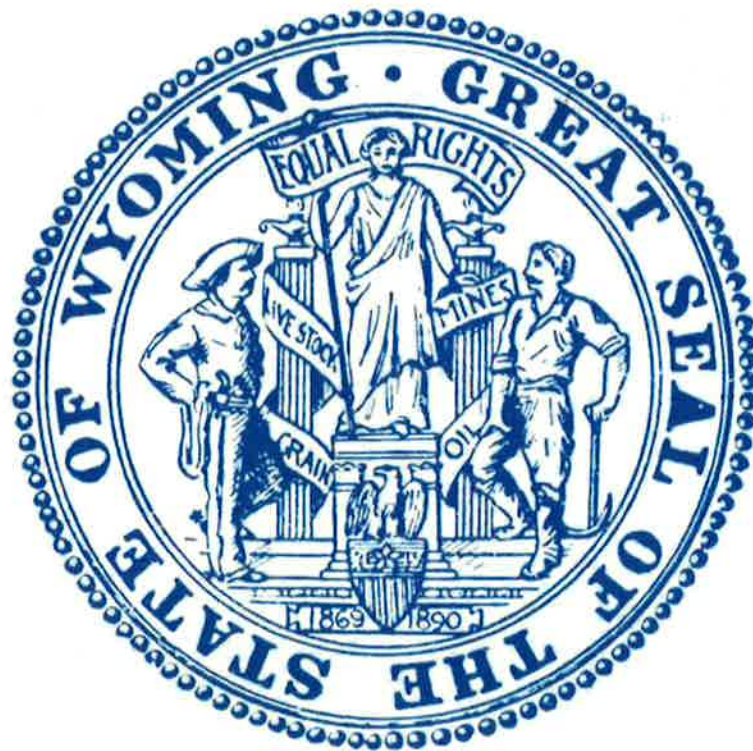


**Wyoming School Comprehensive Plan
Sheridan County School
District #3**



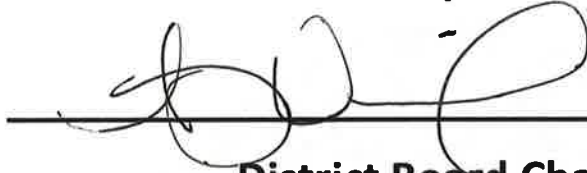
**K-12 Clearmont/Arvada, Wyoming
Charles Auzqui, Superintendent**

2017-2018

PLAN SIGNATURES



District Superintendent



District Board Chairman

2017-2018

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.



Sheridan County School District #3



2017-2018

District Educational Expectations and Goals

District Educational Expectations

- **WY-TOPP** (State Assessment)
 - o Math
 - 80% of SCSD#3 students will be Proficient or Advanced on the State Assessment
 - o Reading
 - 80% of SCSD#3 students will be Proficient or Advanced on the State Assessment

- **ACT**
 - o Students will demonstrate positive growth on their ACT Composite Score from their Sophomore to Junior year.

Yearly District Educational Goals

- **State Assessment**
 - o WY-TOPP
 - Reading
 - The overall proficiency rate for individual grades will increase by at least one student. This percentage will be based only on returning students from the previous year.
 - Math
 - The overall proficiency rate for individual grades will increase by at least one student. This percentage will be based only on returning students from the previous year.

- **District Assessment**
 - o MAP All Grades
 - Math
 - 80% of At-Risk Students in each grade level identified on the Fall Assessment will meet their projected Spring RIT growth target OR meet/exceed their grade level Student Norm (determined by NWEA).
 - Reading
 - 80% of At-Risk Students in each grade level identified on the Fall Assessment will meet their projected Spring RIT growth target OR meet/exceed their grade level Student Norm (determined by NWEA).
 - Language Usage
 - 80% of At-Risk Students in each grade level identified on the Fall Assessment will meet their projected Spring RIT growth target OR meet/exceed their grade level Student Norm (determined by NWEA).

“Empowering students to succeed as lifelong learners through diverse and individual educational opportunities.”



**Arvada/Clearmont High School
WAEA Accountability Plan**

Goal: To improve Growth Performance from “Below Target” to “Meeting Target or Exceeds Target” as measured by WY-TOPP.

Improvement Strategies:

- K-8 District Focus Points:
 - Math and ELA Curriculum Alignment to WY-TOPP Blueprints
 - Classroom Instruction
 - Classroom Management
 - Student Engagement

Action	Timeline	Responsibilities	Monitoring Process
Math and ELA Curriculum Alignment to WY-TOPP Blueprints	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration - K-12 Instructional Facilitators - K-12 Curriculum Directors 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - Benchmark Assessments - MAP - WY-TOPP
Professional Development with WDE on WY-TOPP	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration - K-12 Instructional Facilitators 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - WY-TOPP

		- K-12 Curriculum Directors	
Professional Development related to the District Charlotte Danielson Evaluation Model. Focus Points: <ul style="list-style-type: none"> - Instruction - Student Engagement - Classroom Management 	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration - K-12 Instructional Facilitators - K-12 Curriculum Directors 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - Benchmark Assessments - MAP - WY-TOPP Assessments

Evidence of Success: The success of the “District Comprehensive Plan” will be based on students scores on the WY-TOPP assessment. The 2016-2017 Growth Performance score was 40% and the District Goal for 2017-2018 is 50%(+).

Evaluation Process : The “District comprehensive Plan” will be monitored quarterly by the K-6 Staff, 7-12 Core Staff and the District Steering Committee according to student data. The data used to monitor the process:

- Class Grades
- Grade Level Assignments
- K-12 MAP Data
- K-6 Literacy Benchmark Assessment
- ACT
- WY-TOPP

Resources: District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.



Arvada/Clearmont K-8 WAEA Accountability Plan

Goal: To improve Achievement Performance from “Below Target” to “Meeting Target or Exceeds Target” as measured by WY-TOPP.

Improvement Strategies:

- K-8 District Focus Points:
 - Math and ELA Curriculum Alignment to WY-TOPP Blueprints
 - Classroom Instruction
 - Classroom Management
 - Student Engagement

Action	Timeline	Responsibilities	Monitoring Process
Math and ELA Curriculum Alignment to WY-TOPP Blueprints	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration - K-12 Instructional Facilitators - K-12 Curriculum Directors 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - Benchmark Assessments - MAP - WY-TOPP
Professional Development with WDE on WY-TOPP	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - WY-TOPP

		<ul style="list-style-type: none"> - K-12 Instructional Facilitators - K-12 Curriculum Directors 	
Professional Development related to the District Charlotte Danielson Evaluation Model. Focus Points: <ul style="list-style-type: none"> - Instruction - Student Engagement - Classroom Management 	2017-2018 School Year	<ul style="list-style-type: none"> - K-12 Administration - K-12 Instructional Facilitators - K-12 Curriculum Directors 	The following student data will be used to monitor student progress: <ul style="list-style-type: none"> - Benchmark Assessments - MAP - WY-TOPP Assessments

Goal: The success of the “District Comprehensive Plan” will be based on students scores on the WY-TOPP assessment. The 2016-2017 Achievement Score was 43% and the District Goal for 2017-2018 is 55%(+).

Evaluation Process : The “District comprehensive Plan” will be monitored quarterly by the K-6 Staff, 7-12 Core Staff and the District Steering Committee according to student data. The data used to monitor the process:

- Class Grades
- Grade Level Assignments
- K-12 MAP Data
- K-6 Literacy Benchmark Assessment
- ACT
- WY-TOPP

Resources: District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.



***Sheridan County School District #3
2017 AdvancED Review Findings and District Action Plans***

AdvancED Powerful Practices Finding

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Accreditation Engagement Review Report Fall 2017

Powerful Practice #1

Sheridan School District #3 has intentionally developed systematic and systemic policies, procedures and actions that have had a positive impact on the entire school system.

Primary Standard: 1.5

Evidence:

Review of evidence from board minutes, handbooks and interviews from all stakeholder groups revealed leadership and staff have a focus on the development of systematic policies and practices that will ensure decisions are made to ensure organizational effectiveness in support of teaching and learning. The **intentional** attention to creating systematic and systemic processes to guide the effective operation of the system has been the focus of the system leadership and governing board for the past four years. Although a formalized strategic plan with clearly defined goals and performance measures to guide future efforts has not been developed, the consistent monitoring of all processes that impact student learning has resulted in significant improvement in curriculum, student learning, the financial department and all areas related to student learning. An example of the leadership's desire to find creative solutions to the challenges of a small district is the participation in the committee with four superintendents from the smallest districts in the state which encourages collaboration and innovative problem-solving.



District Accreditation Action Plan For Powerful Practice #1

Action	Standard	Timeline	Responsibilities	Monitoring Process
Continue to support the developed systematic and systemic policies, procedures and actions that have had a positive impact.	Standard 1.5 The governing authority adheres to the code of ethics and functions within defined roles and responsibilities.	2017-2018 School Year	Board of Trustees District Administration	Following the adopted Leadership Governance Policies Continue the implementation of new Board Policies and Procedures

Goal: Monitor and support Leadership Governance Policies and District Policies

Evidence of Success: The Board of Trustees and District Administration will monitor the following information:

- State Reports
- District Audits
- State Audits
- Federal Audits
- Student Data
- Wyoming Accountability Report Card

Resources: District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.

Summary: To continue with Leadership Governance Policies and the implementation of New Board Policies/Procedures.



AdvancED Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Accreditation Engagement Review Report Fall 2017

Opportunity for Improvement #1

Develop and implement an all-staff mentoring and recruiting program centered on research and best practices that support the district purpose and mission and formalize and evaluate the program regularly to recruit and retain staff.

Primary Standard: 3.4, 3.3

Evidence:

Interviews indicated a formal process to recruit and retain qualified staff had not been developed. A systematic and systemic process to provide mentoring to new teachers was not evident. Although new teachers are informally assigned a mentor, a written program outlining expectations, training and evaluation of the process was not evident. The system, located in a geographically rural community, had unique challenges in recruiting staff. A formalized program to recruit staff and to provide the support and assistance needed by new teachers was not present. Interviews with leadership and staff indicated the system has informal methods of identifying potential teachers for employment, but these practices were not evaluated or monitored for effectiveness. The development of job descriptions and a salary scale have provided a foundation on which the system can build systematic hiring policies and practices. The identification of a teacher evaluation model and strategies to evaluate all teachers regularly by trained personnel has provided data on which personnel decisions can be made.

District Accreditation Action Plan For Opportunity For Improvement #1

Action	Standard	Timeline	Responsibilities	Monitoring Process
Develop and implement an all-staff mentoring	Standard 3.4 The system attracts and retains	2017-2018 School Year	Board of Trustees	The following the adopted Leadership Governance Policies

<p>and recruiting program centered on research and best practices</p>	<p>qualified personnel who support the system's purpose and direction</p> <p>Standard 3.3 The system provides induction, mentoring, coaching programs that ensure all staff member have the knowledge and skills to improve the student performance and organizational effectiveness</p>		<p>District Administration</p> <p>District Steering Committee</p>	
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Goal: To formalize a program to recruit staff and to provide the support and assistance needed by new teachers and classified staff.

Evidence of Success: The Board of Trustees and District Administration will monitor the following information:

- Staff Retention
- Staff Longevity
- Staff Qualification
- State Reports
- Student Data
- Wyoming Accountability Report Card

Resources: District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.

Summary: SCSD#3 will continue to contract with qualified professionals to provide mentoring and leadership based on student and staff needs through the District Teacher Evaluation Process for certified staff. Leadership is also in the process of formalizing a written process and procedure for mentoring and coaching new classified staff. The mentoring program is in its infantile stages of implementation. The Board of Trustees, District Administration and District Steering Committee will continue to evaluate programmatic effectiveness. Plans for program effectiveness and modification drive application and implementation practices.



AdvancED Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Priority #1

Accreditation Engagement Review Report Fall 2017

Improvement Priority #1

Implement and monitor instructional processes and strategies that ensure personalized learning opportunities for all students that promote creativity, innovation and collaborative problem-solving.

Primary Standard: 2.1, 2.2

Evidence:

The System Quality Factor diagnostic, classroom observations and stakeholder interviews revealed the need for a consistently rigorous instructional delivery in all classrooms. The system reflection, System Quality Factors-Impact of Instruction, indicates that “actions that support teaching, learning and overall success is partially embedded.” Results from classroom observations using the eleot revealed that personalized learning opportunities were found in some classes, but the practice was not evident in many classes. Class sizes are small due to the enrollment in each grade. Despite the small classes, differentiated instruction focused on the development of creativity and innovation was not widely observed. One teacher stated, “Student Concern Meetings are scheduled, but we don’t usually talk about strategies. The system reflection seems to be more organic, rather than systematic.” Rigorous coursework and a high level of student engagement were evident in some classroom observations, but not in all classes. Limited use of research-based instructional practices was noted. Review of the curriculum guide revealed that instructional practices associated with the delivery of the curriculum had not been developed. Although the system leaders and instructional staff have worked diligently developing a curriculum guide with proficiency scales, the process is still in the developmental stage. One parent observed the “need for individualized approaches for students achieving at all performance levels.” Student interviews indicated that approximately 17% referenced the use of rubrics to determine success in learning. In addition, approximately 21% stated they set learning goals and monitor their achievement of the goals.

District Accreditation Action Plan For Improvement Priority #1

Action	Standard	Timeline	Responsibilities	Monitoring Process
Implement and monitor instructional processes and strategies that ensure personalized learning opportunities for all students that promote creativity, innovation and collaborative problem-solving	<p>Standard 2.2 The learning culture promotes creativity, innovation and collaborative problem solving</p> <p>Standard 2.1 Learner have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.</p>	2017-2018 School Year	<p>Board of Trustees</p> <p>District Administration</p> <p>District Steering Committee</p> <p>Certified Staff</p>	<p>Following the District Evaluations Process</p> <p>Monitoring Student Data</p> <p>Monitoring Curriculum and Assessment Development</p>

Goal: To implement and monitor instructional processes and strategies that ensure personalized learning opportunities for all students.

Evidence of Success: The Board of Trustees and District Administration will monitor the following information:

- District Formal Evaluation Process
- Student Data
- Curriculum/Assessment Development

Resources: Instructional Facilitators, District Curriculum and Assessments, District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.

Summary: All teachers will use an instructional process to inform students of learning and standards performance expectations. Teachers use formative and summative assessments and provide meaningful feedback to all students. Teachers use exemplars to guide student instruction and provide performance level expectations for individualized learning opportunities.. This process is most evident in the monitoring of student grades, student data, and the progress of teachers with their development of curriculum and assessments.

Priority #2

Accreditation Engagement Review Report Fall 2017

Improvement Priority #2

Utilize and monitor a quality assurance process based on the collection and analysis of multiple data sources including data from all stakeholder groups that will guide the system to engage in an intentional continuous process to ensure policies, procedures and practices are systematic and systemic.

Primary Standard: 1.11, 1.10

Evidence:

Review of the System Quality Factor diagnostic, interviews with all stakeholder groups, review of the budget process, food service, curriculum development and classroom observations revealed system leadership, the governing board and instructional staff have identified strategic areas in instruction and the business operations where systematic processes were absent. In the past 4 years, significant progress has been made in establishing policies and procedures to inform decision making in the system. For example, the business procedures adopted have reduced the number of errors in reporting from approximately 600 to 10. Job descriptions have been designed, salary schedules for all staff created and teacher evaluation protocols implemented. While significant progress has been made in the development of systematic and systemic processes, a comprehensive strategic plan based on input from internal and external stakeholder groups to ensure a quality assurance process was not evident. System One parent observed, "There is a need for a systems approach. The system is overly dependent on the leadership of key people and if the tire goes flat, the district won't know what to do." A formalized, comprehensive and systematic plan focused on continuous improvement was not evident. Evaluation protocols to monitor the effectiveness of the policies that had been designed and implemented in the past four years did not have clearly defined criteria for determination of the impact of the policies on student learning and organizational effectiveness.

District Accreditation Action Plan For Improvement Priority #2

Action	Standard	Timeline	Responsibilities	Monitoring Process
Research a process that will utilize and monitor a quality assurance process based on the collection and analysis of multiple	Standard 1.11 The leaders implement a quality assurance process for its institutions to	2017-2018 School Year	Board of Trustees District Administration	Following the adopted Leadership Governance Policies Monitoring: State Reports, District Audits, State Audits,

data sources	<p>ensure system effectiveness and consistency</p> <p>Standard 1.10 Leader collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.</p>			<p>Federal Audits</p> <p>Development and Monitoring of Annual District Budget</p> <p>Monitoring Student Achievement</p>
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Goal: To implement a monitoring and assurance process to ensure policies, procedures and practices are systematic and systemic.

Evidence of Success: The Board of Trustees and District Administration will monitor the following information:

- Board Annual Evaluation of Leadership Governance Policies
- Close monitoring Annual District Budget
- State Reports
- District Audits
- State Audits
- Federal Audits
- Wyoming Accountability (Student Achievement)

Resources: District General Funds, Federal Funds, Grants, WDE Staff, Wyoming School Boards Association, Wyoming Superintendents Association, Wyoming School District Business Managers Association and Local Districts.

Summary: District Administration will start researching “Best Practices” for monitoring processes to ensure policies and procedures are systematic and systemic. Then develop a plan to ensure that the **District Policies/Procedures** are systematic and systemic.

