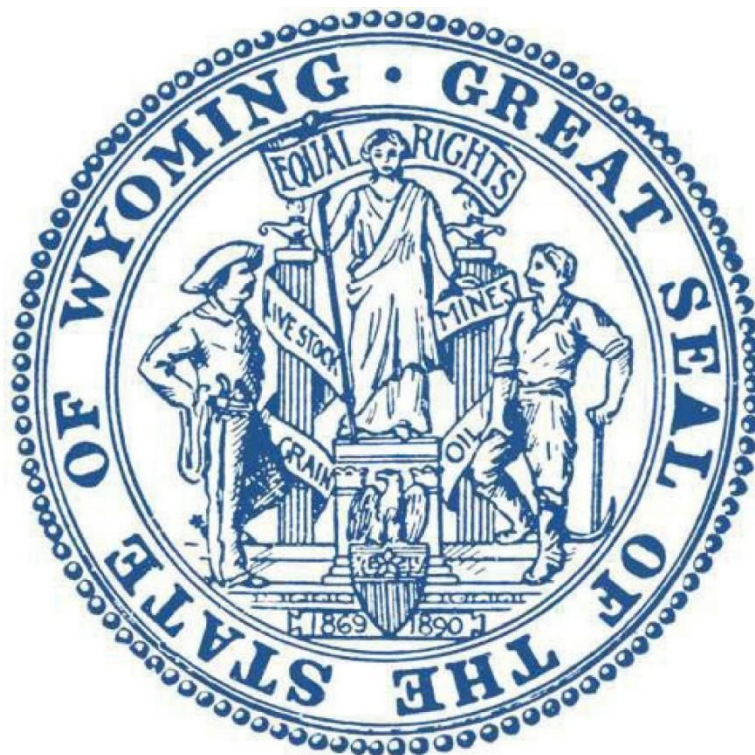


Wyoming School Comprehensive Plan
Mountain View Middle School



Mountain View, Wyoming
Tarl Van Dusen, Principal

2016-2017

PLAN SIGNATURES

_____**Jeff Newton**_____

District Superintendent

_____**Mark Walker**_____

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.

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) by December 7. (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>Acceptable</p>
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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)
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices: The use of Rubicon Atlas, a software program where staff enter their course curriculum has allowed UCSD #4 to improve instruction. Atlas allows us to review our curriculum and how well we have been able to align it horizontally and vertically. Atlas also shows staff how often a standard is addressed, at what level of rigor, and when it is assessed. We use ¼ of all staff development days to review and update our curriculum on Atlas.

At least twice a year the core subject staffs from the middle school and the high school meet and discuss curriculum, student learning, MAPS, ACT, and future class placement to ensure that our students are making the best progress towards high school curriculum readiness and that they enroll as freshmen in the right level of classes. We also have multiple transitions activities for Special Education students between their 8th and 9th grade years.

Every May the 5th and 6th grade staff also meets to discuss student transition.

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

Acceptable

Summary of Practices: As a staff we look at multiple pieces of student data and our curriculum so that we can place students in the strongest learning environment. Data we use is: Classroom assessments, SRI, MAPS, PAWS and behavioral data. The staff uses grade level team time, collaborative team meetings, staff development days and curriculum meeting time to review data and curriculum.

The district has an adoption policy that we follow when going through the curriculum review process.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [\(3.3 Rubric\)](#)

Acceptable

Summary of Practices: For the last three years teachers at MVMS have posted and referenced daily the student learning targets and success criteria for the lesson. This has been an ongoing staff development process and goal. This year we are continuing to focus on the rigor, relevance, and effective use of classroom formative assessment. Teacher receive individual feedback from administrator drop ins and district admin team walkthroughs. This was also a topic of our PLC collaboration this year.

In weekly grade level meetings or collaborative team meetings, we discuss interventions and accommodations for students whose data shows that they are not performing at their expected level. Each team has grade level Special Ed. caseload teachers.

We also have upped our efforts to increase student achievement by sending home weekly progress reports that require parent signature and our BUFF Time which rewards students who have only one D and no behavior incidents.

Technology in our classrooms consist of word processing, clickers for assessment, research, IXL, presentations, Google Apps for Education, and communication through teacher and school web pages.

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: Building principal’s formal observations and informal walkthroughs provide our teachers with effective feedback on teacher practices and student learning. UCSD #4 Admin team also participates in building walkthroughs where the team focuses on 2-3 areas of improvement and observes 3-4 teachers. This process gives the building principal valuable and effective feedback that he then gives to the teachers. Our Admin walk throughs will hit every teacher in the building 2-3 times per year.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. [\(3.5 Rubric\)](#)

Acceptable

Summary of Practices: The last few years UCSD #4 has worked to provide meaningful staff development opportunities for our staff. This year we are meeting every other week as a whole staff focusing on academic and student data. We are also using this time to implement our PLC/Collaborative team time. There are six topics broken into six week blocks throughout the year. So far this year we have covered two of the six topics. The first topic was Effective Elements of a PLC and the second topic focused on Formative Assessment in the Classroom. The four final topics will cover classroom management, student engagement, data driven decision making, and creating positive school culture. We look at the weekly student D/F list and we also look at student behavior data.

We currently have at least one cross curricular student project per grade level.

Staff has received trainings on how to effectively use data from MAPS and Mileposts to make instructional changes to improve student learning.

We are also meeting bi-weekly as a PBIS team to focus on student behavior data and improving our Buff Time to make it more meaningful.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	Effective
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Summary of Practices: All teachers effectively use learning targets in their daily lessons along with essential questions in their unit planning. You will see student work displayed throughout our building along with success criteria posted with most learning targets.

Our past success in the state testing system PAWS is evident that our instructional process and student learning is strong. We regularly score at or above the state average on PAWS.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (3.7 Rubric)	Acceptable
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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)
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Summary of Practices: Our current calendar has staff development days imbedded throughout the year and the admin team works together to provide SD that is aligned to our district and building goals. We spend most of our SD days working on our Curriculum, Learning Target/Success Criteria, Data Mining, and Formative Assessment Strategies.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Effective
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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Summary of Practices: 3 times a year we invite our 6th grade parents to the school to see student work. We host an Art Show and have favorable turnouts for parent teacher conferences. We have students call parents the week of P/T conferences to remind them of the day and times of the conferences.

We encourage parent communication through our school/teacher web pages and Powerschool.

We continue to promote student ownership of their learning, improve student behavior, reward student effort, and increase parent awareness of student achievement. The parent awareness piece is that we send home progress reports once a week and they need to be signed by parent and returned if the student wants to participate in weekly social/free time and monthly incentive activities.

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)	Effective
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Summary of Practices: Due to staff and student population we are able to make healthy relationships with all students. Our 8th hour Buff Time allows student to have a teacher to relate to in a non-academic setting. The Buff Time is similar to a home room setting. Once a week in 8th hour the teacher teaches a character Ed lesson from Second-Step.

In our staff team meetings there is an agenda item to discuss student concerns and student celebrations. We reward students at two levels which gives us a chance to reward students for effort at a high level and effort at a personal level.

We also have quarterly all-school meeting where student and staff compete against and together in friendly competitions and relay races.

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
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Summary of Practices: Students are provided with two separate grade reports each semester, a traditional letter grade report and a standards based report card. We also have quarterly progress reports that coincide with parent/teacher conferences and we also send home weekly progress reports.

All teachers follow the same grading scale which is posted in the student handbook and teacher syllabi.

Content area teams are focusing on creating and using common summative assessments to ensure all students are given the same test. This allows staff to look at data in a more effective manner in order to drive instructional decisions.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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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: UCSD #4 provides a solid professional development plan that is based on our district improvement plan. The combination of district size and the weekly Admin class walkthroughs gives all stakeholders the realization that we are all on the same page on addressing our goals in improving student engagement and learning.

As a district we are implementing a PLC within each building. At the middle school level we are focusing on six different topics to help improve student learning.

At the MVMS we work hard building capacity with all staff in our PBIS process which includes SD and staff rewards.

All staff are required to participate in our staff training program. UCSD #4 uses Global Compliance Network to address the above mentioned trainings.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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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: In grade level team time we address our at risk students and follow the district Building Intervention Team process where we come up with research proven strategies to address student needs, monitor the student's progress and from there make the necessary recommendations for continued student improvement and success.

A few programs we have established at MVMS that has been successful in helping our at risk students are: READ 180, ability grouping, change schedule from a block to a traditional day, after school study hall, ESY afterschool and summer time, and BUFF Time. We also have one teacher that works specifically with students who have chronic attendance or grade issues to help them improve academically.

We currently use ability grouping in most classes and grade levels which limits the differentiation gap of the class and allows the teacher to increase or decrease pace of the class more effectively. We also have had an in house Destination Imagination Program, we have kept it in house due to the cost of travel to compete at the state level. Our Buff Time also provides students unique times to participate in enrichment activities.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
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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)
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Summary of Practices: Our district, state, and federal assessment system is solid. Yearly the admin team reviews or assessment plan and calendar. Staff regular uses the data from these assessments to monitor and adjust their instruction and curriculum to meet necessary performance standards.

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
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Summary of Practices: At MVMS we look at both academic and behavioral data to make all decisions that affect building logistics and student learning. We use Power School, Mileposts, and other spreadsheets to look regularly at student and school data.

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
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Summary of Practices: We excel at using behavioral data to implement changes and rewards to established the desired school wide learning environment (PBIS).

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
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Summary of Practices: For the last 5 years MVMS students have scored at or above the state average on the PAWS test in all areas but one. This could not happen without the continuous process of stressing the importance of student learning and the learning environment by all staff.

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
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Summary of Practices: At MVMS we are very proud of our student’s success. We make sure through the use of multiple media tools to let the stakeholders know about our success. We share our achievements in the local paper, web page, posted data boards at parent teacher conferences, monthly principal advisory committee meetings, weekly and yearly reports to the board.

Our PBIS approach provides the optimal learning environment that supports student learning.

Teaching and Learning Improvement Plan

GOAL(S): By the 2016-17 school year we will raise our Achievement Score of Meeting Expectations to Exceeding Expectations as score of 69 or greater.

MEASURES AND METHODS (INTERVENTIONS): Implement a process to use formative assessment data to improve student learning, instructional practices, and the effectiveness of programs that support learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Plan that addresses staff development in the area of effective use of formal assessment in the classroom.	Currently in progress	Principal and IF led staff development. Admin walkthroughs	<ol style="list-style-type: none"> 1. Meeting agendas 2. Staff sharing effective practices 3. Collection of teacher 's assessment, data, and action steps 4. Formative Assessment will be a topic of our PLC this year.
Effective feedback from admin walkthroughs, drop ins, and observations on student learning, engagement, and formative assessment practices.	Currently in progress	Principal and District Admin Team	<ol style="list-style-type: none"> 1. Feedback documentation 2. Danielson observation tool 3. Staff Meetings and PD.
Systematic use of student data to make instructional improvements and decisions.	Currently in progress	Principal, School Counselor, and Staff	<ol style="list-style-type: none"> 1. Team time and staff meeting agendas. 2. Student performance on summative assessments. 3. Create and implement common summative assessments.

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

Once the interventions are in place, we will be able to determine the effectiveness of our work by the increase in the quality of instruction, student learning, and student results on assessments.

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
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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Summary of Practices: “Growth and Discovery through Teaching and Learning.” Is MVMS purpose/mission statement which also includes a list of our beliefs. This is posted in every room in our school and reviewed annually with stakeholders.

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	Acceptable
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Summary of Practices: MVMS has a very dedicated staff that has a shared belief in a rigorous and relevant educational program with high expectations. We continue to implement Buff Time, a program in which we reward students for good behavior and academic marks. If students are not in “good standing” academically they are expected to attend academic assistance. Good standing is when a student’s lowest grade is one D. This is a higher standing than our athletic/activity eligibility.

We have struggled with two areas at our school, 1. Rewarding the students who do the right thing day in and day out, and 2. Giving students a reason to do their best work. BUFF Time and good standing has fixed that. Our students are earning higher grades in all classes. Our weekly D/F list is shorter and we have about 80% less students on our ineligible list since the start of BUFF Time.

Our student results on PAWS and also show how our practice at MVMS has established a strong learning environment.

School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	<p>Acceptable</p>
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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)
N/A	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: The Improvement Plan at MVMS for the last 7 years has been based on student performance on the PAWS test. We are always reviewing or instructional programs so that we meet the needs of all students and therefore increase the number of students that perform at the proficient or advanced level on PAWS. Recently the process of improvement has been on the quality of student learning and engagement in the classroom working on our skill level with learning targets, success criteria, and the effective use of formal assessment.

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
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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)
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Summary of Practices: Most notably a strength in our district is the professional relationship between the board, district administration, and building principals. We received a high score in Domain 2 in our Accreditation Visit last year. Each admin sends out twice a month a report to the board and admin on what is going on in our buildings. From these reports we all have a good understanding of what is going on in our schools and can accurately report and represent our district to stakeholders.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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Summary of Practices: With our ability to communicate with admin and board, schools are able to obtain their goals with support.

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
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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)	Effective
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Summary of Practices: Three years ago the District Admin Team participated in Wyoming Instructional Leadership Network (WILN). From WILN the admin team made a committed team approach to improving our instructional leadership skills and increasing student learning. Our WILN walk throughs are very effective and most importantly the walkthroughs show all staff that the entire admin team is on the same page.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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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)
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Summary of Practices: There are in place multiple opportunities for engaged stakeholders to participate in and support the school's purpose and directions. Monthly principal advisory committee meetings, quarterly newsletters, and visible presence of admin at school and community events. MVMS and MVHS hold a 8th to 9th grade parent transition meeting every spring. There is a special parent/student welcome back to school meeting for 6th graders every fall.

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
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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: WILN walkthroughs, principal drop ins, formal and summative evaluations are all key elements of UCSD #4 evaluation process. Every month the admin teams see 3-4 teachers in all 3 buildings and provides the building principal with authentic feedback on student learning and other areas that have been identified. Building principals have drop-in forms that list the four domains from Danielson. These two practices along with the required formal and summative evaluations building principals are able to give authentic feedback on teacher’s performance and initiate thoughtful discussions on teaching and learning.

Leadership Capacity Improvement Plan

GOAL(S): By the 2016-17 school year raise our WAEA Equity Score from Meeting Expectations to Exceeding Expectations a score of 60 or greater.

MEASURES AND METHODS (INTERVENTIONS): 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.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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Use student interest surveys to initiate student interest and guidance on what could be next for them in their career and educational pursuit.	Currently in use	Guidance Counselor	Student surveys and student use of data.
Transitional meetings with HS staff and 8th graders and parents.	Currently in place	HS/MS staff	Meeting agendas
8th grade field trip to WWCC.	Currently in Place	Guidance Counselor and 8th grade staff. WWCC	Field Trip Agenda
6th grade field trip to Thanksgiving Point for "Green Career Field Day"	April 2017	Guidance Counselor and 6th grade staff	Field Trip Agenda
Expand CIS Career Exploration to all 8th grade students.	May 2017	Guidance Counselor	Program Data

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

MVMS student enter MVHS with a strong understanding of what is expected of them so that they may graduate in four years and the course options for them to obtain the expected career/educational path.

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>
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<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 admin team and school board start discussing is late fall early winter on the possible needs of staffing for the following year. We look at student enrollment numbers quarterly. Both practices allow building principals to be proactive in searching for quality candidates in early spring.

The school board and superintendent support our staff in multiple ways that allows us to retain our strong staff. We take the process of giving a teacher contract status in our district very seriously, there are many discussions prior to awarding a staff member “contract status”.

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
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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: One of our district's unique qualities is our alternative instructional calendar. In December the admin team constructs a calendar that lets us optimize our instructional days by removing certain Fridays throughout the year where we will have high staff and student absence.

It is also evident that our district personnel in charge of financial resources are very diligent at

their job. Our auditors every year sing praises to our bookkeeping management.

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
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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: We have a district safety committee. In the new K-8 school we have a school wide behavior management program in place based on PBIS where all staff and students are asked to be safe, respectful, and responsible. This program provides a very safe learning environment.

We have safety vestibules where during the school day visitors have to be buzzed in to receive access to the general school population.

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
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YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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Summary of Practices: Our current K-8 library is staffed with two full time media paraprofessionals and one part-time. In addition to our library staff every year we send our language arts teachers to young adult literature conferences so that they can stay informed on the hot reads.

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Effective
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YES	The school has implemented the district technology plan. (Wyoming)
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Summary of Practices: There is a district technology committee, strong tech support, and optimal access to technology. We still can improve in the area of student use of technology as a learning tool.

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: MVMS students are served well by our Special Education Staff. We have a SpEd member on all committees and grade level teams. SpEd teachers and paras are an integral part of our staff and student success. We are very supportive in the inclusion model and have a strong RTI process in our language arts program.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. [\(4.7 Rubric\)](#)

Acceptable

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: AT MVMS we are very fortunate to be staffed with a guidance counselor and a school psychologist. We also have access to out of district behavioral health agency that meets with students at school to limit missed class time.

We follow the Hathaway Unit of Study guidelines for 8th grade as far as career planning.

Our building BIT teams, MDAT meetings and 504 teams make sure that we are able to access all resources to meet the needs of all students.

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