

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



**Arvada K-6  
Charles Auzqui, Superintendent**

**2018-2019  
Special Note**

Arvada School is a “High Performing” small school in Wyoming, but because the State can not give a rating to the school on the State Report Card (due to the low number of students in Arvada) the District had to submit a Comprehensive Plan to the state for State Accountability.

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# **TEACHING AND LEARNING**

## **Teaching and Assessing for Learning**

### **Standards and Curriculum**

SCSD #3 continually works towards a robust curriculum, which includes all core subjects, plus a number of electives in a variety of curricular areas. Most courses are open to all students and provide challenging and enriching learning experiences. All students have the opportunity to gain learning, thinking and life skills applicable to their next level of education, training or world of work. SCSD #3 currently has no ELL students. However, they would receive services to meet and comply with assurances as outlined by WDE as met thru the Corrective Action Plan of the Consolidated Application.

The school is proactively composing and implementing curriculum maps K-6 and is currently focused on the development of K-6 District Assessments.

### **Monitoring and Adjusting Curriculum, Instruction and Assessment**

SCSD #3 professional educators monitor and adjust curriculum and assessments as needed. Staff members have been working diligently in a collaborative effort to construct a K-12 curriculum plan for all content areas as outlined by the Wyoming Department of Education. This plan for K-6 includes but is not limited to: Comprehensive Unit Plans that address pacing, priority standards, aligned assessments and quality resources. This curriculum/unit planning and assessment journey is not fully complete, but has been reviewed by the WDE.

Student data is analyzed from multiple sources and used to make instructional decisions as well as program evaluation. This information is also used to guide professional development for staff. Continuous improvement is part of the culture at Clearmont/Arvada schools. Grade level common assessments are being developed with lesson plans aligned to the Wyoming State Standards. The district has created grade level proficiency scales for priority standards that have been selected and aligned to the new district curriculum/unit plans.

## **Instructional Strategies that Engage Students**

SCSD #3 staff plans and uses instructional strategies that develop critical thinking skills. Instruction is personalized to meet the needs of all students with specific attention given to ensure success of those students on an IEP or 504 plan. Instruction is planned to provide opportunities for enrichment and re-teach if necessary. Teachers regularly collaborate with peers and Instructional Mentors.

## **Instructional Leadership**

School leaders formally and informally monitor instructional practices using the Charlotte Danielson Framework for evaluation. Certified Staff participate in the formal evaluation system (Danielson) as established by district policy. Leadership conducts general and formal observations to fully align with AdvancED and Wyoming State Education expectations. All instruction is aligned to the Wyoming State Standards and supports the vision and mission of SCSD #3.

## **Collaborative Learning Community**

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. Elementary staff meet weekly during scheduled grade level and PLC meetings.

## **Instructional Process**

SCSD #3 educators use an instructional process to inform students of learning and standards performance expectations. Teachers use formative and summative assessments and provide meaningful feedback to students. Teachers use exemplars and proficiency scales to guide student instruction and provide performance level expectations. This process is most evident in the district developed curriculum/unit plans.

## **Mentoring, Coaching and Induction**

SCSD#3 contracts with qualified professional development trainers to provide mentoring and leadership based on student and staff needs. Leadership is in the process of formalizing a written process and procedure for mentoring and coaching new certified and classified staff. The mentoring program is in its second year of implementation however, it has been well received by both new and veteran staff. The District Steering Committee and school administration continues to evaluate programmatic effectiveness. Plans for program effectiveness and modification drive application and implementation practices.

## **Family Engagement**

SCSD #3 utilizes Powerschool, transitional meetings, parent/teacher conferences, parent meetings, Class DoJo, parent surveys as well as district-organized activities to communicate with their parents. Parents are informed about their children's progress through the use of Power School, weekly progress grades, mid-quarter and quarterly grades, parent/teacher conferences, phone calls and district and state assessment reporting.

## **Student Advocacy Structure**

All students in Sheridan County School District #3 are assigned to a staff member who acts as an advocate for the student by monitoring them daily. Teachers also conduct parent/teacher conferences, and participate in student meetings when necessary, such as IEP meetings, Student Concern meetings, etc. Students overall health is addressed when prudent to support growth of the child. Staff meetings are held to bring attention to and seek assistance for any students who display at-risk behavior academically, socially or emotionally. The team then makes plans for interventions for the student. School leadership/Dean of Students is available to conduct an intervention for K-6 students as needed.

## **Grading and Reporting**

Professional educators at SCSD #3 use common grading and reporting practices as set by the district. This process is established and implemented consistently across grade levels and curricular areas. A standards-referenced grading guide has been created for staff and parents.

## **Professional Learning**

All staff (including paraeducators) participate in continuous professional development. The Wyoming Department of Education has established 16 professional development days in which staff participates in technology, online professional development, book studies, continuous improvement based on evaluation, school safety and professional development as determined at the school level based on student data analysis that aligns with the school vision and mission. SCSD #3 recognizes that building staff capacity, trust is essential to the success of program implementation.

The district diligently works to ensure that all staff have the same training and professional opportunities.

PD Activities in 2018-2019 were provided through in-services led by the expert consultants in the curriculum, assessment and school safety. Teachers in need of extra support received additional training.

## **Learning Support Services**

Professional educators utilize many resources to meet the learning needs of all students. All students have the opportunity to access additional help from teachers. Students needs are based on the Response to Intervention (RTI) model. Professional educators use best practices to support student learning.

## **Using Data for Continuous Improvement**

### **Student Assessment System**

SCSD #3 implements a comprehensive assessment system based on the district assessment system. Content standards assessments are developed based on a guaranteed and viable curriculum.

While ensuring the teachers possess appropriate data to determine students' strengths and needs, staff has agreed as a collective to continually evaluate the amount of testing being delivered to the students to ensure they are not being over tested.

Assessments are reliable and bias free. Data is collected from multiple assessment measures and is used to make decisions about student learning and school performance.

## **Collecting, Analyzing and Applying Learning from a Range of Data Sources**

SCSD #3 educators collect and analyze data from multiple sources (PAWS, NWEA-MAP, WY-TOPP, and BAS). Data is analyzed using comparison and trend data and is used to make instructional and program decisions as well as guiding professional development.

Collection and analysis of student data is collected from the multiple sources listed above. Teams of teachers and facilitators meet on a regular basis to discuss the results of student performance data. Small group instruction is planned and delivered and re-assessment takes place to determine effectiveness. School improvement plans are written for improvement in the three core areas. This plan is written from input from teachers and facilitators and is monitored throughout the school year at grade level meetings. School leaders compile data and share progress to ensure effectiveness. Data is tracked to show the results of our improvement. Trend data is analyzed 3 times per year to determine if we are meeting needs of all of our subgroups.

## **Sheridan County School District #3 District Assessment: System:**

A systematic and sustainable improvement process builds capacity of the system to increase and maintain student learning.

- Triangulation of assessment data used to determine student success, growth and placement in course work and interventions or enrichment.
  1. Data Analysis (Student, Grade Level, School Level, District Level)
- Evaluation of Program effectiveness occurring at all levels of education within the system
  1. Monitoring Effectiveness
    - a. Student Performance
    - b. Grade Level Performance
    - c. School Level Performance
    - d. District Level Performance
    - e. Curriculum and Assessment
- Support Educational Staff

1. Expand their knowledge and skills to implement the best educational practices.
  2. Increase retention and professional decrease burnout.
- Triangulation of the student as the WHOLE child addresses:
    - A. Social Needs
    - B. Emotional Needs
    - C. Academic/Educational Needs

## **Training in the Interpretation and Use of Data**

SCSD #3 staff collects and reviews data as a whole staff. The evaluation and use of data is a dynamic living practice at SCSD #3.

All professional and support staff members are trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

Continual conversations guide teachers to reflect on the type of data being used to ensure the data provides valid and reliable information for data driven instructional decisions.

## **Determining Verifiable Improvement in Student Learning**

SCSD #3 has developed procedures in a prescribed process for analyzing data that determine verifiable improvement in student learning. School personnel consistently use this data to design, implement, and evaluate the results of continuous improvement action plans (W.I.N. time) related to student learning, including readiness for and success at the next level. Staff analyzes multiple sources of data for student learning and program evaluation. Goal setting and action plan development are data driven.

## **Communicating School Performance**

Leadership consistently monitors comprehensive information about student learning, conditions that support student learning, and achievement of school improvement goals. Leaders communicate results to stakeholders through personal communication, individual mailings, Powerschool, newspaper, school events, and minutes from meetings. Performance results are an accumulation of student assessment data, surveys, stakeholder feedback and educator feedback from the District Steering Committee.

# Teaching and Learning Improvement Plan

## District Educational Expectations (Fall 2015- Spring 2019)

- **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 (High School only)**
  - o Students will demonstrate positive growth on their ACT Composite score from their Sophomore to Junior year.
- **MAP**
  - o 80% of all K-12 students will meet their annual projected RIT growth target set by NWEA.

## Yearly District Educational Goals

- **State Assessment**
  - o WY-TOPP (3-8 Grades)
    - Reading - The overall proficiency rate for grades 3-8 will increase from the previous year, with the goal of being at or above the state average.
    - Math - The overall proficiency rate for grades 3-8 will increase from the previous year, with the goal of being at or above the state average.
- **District Assessment**
  - o MAP 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).

## MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Identifying students performing below grade level in: MAP WY-TOPP BAS	Semester	Certified staff	Increase in demographic MAP scores Established Grade Level cut scores BAS WY-TOPP cut scores
Math: Math Intervention Interventions are selected based on recommended instructional strategies as outlined by MAP <ul style="list-style-type: none"> <li>• IXL</li> <li>• Direct instruction</li> </ul>	daily	Qualified staff	Increase in demographic MAP and WY-TOPP scores
ELA: LLI/ Walk to Read Interventions are selected based on recommended instructional strategies as outlined by MAP/BAS/WY-TOPP. Such resources include: <ul style="list-style-type: none"> <li>• Balanced Literacy Framework (Fountas and Pinnell)</li> </ul>	daily	Qualified staff	Increase in demographic MAP, WY-TOPP and BAS

## LEADERSHIP CAPACITY

### Purpose and Direction

#### Purpose Revision Process

SCSD #3 developed a vision and mission statement with the collaboration of all stakeholders. The process involved parents, students, community members, and staff in a collaborative effort. The district revisits the school purpose annually and is aligned with the district mission and goals. The purpose is communicated through stakeholder communications, website, posts throughout the school, staff communication and professional development.

## **Culture Based on Shared Values and Beliefs**

The staff at SCSD #3 shares a culture with high expectations for all students and are committed to providing equitable learning experiences for all learners. Staff are true advocates to support success of students and conduct themselves as professional educators at all times.

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

## **School Improvement Process**

SCSD #3 has a systematic improvement process for improving student learning. This process starts at the district level and then continues to the school level. Summative data is reviewed annually and is disaggregated to include all subgroups. Formative data is reviewed continually during the school year. Leadership and staff create and revise school improvement goals based annually on data analysis.

Continual conversations guide teachers to reflect on the type of data being used to insure the data provides accurate, viable and reliable information for data driven instructional decisions.

School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school’s purpose and direction. School personnel systematically maintain, use, and communicate a process with current and comprehensive data on student and school performance. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.

The process is reviewed and evaluated regularly holding school personnel accountable for and gauging the overall quality of the implementation of all interventions and strategies. Documentation that the process is implemented with fidelity that yields improved student achievement and instruction is available and presented frequently communicated to stakeholders.

## **Leadership**

### **Board Policies and Practices**

Policies and practices are established at the district level and supported at the school level. SCSD #3 practices involving staff are communicated during in-service, mentor teachers, new teacher orientation and through the student handbook. Those practices

involving students are communicated to students and stakeholders through the student handbook and school website.

## **District Board Operations**

The governing body operates according to federal and state guidelines and follows the code of ethics as established by the Wyoming Department of Education and Professional Teaching Standard Board. All staff at SCSD #3 are “highly qualified” as defined by the Wyoming State department of Education. All staff at SCSD #3 are involved in professional development both at the district level and school level.

## **Leadership Autonomy**

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. The school board is very supportive of professional development, teacher incentives, mentorship for new staff, staffing, budgeting, and the master schedule and District calendar.

## **Leaders and Staff Foster Culture**

SCSD #3 staff work continuously to improve student learning. They share a culture with high expectations for all students. Leadership and staff create a school culture that is consistent with the system’s purpose and direction by reviewing and posting the School Mission and Vision Statement in each classroom and throughout the school. A Professional Growth Plan (Framework for Teaching) is developed by each teacher and is used to set goals and improve instruction. Staff meetings are an opportunity to celebrate and recognize staff accomplishments.

## **Stakeholder Engagement**

SCSD #3 communicates with stakeholders on a regular basis through a variety of formats (personal communication, email, PowerSchool, school website, parent/teacher conferences, newspaper, radio interviews). Stakeholders are invited to participate in surveys and their involvement with school activities are encouraged.

## **Leader and Staff Evaluation**

SCSD #3 follows the supervision and evaluation procedures of the school district. The Charlotte Danielson Model is used for all certified staff members. A formal evaluation process is in place for all staff.

# Leadership Capacity Plan

**GOAL(S): Support “Leadership Development” by providing professional development in the use and implementation of the:**

**1) Danielson Model Evaluation Framework for teaching for teacher evaluation.**

**2) National Board Standards for Accomplished Principals™ and ISLLC 2008 Leadership domains of the leadership evaluation components in the areas of:**

- a) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance. (Leadership) ISLLC 1D
- b) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission. (Vision) ISLLC 1A, 4B, 4C, 4D, 6B,
- c) Accomplished educational leaders manage and leverage systems and processes to achieve desired results. (Management) ISLLC 3A, 3B, 3C, 3D, 3E  
APPLICATIONS
- d) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. (Culture) ISLLC 1A, 2A
- e) Accomplished educational leaders are committed to student and adult learners and to their development. (Learners and Learning) ISLLC 1B, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I
- f) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process. (Instruction) ISLLC 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I  
DISPOSITIONS
- g) Accomplished educational leaders model professional, ethical behavior and expect it from others. (Ethics) ISLLC 5B
- h) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. (Equity) ISLLC 2A, 2C, 5A, 5C, 5E 9. Accomplished educational leaders advocate on behalf of their schools, communities and profession. (Advocacy) ISLLC 6A, 6B

Notes: National Board adds: leading change; emphasizes sense of urgency; adult learning; and a cohesive culture of learning.

# **RESOURCE UTILIZATION**

## **Resources and Support Systems**

### **Staff Recruiting and Retention**

SCSD #3 follows the policies and procedures outlined in the district policy book to ensure adequate staffing. All certified staff at SCSD #3 are highly qualified as per the Wyoming State Department definition of "highly qualified" status. Students at Arvada participate in Physical Education, Art, Music, Library, Spanish and Guidance.

### **Sufficient Resources**

District policies guide the utilization of fiscal resources. Instructional time is a priority at SCSD #3 and the staff is very diligent about protecting student learning. Resources are available in an equitable manner to all students. All staff are student centered and act as advocates for students to ensure needs are met.

### **Safe, Clean and Healthy Environment**

All staff are dedicated to maintaining a safe, clean, and healthy environment at SCSD #3. SCSD #3 have plans for each type of drill performed on site and has an updated emergency plan. This fall, our students and staff participated in TAC\*ONE training. Building maintenance is planned through the district strategic plan and unexpected problems are resolved using major maintenance resources.

### **Information Resources**

Students and staff have access to media and informational resources to support learning. SCSD #3 provides one to one technology to all students and staff. All staff and students sign an "acceptable use" form which guides appropriate use of media and informational resources.

### **Technology Resources**

SCSD #3 educational programs are available to students across all content areas. Within the district unit overviews, common resources are designated to be used across the district to ensure consistency among some of the resources used for instruction. These resources include, but are not limited to: iPads, Smartboards, chromebooks, Apple TV, Chromecast, computers (laptop and desktop), classroom text in the form of children's literature, novels, leveled reading books, leveled magazines, magazine and newspaper articles, grade appropriate charts and graphs, content specific websites, and videos/video clips.

The district's ensures the technology infrastructure is adequate for supporting teaching, learning, and operational needs. The large focus of this plan has included improving the wireless connectivity at all building and developing a plan for replacing and updating technology. The District has support staff to address the technological needs as well as training needs required to implement the rollout for staff and students.

School technology used for instruction includes computer carts, iPads, teacher iPads, Smartboards and projectors, document cameras, desktops, laptops, Chromebooks, cameras, Apple TV, TV's and VCR/DVD players in the classrooms.

## Supports to Meet Physical, Social and Emotional Needs

SCSD #3 has a variety of support services available to students. The "at-risk" referral process guides access to appropriate student support services. Processes are in place to determine appropriate program eligibility and placement for Individual Educational Plans, 504, RTI. Data is used to evaluate program effectiveness and changes are implemented in response to the analysis.

## Services to Support Student Educational Needs

SCSD #3 has a variety of support services available to students. Processes are in place to determine appropriate program eligibility and placement for Individual Educational Plans, 504, RTI. Elementary Teachers provide curriculum to support the guidelines as students move towards the Hathaway Scholarship Program.

## Resource Utilization Plan

### District Educational Expectations (Fall 2015- Spring 2019)

- **WY-TOPP** (State Assessment)
  - Math - 80% of SCSD#3 students will be proficient or advanced on the State Assessment
  - Reading - 80% of SCSD#3 students will be proficient or advanced on the State Assessment
  
- **ACT** (High School only)
  - Students will demonstrate positive growth on their ACT Composite score from their Sophomore to Junior year.
  
- **MAP**
  - 80% of all K-12 students will meet their annual projected RIT growth target set by NWEA.

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
SCSD #3 will continue to communicate with central office personnel as well as the Board of Trustees to ensure the appropriate utilization of all district resources	July 1, 2018 - July 1, 2020	District Office	All appropriate documents will be completed in a timely manner.
Clearmont/Arvada School personnel will participate in district level consolidated grant meetings.	June 2018- June 2020	Building Administration	School personnel will communicate upcoming needs for the 2018-2020 school years
SCSD #3 administration will attend all board meetings and weekly district administration meetings	August 2018 - June 2020	Building Administration	The administration will give a report on current data and instruction at monthly board meetings
Collaborative Grade Level Planning Identifying at risk students and target assessments for each grade level and select resources that support instruction.	August 2018 - June 2020	Building Administration	Utilize district System of Support documents to organize structure

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

SCSD#3 administration will monitor and support all interventions in the following ways:

- Monitoring Students Data
  - Weekly At-Risk Lists
  - PowerSchool
  - Review individual student data
- Attending Student Data Meeting
- Attend Student Concern Meetings
- Weekly meeting with Special Education Director
- Weekly meeting with District Supervisors
  - Dean of Students/AD
  - K-12 District Counselor
- Involved with 7-12 Student Schedules