

Burns Junior Senior High School

Laramie County School District #2

Burns, Wyoming



Burns Broncs

Home of Bronc Nation

Bobby Dishman, Principal

2016-2017 Comprehensive Plan

PLAN SIGNATURES

On file at Laramie County School District #2 Central Office

District Superintendent

On file at Laramie County School District #2 Central Office

District Board Chairman

WAEA School Improvement Representative

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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>	Acceptable
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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)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

Needs Improvement

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.
SIG Schools: Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

Summary of Practices:

Instructional Strategies that Engage Students (3.3)

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

Acceptable

SIG Schools: Explain how teachers differentiate assignments in response to individual student performance on pretests and other methods of assessment.

Summary of Practices:

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

Acceptable

Summary of Practices:

Collaborative Learning Community (3.5)

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

Acceptable

All Title I Schools: Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

SIG Schools: Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

Summary of Practices:

Instructional Process (3.6)

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

Acceptable

SIG Schools: Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

Summary of Practices:

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:

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. [\(3.8 Rubric\)](#)

Acceptable

YES

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

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

All Title I Schools: If applicable, what is your school’s plan for assisting in the transition of students from early childhood programs to elementary school programs?

SIG Schools: Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

Summary of Practices:

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. [\(3.9 Rubric\)](#)

Acceptable

Summary of Practices:

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](#))

**Needs
Improvement**

Summary of Practices:

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)

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

SIG Schools: Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

SIG Schools: Describe how the district uses external service providers for key services in SIG schools.

Summary of Practices:

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Needs Improvement
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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)
N/A	The school meets the educational needs of historically underserved populations. (Federal)

All Title I Schools: What is your school’s approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

SIG Schools: How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

Summary of Practices:

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:

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. [\(5.2 Rubric\)](#)

Needs Improvement

Summary of Practices:

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](#))

**Needs
Improvement**

Summary of Practices:

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. [\(5.4 Rubric\)](#)

**Needs
Improvement**

Summary of Practices:

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. ([5.5 Rubric](#))

Acceptable

Summary of Practices:

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (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:

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

Summary of Practices:

School Improvement Process (1.3)

The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	Acceptable
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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)

All Title I Schools: Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

Summary of Practices:

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

Acceptable

YES

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

Summary of Practices:

District Board Operations (2.2)

The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Acceptable

Summary of Practices:

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3](#)

[Rubric\)](#)

Acceptable

SIG Schools: Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Summary of Practices:

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

Acceptable

Summary of Practices:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. ([2.5 Rubric](#))

Acceptable

YES

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

Summary of Practices:

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)	Acceptable
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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)

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

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

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools?
SIG Schools: Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

Summary of Practices:

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

Acceptable

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>

All Title I Schools: How do you coordinate and integrate federal, state, and local services and programs?

Summary of Practices:

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)	Acceptable
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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)
N/A	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)
N/A	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:

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

Acceptable

YES

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

Summary of Practices:

Technology Resources (4.5)

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

Acceptable

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

Summary of Practices:

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

Acceptable

Summary of Practices:

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Effective Practice
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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:

Burns High School implements a very systematic approach to meeting the needs of all students. Those students that are in the “main stream” follow a pattern of: taking required assessments, interest inventories, training center selection, course selection to meet the needs of the individual student, admissions applications, campus visits, and scholarship applications. For those students within the referral process, our team approach allows staff, counselor, school psychologist, or administrator to make suggestions for referrals.

Our guidance program is set up to meet all student needs. Each student is met with both in small group and individually. Within these meetings, discussions about assessment results, interest inventory results, class selection, and future plans are discussed.

We use graduation rates, eligibility lists, and feedback from students, parents, and post-secondary training centers to determine program success.

The referral and IEP processes are much the same. The process starts with staff documentation followed by parent involvement, testing, test results, and collaborative meetings with all parties involved.

A budget for counseling, assessment, referral, educational and career planning is available each school year.

Goals

Junior High	High School
<p>MEASUREABLE GOAL:</p> <ul style="list-style-type: none">- Growth: Increase the PAWS school median student growth percentile in reading from 47 to 60 and mathematics from 42 to 45.- Achievement: Increase the percent proficient or above on PAWS in reading from 55% to 69% and mathematics from 47% to 52%.	<p>MEASUREABLE GOALS(S):</p> <p>Academic Performance</p> <ul style="list-style-type: none">- Growth: Increase the Aspire and ACT median student growth percentile in reading from 50 to 60 and mathematics from 52 to 60. <p>Overall Readiness</p> <ul style="list-style-type: none">- Tested Readiness: Increase the average student tested readiness index score from 62 to 68.
<p>PERFORMANCE MILESTONES:</p> <ul style="list-style-type: none">- 50% proficient and above on 2014-15 PAWS in reading, math, science, and writing.- 50% proficient and above on 2015-16 PAWS in reading, math, and science.- 51% proficient and above on 2015-16 PAWS in reading, math, and science.	<p>PERFORMANCE MILESTONES:</p> <ul style="list-style-type: none">- 39% proficient and above on 2014-15 ACT in reading, math, science, and English/writing.- 48% proficient and above on 2015-16 ACT in reading, math, science, and English/writing.- 48% proficient and above on 2015-16 ACT in reading, math, science, and English/writing.

Teaching and Learning Improvement Plan

Intervention 1: Teachers will engage in professional learning communities that use collective inquiry to inform instructional decisions.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Develop a PLC meeting calendar for grade level and content area teachers.	Summer 2016	Principal Instructional Facilitator Building Advisory Team	Held on Fridays Grade Level Teams: 7-8; 9-10; 11-12 Content Areas Teams: <ul style="list-style-type: none"> - ELA - Math - Science - Social Studies - PE / Health - Career Vocational / Arts
Prepare state and district data for teachers to analyze.	Summer 2016	Principal Counselor Instructional Facilitator Technology Department	Data Reports: <ul style="list-style-type: none"> - MAP - PAWS - Aspire / ACT - District Assessments (after pilot year)
Provide training for teachers and support staff to interpret and use data from district and state assessment in order to improve teacher instruction and student learning.	Early Fall 2016	Principal Instructional Facilitator Teachers	Benchmarks for Standards 3.2, 5.2 and 5.3
Provide professional development on assessment literacy to assist teachers with instructional and curricular decisions.	2016-17 School Year	Instructional Facilitator Teachers	Benchmarks for Standard 3.2

**Intervention 1: Teachers will engage in professional learning communities that use collective inquiry to inform instructional decisions.
(Continued)**

<p>Use an inquiry cycle in PLCs that:</p> <ul style="list-style-type: none"> - Develops or revises formative assessments - Examines student work - Identifies instructional changes by exploring new ideas or strategies - Analyzes impact of changes to instruction through formative assessments 	<p>2016-17 School Year</p>	<p>Instructional Facilitator Teachers</p>	<p>Held on Fridays Grade Level & Content PLC Teams</p>
<p>Continue educational rounds for peer observations.</p>	<p>2016-17 School Year (One time each semester)</p>	<p>Principal Instructional Facilitator Teachers</p>	<p>All teachers participate Held during planning periods</p>

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

Professional learning teams meet regularly to: use data to inform instruction, examine student work, explore instructional strategies, collaborate to develop strategic units, and reflect on effectiveness of curriculum and instruction.

Intervention 2: Teachers will enhance their understanding and utilization of best instructional practices to increase student engagement and critical thinking.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Ensure curriculum aligns to Readiness benchmarks and embed test practice opportunities in lessons.	2016-17 School Year	Curriculum Coordinating Council Subject Area Committees Principal Instructional Facilitator Teachers	Part of Content PLC work Benchmarks for Standard 5.4
Use backward design model to develop cohesive lessons. Share lessons with PLC members for feedback.	2016-17 School Year	Instructional Facilitator Teachers	Unit Plans uploaded into Rubicon Atlas
Enhance understanding of reading comprehension strategies through professional development.	2016-17 School Year	Instructional Facilitator Teachers	Part of Content PLC work
Provide professional development on best instructional practices that foster student engagement and critical thinking. Refresher on PEBC Thinking Strategies, Workshop Model, and Quantum Learning Strategies.	2016-17 School Year	Instructional Facilitator Teachers	Grade Level & Content PLC work
Subject Area Committees and Content PLCs revise district assessments and authentic, performance-based assessments.	2016-17 School Year	Curriculum Coordinating Council Subject Area Committees Instructional Facilitator Teachers	Emphasize with Career Vocational/Arts/PE teachers Benchmarks for Standard 3.2
Explore learning characteristics of unique student populations through professional development.	2016-17 School Year	Counselor Instructional Facilitator Teachers	Benchmarks for Standard 3.12

Intervention 2: Teachers will enhance their understanding and utilization of best instructional practices to increase student engagement and critical thinking. (Continued)

Offer achievement test preparation sessions for students.	By March 1, 2017 for Grades 7-8 By April 15, 2017 for Grades 9-12	Counselor Teachers	Sessions scheduled during Friday intervention times Test taking strategies embedded in daily lessons
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

Students are regularly engaged in learning and using critical thinking strategies to reach academic success.

Intervention 3: Teachers will develop a consistent grading and reporting system that reflects student’s content knowledge and skills.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Compare various grading systems.	Fall 2016	Principal Building Advisory Team Teachers	Benchmarks for Standard 3.10
Collaborate to determine grading system structures and which components of a grading system need to be consistent.	2016-17 School Year	Principal Building Advisory Team Teachers	Benchmarks for Standard 3.10
Develop a reporting calendar that supports eligibility policies.	Summer 2017	Principal Building Advisory Team	Eligibility status starts on week 3 of each quarter.

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

Consistent grading practices are used across grades and content.

Leadership Capacity Improvement Plan

Intervention 1: School leaders will update teachers, support staff, and stakeholders on the continuous improvement process, and comprehensive plan designed to improve student learning.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Review the school mission, vision, values, goals and purpose with incoming teachers. Review the continuous improvement process including current status and direction.	Fall 2016	Principal Instructional Facilitator Teachers	Benchmarks for Standards 1.1 and 1.3
Review and update the continuous improvement plan. Analyze effectiveness of strategies and identify necessary changes.	2016-17 School Year	Principal Instructional Facilitator Building Advisory Team	Benchmarks for Standards 1.1 and 1.3
Continue to communicate effectively with stakeholders on the purpose and direction of the school.	2016-17 School Year	Principal	Benchmarks for Standard 2.5

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

All teachers can describe the school mission, vision, values, goals, and purpose. The improvement plan is regularly updated and communicated to stakeholders.

Resource Utilization Improvement Plan

Intervention 1: School leaders, teachers and support staff will use current technology and applications to promote technology literacy.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Enhance Smart Board skills.	2016-17 School Year	Instructional Facilitator Technology Department Teachers	Benchmarks for Standard 4.5
Implement digital response devices (i.e. clickers, smartphones, etc.)	2016-17 School Year	Instructional Facilitator Technology Department Teachers	Benchmarks for Standard 4.5
Locate and implement a learning management system that will serve as a digital communication and collaboration tool	2016-17 School Year	Instructional Facilitator Technology Department Teachers	Benchmarks for Standard 4.5
Identify and utilize technology and applications that support students in 21 st Century technology literacy	2016-17 School Year	Instructional Facilitator Technology Department Teachers	Benchmarks for Standard 4.5

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

School leaders, teachers, support staff, and students are technologically literate.