schedule for all staff in the district, but also in terms of formatively assessing staff in-between those formal observation opportunities. Three times a month the entire administrative team walks through a principal’s building, observing the same three or four teachers and then the administrative team debriefs after the observations about what they saw and areas of focus for the building leader’s follow-up conversation with those staff members. This allows the administrative team to have a consistent level of quality feedback for staff and also allows for consistency between principals in terms of the expectations of quality when a teacher is instructing students.

Collaborative Learning Community (3.5)

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

Summary of Practices:

Professional development time is prioritized to allow staff the opportunity to reflect and revise their curricular options both individually and as a group. In a school our size, true Professional Learning Communities are difficult to organize because in general each teacher is the teacher of a single subject. It is rare to have two teachers teaching the same subject, so the idea of a PLC comparing results on a common assessment is quite rare. Staff does engage in curricular and collaborative discussion about their content within the context of the Rubicon Atlas online curriculum development tool. Staff has directed opportunities with

in-building staff leadership and training, to be sure that staff is reviewing their curriculum and instruction, as well as student learning.

We can also improve as a school on our approaches to cross-curricular work between teachers. This idea of allowing students to double dip their work between two different content areas is one that the staff discusses annually, but is difficult for them to prioritize the time to work collaboratively with other teachers due to changing schedules and different prep times. This would be an excellent area to offer directed professional development in terms of how certain staff could collaborate cross-curricularly.

Instructional Process (3.6)

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

Effective

Summary of Practices:

The Mountain View High School Mission Statement is: "Mountain View High School delivers an education second to none." That above mission statement and what we call the "Pride" statement were generated through staff discussion and are the main focus for us as a staff. Staff and students feel that MVHS offers a positive, academically oriented environment. Students generally benefit from the small teacher to student ratios in the bulk of courses. Teachers take pride in being able to get to know the students and treat them as individuals while maintaining high academic and behavioral standards.

Traditionally, MVHS fares better on statewide assessments than other schools of a similar size, but as we have made the transition to the ACT and ACT-suite as a school accountability measure, we recognize as a staff a need to increase the rigor in our core classrooms. There is a curricular focus on students being well-prepared for both classroom based assessments as well as nationally normed (MAP or ACT) assessments. As a result of increased summative assessment accountability from the state legislature, MVHS welcomes the inclusion of the ACT as a tool for measuring school performance and have shown improving composite ACT scores for the past four years, and surpassing the state average composite ACT score as well.

Mentoring, Coaching and Induction (3.7)

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|---|-------------------|
| Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. (3.7 Rubric) | Acceptable |
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|------------|--|
| YES | The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming) |
|------------|--|

Summary of Practices:

As a district we also prioritize our instructional calendar to maximize learning time for students. Beginning in December or January, the administrative team works to build the next year's district calendar with an emphasis on prioritizing time in class for all students. Specific Friday's throughout the year are targeted when we know a large number of students are going to be out of the building (regional volleyball and basketball are prime examples, but there are many). These Fridays allow for the opportunity to have district-wide professional development, or for building administration to prioritize the focus for their own staff. Building administration uses improvement priorities from accreditation visits to guide professional development planning, be it from an outside presenter, or from a more grassroots effort, where building level staff plan, develop, and present relevant professional development.

Family Engagement (3.8)

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|--|-------------------|
| 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 |
|--|-------------------|

| | |
|------------|---|
| YES | Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming) |
|------------|---|

Summary of Practices:

MVHS works to engage families in a variety of ways, and as with most high schools, it can be a challenge to be sure the necessary people get the necessary information. We work to trust the students as young adults, and also hold them accountable to the expectations of their family as a child. Most staff members have some form of a positive communication goal, where they are asked to make noncontingent contact home (email or phone call) in order to put money in the bank with the families of all their students. We work to involve families in the education process, while also understanding there becomes an age where generally,

parents become less and less involved in their child's education. With almost 240 students, we often feel that we meet the needs of our students as individuals.

Monthly newsletters and quarterly “Lunch with with the Principal” meetings allow MVHS to communicate not only the nuts and bolts of what is happening in the school, but allow for a more familiar, genuine discussion between administration and parents. It is rare that a parent comes into the building to pick up their child that they aren’t greeted by first name by office staff. Every family is contacted that day when a student is absent without prior notification. This allows the school to truly monitor where students are and to follow up with them if necessary regarding unexcused absences. MVHS allows only seven absences per semester, and Saturday Schools are scheduled several times a month to allow students to buy-back the time that they were absent, be it excused or unexcused.

There is consistent and ongoing communication from building level administration to engaged stakeholders. Moving beyond just monthly newsletters, there are frequent and systematic opportunities for parents to be involved with their child's education. At the high school a quarterly Lunch with the Principal provides a specific venue for parents to come in and hear the goings on at MVHS, and also provide direction on what parents want to know more about. There is also an annual opportunity for the high school principal to visit with the incoming 8th grade parents at a middle school Parent Advisory Committee meeting in April. This was an opportunity for the principal to visit with a group of parents about what they could expect specific to their child's schedule when they matriculated to MVHS. This was a positive and involved discussion involving numerous parent who have never had a high school student before.

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:

Our size allows staff to act as an advocate for the largest proportion of our students, and we need to work to have a systematic way for our most at risk students to have an adult advocate in the building. With so many of our students involved in activities (over 80% of our students participate in some extra or co-curricular activity) we work to limit the time in school that they miss due to their involvement in activities; simultaneously we limit the amount of time that our students who are in the building are being taught by substitutes. This prioritization of instructional time allows for maximum relationship building

opportunities. Additionally, with so many students involved in extra-curricular opportunities, these students have a coach or assistant coach who spends directed time with them, getting to know them quite well over the course of a sports season, or in the case of an activity such as FFA or Choir, for an entire year.

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. [\(3.10 Rubric\)](#)

Effective

Summary of Practices:

All staff are working to match their curriculum to the college readiness standards published by the ACT in order to be lesson-specific in the level of rigor expected of all students. As the ACT is the highest stake assessment in terms of both school accountability and opportunities in provides to students, the staff of MVHS makes improving student performance on that assessment a high priority and a frequent topic of professional development. This allows teachers to provide students with regular updates on the student’s performance in their classroom as well as providing an end of semester Standards Based Report Card that allows staff to target specific assessments in their classrooms and show families how a students is working towards proficiency, or surpassing it, within that classroom.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. [\(3.11 Rubric\)](#)

Acceptable

YES

The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)

YES

The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

Summary of Practices:

We have an excellent combination at UCSD #4 of a veteran staff combined with an upcoming "rookie movement" of excellent young teachers who provide a strong educational foundation for all of our students K-12. There are data share outs with staff where they are presented relevant student performance data, and in a secondary environment, staff tend to focus on the data that is most relevant to them. It would be easy to believe that not all staff remember going over specific building and student-level data, even though as a school, it is a priority to remain focused on student improvement. This can be a part of beginning of year mission and vision statement revision as necessary.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. [\(3.12 Rubric\)](#)

Effective

YES

The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)

YES

The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)

YES

The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)

N/A

Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)

YES

The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

MVHS staff is also active in using the online Rubicon Atlas platform to map curriculum and to provide the benchmarks essential to instruction that match common core standards. Atlas, in combination with MAP data, allows staff to formatively measure student performance and to make decisions guided by data and not just by what was taught in previous years. Student support can be divided between the four full-time Special Education staff and their consistently excellent efforts to provide students in need with the necessary educational and transition services to be successful outside of high school. Additionally, credit recovery and extended day opportunities are provided for students in the summer and on a large percentage of Saturdays. A number of staff also offer subject specific tutoring in

the mornings or evenings for students in need. All subject tutoring is also available after school two to three days a week for all 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) | Effective |
|--|------------------|

| | |
|------------|---|
| YES | The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming) |
|------------|---|

Summary of Practices:

There is a consistent focus at MVHS in not just having access to data, but putting that data to a use that informs instruction and allows for appropriate goal setting. The self-assessment completed by staff indicates that a definite strength they see is one of publishing student results in appropriate forums (newsletters, Lunches with the Principal, etc.) with a focus on communicating to stakeholders that the work the school does is important and effective. Data besides just testing data is often published as well including attendance rates, honor rolls, Prevention Needs Assessment data and other types of data that provide a more broad range of information and a more holistic view of the school's performance that goes beyond testing scores, although these are published as well.

Annually building principals report to the superintendent, and ultimately the school board, their progress toward building-specific and district goals. This allows for a systematic approach to define and determine student improvement and learning.

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:

Staff also indicated that there is a systematic process for the collection of data, however not all staff use and apply their access to the data in the same fashion. Staff also indicates that data training could be more rigorous in terms of emphasizing how their access to the data can be used to inform their instruction. As a district, we work to have the data move from one school to another consistently and this has been facilitated through our use of our student database of Mileposts which has an intuitive interface and provides access to historical data on groups as well as individual students in a way that few districts have had access to before.

Traditionally, MVHS fares better on statewide assessments than other schools of a similar size, but as we have made the transition to the ACT and ACT-suite as a school accountability measure, we recognize as a staff a need to increase the rigor in our core classrooms. There is a curricular focus on students being well-prepared for both classroom based assessments as well as nationally normed (MAP or ACT) assessments. Map testing is performed twice a year by 9th and 10th grade as a formative assessment in the fall and spring. We have also recently implemented the SRI Lexile measure as an additional tool for us to be able to track individual student reading progress.

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:

We can grow in how we apply data instructionally and how students access their own data to help them track progress and motivate them towards even greater improvement. MVHS staff is active in using the online Rubicon Atlas platform to map curriculum and to provide the benchmarks essential to instruction that match common core standards. Atlas, in combination with MAP data, allows staff to formatively measure student performance and to make decisions guided by data and not just by what was taught in previous years. Our goal is to provide an education that is second to none for each student. Some students may not have the goal of going to college; those students are being prepared with essential work skills. Other students may desire the academic level of preparedness for college; they are offered that as well.

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:

Annually building principals report to the superintendent, and ultimately the school board, their progress toward building-specific and district goals. This allows for a systematic approach to define and determine student improvement and learning. With the level of accountability placed on schools from the WDE, I don't think there is any doubt that every district has an opportunity to show definite improvements in student learning. For MVHS that can most succinctly be described by our four years of improving ACT composite scores, surpassing the state average composite score regularly. Opportunities to improve student learning are also evident in building administration's efforts to review regularly where students can improve and revising building goals to better reflect the school's mission and vision when it comes to educating students.

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) | Effective |
|--|------------------|

Summary of Practices:

MVHS administration works to not only get data into the hands of staff, but into the hands of out-of-building stakeholders as well. Student relevant data is frequently published in appropriate forums (newsletters, Lunches with the Principal, the local newspaper, etc.) with a focus on communicating to stakeholders that the work the school does is important and effective.

Student performance on the ACT-suite of tests is probably the most frequent barometer of how the school and staff are doing in terms of instruction and how students are learning. A variety of data is compiled relevant to student groups and student performance so the school can be ready to ask the question, "How are our students doing? Are we preparing them for the best future?"

Teaching and Learning Improvement Plan

GOAL(S): Implement a process to use formative assessment data to improve instructional practices in the classroom, the effectiveness of programs and the conditions that support learning, student learning.

MEASURES AND METHODS (INTERVENTIONS):

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|---|----------------------|--|---|
| Develop a plan for teacher professional development that emphasizes the use of formative assessment in the classroom. | Ongoing 2015-2016 | Administrator presentations specific to formative assessment, WILN walkthroughs | <ol style="list-style-type: none"> 1. Meeting agendas 2. Examples of formative assessment given to staff |
| Formative assessment and student engagement as prioritized “look fors” in informal and formal walk-throughs and observations. | Ongoing 2015-2016 | Administrator focus during walkthroughs | <ol style="list-style-type: none"> 1. Informal walk-through form documentation. 2. Formal observation/Danielson rubric documentation 3. Follow up conversations with staff after PD and informal walk-throughs |
| Emphasis on student engagement in the formative assessment process | Ongoing 2015-2016 | Administrator focus during walk-throughs and staff professional development | <ol style="list-style-type: none"> 1. Re-introduction of ELEOT tool for student observation to staff as a point of focus for discussion/observation 2. Discussion on the role of Bloom’s taxonomy in formative assessment |
| Teacher walk-throughs of classrooms where effective formative assessment is consistently used. | Ongoing 2015-2016 | <ol style="list-style-type: none"> 1. Administrator focus during planning hour time. 2. Staff time during staff/planning hour meetings | <ol style="list-style-type: none"> 1. Focused discussion with staff regarding what does/does not work about formative assessment. |

| | | | |
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| | | | |
|--|--|--|--|

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

The evidence specific to effective use of formative assessment will roll back to student learning, ostensibly performance on interim and summative assessments. Evaluation will be specific to teacher use of formative assessment in the classroom and if they see student engagement increase with the use of focused and directed formative assessment.

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 |
|--|-------------------|

| | |
|------------|---|
| YES | The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal) |
|------------|---|

Summary of Practices:

"Mountain View High School delivers an education second to none."

We:

- Provide positive meaningful, organized and challenging instruction for all students.**
- Respect each other and encourage communication and involvement.**
- Inspire all students to become creative thinkers and lifelong learners.**
- Develop in all students confidence in their ability to fulfill their unique potential.**
- Expect responsible behavior, quality workmanship, and accountability in all areas.**

The mission statement and what we call the "Pride" statement were generated through staff discussion. This has been the mission statement at MVHS for approximately 16 years, but each school year in August, staff is provided an opportunity to improve or refine the statement and each year staff is reminded what a positive outlook the mission and pride statements provide for students, staff, and community.

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) | Effective |
|---|------------------|

Summary of Practices:

Staff at MVHS believe that they offer an education second to none. We work to provide an academically rigorous, meaningful, and positive environment for students where they can interact on a personal level with teachers and with each other. Graduates from MVHS are well-prepared for the workplace with essential life-skills, and are also academically prepared for college.

Despite our size, MVHS is able to offer a variety of courses to represent the needs of all students representing the highest levels of rigor. In Language Arts we offer classes from English 9 all the way through College English; in Math we offer courses from Pre-Algebra all the way through Pre-Calculus and Calculus; in Science our courses go all the way through Physics. We continue to investigate opportunities for students to be involved in dual and concurrent enrollment courses in order to receive transferable college credit. In general, students enjoy going to school at MVHS.

The staff of MVHS is dedicated to students. Staff consistently represents that they are not only willing to meet and work with students individually, but they have a personal connection at some level with the student and often their family. There is an obvious commitment to high expectations for learning from the district office and throughout each school. With the increased emphasis on junior ACT scores in terms of school accountability in Wyoming, there is no question that this emphasis permeates the culture of MVHS.

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 |
|--|-------------------|

| | |
|------------|---|
| YES | The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming) |
| YES | The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming) |
| YES | The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal) |
| YES | If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal) |
| YES | The comprehensive plan components are reviewed and revised as necessary by the school. (Federal) |
| YES | The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal) |

Summary of Practices:

Professional development has been geared towards having staff understand the Explore, Plan, and ACT data relative to their students, and improving teacher access to this information through Mileposts, our student database system. 2013-2014 was also the first year that we used an already existing time in the school day to offer students specific ACT prep time. During the school year, MVHS offers two month-long "Book Club" opportunities for all students. The spring Book Club was scheduled to run the month prior to our statewide ACT testing date. Four two-day sessions were scheduled for junior students and any other ninth, tenth, or twelfth grade students who volunteered to participate. Instead of allowing the ACT test date to creep up on students, we decided to move forward and meet the test head on. Student and teacher response was positive, with a consistent theme of both groups wanting "more time" dedicated to ACT prep.

There needs to be movement among all staff to make the ACT relevant to students within their content area. The ACT is a measure of career and college readiness. All staff need to be involved in the decision making and process specific to student improvement on any assessment. As a school and district we work to allow for multiple points of measurement to assess students. Even with something we value as much as the ACT-suite of assessments, we work to interpret student performance from multiple measures.

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) | Effective |
|--|------------------|

| | |
|------------|---|
| YES | The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming) |
|------------|---|

Summary of Practices:

The school board of UCSD #4 is generally regarded as being professional and well-informed. The support the implemented policies and work to understand the inner workings of the district, even though, by nature, they are removed from that portion of the job. District leadership, board, and building principals have strong communication that allows for a free exchange of ideas and there is a push not only to improve, but to improve in meaningful ways. There is never a “keep up with the Joneses” mentality from the school board, and there is a trust between the building leadership and the school board.

District Board Operations (2.2)

| | |
|---|------------------|
| District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric) | Effective |
|---|------------------|

Summary of Practices:

Standard 2 is an area of strength for the entire district. When it comes to the things that matter most as an administrator: the direction provided by district office leadership and school board do everything to support building principals and teachers in their daily mission of improving student learning. Consistently the governing body of UCSD #4 not only allows building principals autonomy in the everyday direction of their building. The governing body is professional, involved, and supports the administrative team as a group and individually.

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) | Effective |
|--|------------------|

Summary of Practices:

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.

There is a focus on improving instruction district-wide and giving even those veteran staff members who are focused and engaged in their jobs appropriate "next steps," to help them improve their practice. There is an expectation from the district office for reliability that all staff are observed and evaluated according to district policies and procedures and that the evaluation process is worthwhile for staff and administration. District leadership allows building principals the autonomy to manage their buildings according to the needs of the students and staff, but there is also a push toward consistency between the buildings in terms of some of the high level efforts and pockets of excellence.

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:

There is a consistent and meaningful push from the central office in terms of improving instruction. Resources are allowed appropriately and with consideration for the individual needs of the staff within each building. There is direction and accountability when it comes to individual principals working to improve student performance. Recently, the administrative team (with board support) participating in a Wyoming Instructional Leadership Network (WILN) that allowed for the administrators to visit several other school districts within our region and focus on how to improve instruction at the grassroots level within a building, regardless of grade level. This network provided for numerous opportunities for building administrators to focus on the specific needs within their own building and work to address those needs.

Stakeholder Engagement (2.5)

| | |
|--|-------------------|
| Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric) | Acceptable |
|--|-------------------|

| | |
|------------|--|
| YES | The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming) |
|------------|--|

Summary of Practices:

There is consistent and ongoing communication from building level administration to engaged stakeholders. Moving beyond just monthly newsletters, there are frequent and systematic opportunities for parents to be involved with their child's education. At the high school a quarterly Lunch with the Principal provides a specific venue for parents to come in and hear the goings on at MVHS, and also provide direction on what parents want to know more about. In 2013-2014, there was also the opportunity for the high school principal to address the incoming 8th grade parents at a middle school Parent Advisory Committee meeting in April. This was an opportunity for the principal to visit with a group of parents about what they could expect specific to their child's schedule when they matriculated to MVHS. This was a positive and involved discussion involving numerous parent who have never had a high school student before.

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) | Effective |
|--|-----------|

| | |
|------------|---|
| YES | The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming) |
| YES | The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming) |
| YES | The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming) |

Summary of Practices:

The administrative team of UCSD #4 participates in collaborative administrative walk-throughs at every level of the district. The building and district level administration complete regular walk-throughs in each of the district's school buildings visiting at least three classrooms at each level. These walk throughs provided insight into the needs and performance of each building and also allowed for the team to dialogue about how to improve student learning and teacher performance at the classroom level. While mildly intimidating for some teaching staff, the most important feedback was from within the

administrative team where we had several sets of eyes on the same teacher at different times in the teaching period. This allowed for a more holistic assessment and provided more information for possible areas of improvement for every teacher from the first year high school social studies teacher, to the veteran elementary reading instructor. This type of support and commitment to improving instruction is unique at the district level and provides for a more consistent vocabulary among the administrators.

Leadership Capacity Improvement Plan

GOAL(S): Develop and implement a process to determine the educational and career planning needs of all students and then implement and regularly evaluate a program to meet the needs of each student in the system.

MEASURES AND METHODS (INTERVENTIONS):

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|---|----------------------|--|---|
| Develop a Careers Committee of staff and stakeholders to discuss the role of careers within the curriculum | Ongoing 2015-2016 | Meeting time on Professional Development days | Meeting minutes Initiated projects Stakeholder involvement Focus of committee |
| Develop relationships with local employers to allow small field trip/job shadow opportunities for large and small groups of students. | Ongoing 2015-2016 | Planning time Instructional time within specific classrooms | Feedback from students Feedback from local employers Curricular tie-in between classroom and field trip/job shadows |
| Develop a comprehensive plan that explicitly describes the pyramid of “career supports” that students receive and when they receive them. | Ongoing 2015-2016 | Committee professional development time | A written document or chart that describes the career readiness supports students are required to do and what is available to them. |
| Develop a system to track graduates and career choices and changes (including post secondary choices) over time for graduates. | Ongoing 2015-2016 | Contract with survey provider who can offer consistent tracking of graduates. Approximate cost, \$1,000 | Survey results from graduates indicating their career choices and level of satisfaction with secondary education, as well as an opportunity to offer insight to future graduates. |

| | | | |
|--|--|--|--|
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|--|--|--|--|

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

The evidence of any career/educational planning program lies with the students. Each student should have a written plan with fallback options should their Plan A fail. The evaluation of the program lies with the students and whether they feel they are prepared for life after high school, whether they choose post-secondary education or an immediate career.

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

| | |
|--|-------------------------|
| <p>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)</p> | <p>Effective</p> |
|--|-------------------------|

| | |
|-------------------|---|
| <p>YES</p> | <p>The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)</p> |
| <p>YES</p> | <p>Instruction is provided by highly qualified teachers (Federal)</p> |
| <p>YES</p> | <p>Paraprofessionals meet the requirements of ESEA (Federal)</p> |

Summary of Practices:

The administrative team takes its responsibilities of hiring and retaining highly qualified staff seriously. Currently it is January when the administrative team begins the discussion for what is the best fit among staff for the next year's teaching assignments. The administrative team and district office want staff to be working to their strengths, and we want strong people working in the district. When there is concern about a potentially difficult certified position opening up, the administrative team is quick to get to teaching fairs and advertise potential openings in the hopes of landing the best candidate and competing for those best candidates early.

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) | Effective |
|--|-----------|

| | |
|-----|---|
| YES | <p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> ● ½ Day Kindergarten – 450 hours ● Full Day Kindergarten – 900 hours ● Elementary – 900 hours ● Middle/Jr. High – 1050 hours ● High School – 1100 hours (Wyoming) |
| YES | <p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p> |
| YES | <p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> ● Wyoming Day, December 10 of each year. ● Nellie T. Ross’ birthday, November 29 of each year. ● Native American Day, the second Friday in May. ● Pearl Harbor Remembrance Day, December 7 of each year. ● Constitution Day, September 17 of each year. (Wyoming) |
| YES | <p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p> |
| YES | <p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p> |
| YES | <p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p> |
| YES | <p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p> |
| YES | <p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)</p> |
| YES | <p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p> |

Summary of Practices:

Staff recognizes that consistently Standard 4 is an area of strength. A portion of this strength is attributed to being in Wyoming; there is no better place to be in education. To suggest, however, that every district or school in Wyoming would see Standard 4 as their area of strength, limits those who work to have resources model the expected vision for students.

As a district we also prioritize our instructional calendar to maximize learning time for students. Beginning in December or January, the administrative team works to build the next

year's district calendar with an emphasis on prioritizing time in class for all students. Specific Friday's throughout the year are targeted when we know a large number of students are going to be out of the building (regional volleyball and basketball are prime examples, but there are many). With so many of our students involved in activities (over 80% of our students participate in some extra or co-curricular activity) we work to limit the time in school that they miss due to their involvement in activities; simultaneously we limit the amount of time that our students who are in the building are being taught by substitutes. As a district what we currently use is an excellent hybrid of a four day week calendar and the traditional five day per week calendar. The Friday's are not regularly placed through the months, they are prioritized according to the needs of the students and avoiding wasting instructional time and unnecessary costs associated with substitutes working with 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) | Effective |
|---|------------------|

| | |
|------------|---|
| YES | The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming) |
| YES | Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming) |
| YES | A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming) |
| YES | Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming) |
| YES | The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming) |
| YES | The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming) |

| | |
|-----|---|
| YES | The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming) |
| YES | Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming) |
| YES | The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming) |
| YES | The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal) |

Summary of Practices:

One area where MVHS has made significant changes in the last two years is also in terms of school security and safety. Currently any visitor during the school day needs to be admitted into the building by a school secretary or other office personnel. In terms of feedback regarding these changes, complaints from parents or community have been nonexistent to the office. Despite this significant shift for a small community school, parents have been supportive in our efforts to emphasize school safety. We believe this is indicative of the trust that the community has of the school and a willingness the school has to insure that each student is safe while at school.

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) | Effective |
|---|------------------|

| | |
|-----|---|
| YES | Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming) |
|-----|---|

Summary of Practices:

This year UCSD #4 hired a .8 FTE media specialist to cover the needs of the buildings in terms of library and media resources. Previously this position was covered by para-professionals with building principal support. With the changing nature of the library/media center in schools, district administration felt that having one person in charge of the program from top to bottom would only benefit students and the current staff. The current district librarian works to have the library be a place where students feel comfortable and work can get done that is specific for students to be successful in their coursework.

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

Effective

YES The school has implemented the district technology plan. (Wyoming)

Summary of Practices:

District and building level technology specialists keep the UCSD #4 network up and running at an optimal rate. The hardware and infrastructure at MVHS allows students top-notch access to the Internet and the tools necessary to be a successful student in the 21st century as a digital learner. Our district technology plan is implemented with fidelity, particularly in terms of replacing old hardware and keeping the best technology in the hands of students.

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. [\(4.6 Rubric\)](#)

Effective

Summary of Practices:

We are pleased with the continued progress of our special education students. They are benefitting from the overall program, and although their scores do not always represent the highest levels of achievement, we continue to have a focus on transition for these students and giving them multiple opportunities while in high school to gain experiences that are going to benefit them after they graduate. It is always a focus for us to give each student multiple opportunities in terms of being able to choose a direction after high school. There are multiple opportunities for students

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) | Effective |
|--|------------------|

| | |
|------------|---|
| YES | The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming) |
| YES | All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming) |

Summary of Practices:

All students in UCSD #4, whether they are involved in special services or not, have a variety of resources at their disposal if they begin to struggle. It is not uncommon for building principals to provide for general education students with short-term counseling services generally reserved for students on IEP's, particularly in times of crisis. In every case we work to not only provide the instructional resources teachers need in terms of prioritizing instructional time, but also provide what the individual student needs in order to be safe and secure at school.

We are pleased with the continued progress of our special education students. They are benefitting from the overall program, and although their scores do not always represent the highest levels of achievement, we continue to have a focus on transition for these students and giving them multiple opportunities while in high school to gain experiences that are going to benefit them after they graduate. It is always a focus for us to give each student multiple opportunities in terms of being able to choose a direction after high school. It has also been a philosophy of MVHS to ensure that each junior takes the statewide ACT test and receives a college-reportable score. We don't want a situation where five years down the road after graduation, a student changes their mind and decides to attend a 2-year college, but doesn't have a valid ACT score. We want students to give their best effort with ACT-approved accommodations.

Along with an in-district school psychologist and in-building counselors, we have a contract with an outside counseling firm that delivers assessments and services for students in the district in need of additional counseling. These students may or may not be on IEP's, but the contract allows the building principal to prioritize a student who may be having a discipline issue or academic issues. This allows a student to receive additional services, that may just not be available in other communities.

Assistance Needed

For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

Resource Utilization Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

| Strategies (Processes) to Implement the Intervention | Timeline | Personnel and Financial Resources | Benchmarks |
|--|----------|-----------------------------------|------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

Corrective Action Options (Please select at least one option listed)

| | |
|---|--|
| Option 1: Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation | |
| Option 2: Extend the school year or school day | |
| Option 3: Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress | |
| Option 4: Significantly decrease the management authority at the school | |
| Option 5: Restructure the internal organization of the school | |
| Option 6: Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school’s continued inability to make AYP | |

Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

SELECT A RESTRUCTURING OPTION

| | |
|---|--|
| OPTION 1: Close and Reopen as a Charter School | |
| OPTION 2: Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress | |
| OPTION 3: LEA contracts with private management to govern the school | |
| OPTION 4: Any other major restructuring of the school’s governance | |

Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School’s Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman

