

# **Rawlins High School School Comprehensive Plan**



**2016-2017**

# PLAN SIGNATURES

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**Fletcher Turcato, District Superintendent**

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**Mike Mann, District School Board Chairman**

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**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.

# TABLE OF CONTENTS

## DOMAIN 1: TEACHING AND LEARNING

### AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

### AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

### Teaching and Learning Improvement Plan

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)

### AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

### Leadership Capacity Improvement Plan

## DOMAIN 3: RESOURCE UTILIZATION

### AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

### Resource Utilization Improvement Plan

### Corrective Action Plan

### Restructuring Plan

# 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. <a href="#">(3.1 Rubric)</a></p>	<p><b>ACCEPTABLE</b></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)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)
YES	The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes.
YES	Teachers use proven instructional practices that actively engage students in the learning process.
YES	Teachers give students regular feedback to improve their performance.

**Summary of Practices:**

We are in year two of having Curriculum Coordinators. The Curriculum Coordinator for Rawlins High School works closely with the academic teams to constantly update the curriculum and pacing guides. Furthermore, Rawlins High School administrators monitor the pacing and effectiveness of the curriculum via walkthroughs, informal and formal observations, and the disaggregation of student achievement data.

## 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. <a href="#">(3.2 Rubric)</a>		<b>ACCEPTABLE</b>
<b>YES</b>	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.	
<b>YES</b>	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose.	

### Summary of Practices:

The Curriculum Coordinator for Rawlins High School works closely with the academic teams to constantly update the curriculum and pacing guides. Furthermore, Rawlins High School administrators monitor the pacing and effectiveness of the curriculum via walkthroughs, informal and formal observations, and the disaggregation of student achievement data. We have purchased the PowerWalks App so that we can share data from walkthroughs with individuals and teams.

We utilize the ACT ASPIRE interim and summative assessments to monitor student progress and to make curricular adjustments.

## Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a>		<b>ACCEPTABLE</b>
YES	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	
YES	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.	
YES	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	

### Summary of Practices:

We spend a significant amount of our PLC and PD time working on The Fundamental Five. This is a major focus of our observations. This year we are focusing on implementing more student to student purposeful talk as well as implementing more critical writing activities in our closing activities.

## Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. <a href="#">(3.4 Rubric)</a>	<b>Acceptable</b>
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YES	<p>School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they :</p> <ol style="list-style-type: none"> <li>1) are aligned with the school’s values and beliefs about teaching and learning,</li> <li>2) are teaching the approved curriculum,</li> <li>3) are directly engaged with all students in the oversight of their learning, and</li> <li>4) use content-specific standards of professional practice.</li> </ol>
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## Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
YES	Collaboration occasionally occurs across grade levels and content areas.
YES	Staff members promote discussion about student learning.
YES	School personnel express belief in the value of collaborative learning communities.
YES	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.

### Summary of Practices:

We are now out of year “zero” in the implementation of Professional Learning Communities. We have a solid group of Team Leaders and our data talks/book studies are under way!

## Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	Most teachers use an instructional process that informs students of learning expectations and standards of performance
YES	Exemplars are often provided to guide and inform students.
YES	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
YES	The process provides students with feedback about their learning.
YES	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.

### Summary of Practices:

Do to the fact that we are in the second year of using our solid curriculum, our teachers are having much more success with regards to instructional practices. Furthermore, the emphasis on coaching via the walkthrough data has already proven to be having a positive impact on instructional 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. <a href="#">(3.7 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.
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)



## 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. <a href="#">(3.8 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
YES	Programs that engage families in meaningful ways in their children’s education are designed and implemented.
YES	Families have multiple ways of staying informed of their children’s learning progress.

### Summary of Practices:

Parents have access to the SIS and are invited to school frequently to discuss student progress. We have a Parent Action Committee that meets monthly and we send home monthly communication. Our website is updated regularly and we utilize social media to inform parents as well.

## 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. <a href="#">(3.9 Rubric)</a>	<b>Acceptable</b>
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YES	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
YES	The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs regarding learning skills, thinking skills, and life skills.
YES	All students may participate in the structure.

### Summary of Practices:

We have implemented our Citizens for Citizens program in which each adult member of the team is responsible to monitor students assigned to them by the group. These members report back to the team weekly. We often discuss students who are in need of enrichment opportunities.

## 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. <a href="#">(3.10 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results.
YES	The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results.

### Summary of Practices:

We have spent a significant amount of time to ensure that our teachers understand our grading practices and that we are consistent throughout the building.

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. ( <a href="#">3.11 Rubric</a> )	ACCEPTABLE
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<b>YES</b>	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)
<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

The majority of our Professional Development Plan focuses on training our staff in the Corwin Literacy Strategies and The Fundamental Five. We will complete Modules 1-5 of Corwin this academic year and Modules 6-9 next year.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a>	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:

Our Curriculum Coordinator spent time this Summer working with the departments to add enrichment and acceleration opportunities into our curriculum framework. We provide after school intervention and we will begin to provide Summer Acceleration opportunities this coming Summer.

# 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. <a href="#">(5.1 Rubric)</a>	<b>ACCEPTABLE</b>
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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)
YES	The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
YES	The system generally provides consistent measurement across classrooms and courses.

### Summary of Practices:

Major progress was made in this area throughout the previous academic year. The implementation of PLCs has assisted with this improvement.

## 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. <a href="#">(5.2 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff.
YES	Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions.
YES	School personnel use data to design, implement, and evaluate continuous improvement plans.

### Summary of Practices:

We do a very nice job of adjusting curriculum pacing and instructional practices using student assessment data. This past year we bought a subscription to the ACT ASPIRE SUITE. This data point could prove to be invaluable to our pursuit of improving our ACT Composite score.

## Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. <a href="#">(5.3 Rubric)</a>	<b>ACCEPTABLE</b>
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YES	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.
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### Summary of Practices:

We have spent a considerable amount of time training our personnel on the evaluation and interpretation of data to improve student achievement.

## Determining Verifiable Improvement in Student Learning (5.4)

<p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. <a href="#">(5.4 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<p>YES</p>	<p>Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.</p>
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### Summary of Practices:

Strategies and interventions to improve this area will be part of the work of our P.L.C. groups. Furthermore, we are using the NWEA Measures of Academic Progress to monitor student progress to better inform our instruction and course structures.

## Communicating School Performance (5.5)

<p>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. <a href="#">(5.5 Rubric)</a></p>	<p><b>ACCEPTABLE</b></p>
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### Summary of Practices:

We hold monthly meetings with our Parent Advisory Committee meeting and we have drastically increased our communication with the school community. We regularly post our successes on our website and other forms of social media.

## Teaching and Learning Improvement Plan

**GOAL(S):**

- 1) Increase the percentage of student test scores that are proficient or higher in grade 11 on the ACT subject areas of mathematics, reading, science, and English/writing from 18% to 32%.

Strategies to Implement the Interventions	Timeline	Personnel and Financial Resources	Benchmarks
All teachers will receive two days of training in the P.L.C. process. Follow-up one day training.	Fall of 2015 Spring of 2016	Cost of P.L.C. training resources \$2500.00	Trainings completed
Teachers will participate in teaching area and grade level P.L.C.s Building administrators will monitor P.L.C.s	Throughout 2015-16 school year	All teachers participate	Weekly meetings
Continue our training on The Fundamental 5.	Fall 2016-Spring 2017	<i>The Fundamental Five</i> training series will last all year.	Monthly



2) Increase the graduation rate percentage from 85% to 87% by the end of the 2016-2017 academic year. We are pushing to increase our graduation rate until we meet 90% in the Spring of 2019.

Strategies to Implement the Interventions	Timeline	Personnel and Financial Resources	Benchmarks
Counselor will work with all students on creating their 4 and 6 year plans starting in 9 <sup>th</sup> grade.	2015-2019	Counselor, Principal, School Social Worker	Yearly graduation rates until the Spring of 2019
Counselor will work with current 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade students to ensure that they are on track for graduation as well as.	2015-2018	Counselor	End of year graduation rates
Current 11 <sup>th</sup> and 12 <sup>th</sup> grade students who are behind in credits will take mandatory credit recovery classes.	2015-2017	Counselor, Principal, and 3 staff members who will oversee the credit recovery courses.	Students need to achieve a 70% or better in their credit recovery courses to receive credit.

**3) Increase our Attendance rate from 94% 2015-2016 to 95% in the 2016-2017 school year.**

<b>Strategies to Implement the Interventions</b>	<b>Timeline</b>	<b>Personnel and Financial Resources</b>	<b>Benchmarks</b>
Our Student Services Team meets weekly to discuss individual student attendance and assign the students to a case manager who will work with the student and the family to improve attendance.	Fall of 2015 to Spring of 2017	Counselor, Social Worker, Counselor Secretary, Principal, Assistant Principal, Office Secretary	Monthly attendance rates and yearly attendance rates
We are using positive interventions to “reward” students for good attendance. Incentives include school apparel, movie tickets, water bottles, and Walmart gift cards.	2015-2016	Principal and Assistant Principal	Monthly attendance rates for individual students.

**MEASURES AND METHODS (INTERVENTIONS):**

**All teachers will engage in Professional Learning Communities that use student data to guide instructional decisions to increase student achievement.**

Weekly P.L.C. meetings being held will be evidence of implementation. P.L.C. minutes will be forwarded to building administrators to assist in the monitoring of progress. PLC teams will produce selected sequential artifacts to demonstrate their progress.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a></p>	<p><b>ACCEPTABLE</b></p>
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<p>YES</p>	<p>The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)</p>
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**Summary of Practices:**

We have developed a Shared Mission that aligns with our District Mission. We have also developed, through consensus, a Shared Vision.

### Culture Based on Shared Values and Beliefs (1.2)

<p>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. <a href="#">(1.2 Rubric)</a></p>	<p><b>NEEDS IMPROVEMENT</b></p>
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**Summary of Practices:**

To be a successful school where student achievement is viewed as paramount we need to have 100% of our staff believe that 100% of our students can and will be successful personally and academically.

## 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. <a href="#">(1.3 Rubric)</a></p>	<b>ACCEPTABLE</b>
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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)
YES	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

# AdvancED Standard 2: Leadership

## Board Policies and Practices (2.1)

<b>Board Policies and Practices:</b> The governing body establishes policies and supports practices that ensure effective administration of the school. <a href="#">(2.1 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	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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## District Board Operations (2.2)

<b>District Board Operations:</b> The governing body operates responsibly and functions effectively. <a href="#">(2.2 Rubric)</a>	<b>ACCEPTABLE</b>
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## 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. <a href="#">(2.3 Rubric)</a>	<b>ACCEPTABLE</b>
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## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a>	<b>ACCEPTABLE</b>
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**Summary of Practices:**

We have developed a Shared Mission that aligns with our District Mission. We have also developed, through consensus, a Shared Vision.

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. <a href="#">(2.5 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	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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## 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. <a href="#">(2.6 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

# 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. <a href="#">(4.1 Rubric)</a></p>	<p><b>ACCEPTABLE</b></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>

### Sufficient Resources (4.2)

<p>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. <a href="#">(4.2 Rubric)</a></p>	<p><b>ACCEPTABLE</b></p>
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<p>YES</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>● <b>High School – 1100 hours (Wyoming)</b></li> </ul>
<p>YES</p>	<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>
<p>YES</p>	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>● Wyoming Day, December 10 of each year.</li> <li>● Nellie T. Ross’ birthday, November 29 of each year.</li> <li>● Native American Day, the second Friday in May.</li> <li>● Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>● Constitution Day, September 17 of each year. (Wyoming)</li> </ul>

YES	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
YES	Activities approved for Federal Funding are completed within the approved time period. (Federal)

### 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. <a href="#">(4.3 Rubric)</a>	<b>Acceptable</b>
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YES	<b>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)</b>
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)
<b>YES</b>	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)

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. <a href="#">(4.4 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	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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## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. <a href="#">(4.5 Rubric)</a>	<b>NEEDS IMPROVEMENT</b>
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<b>YES</b>	The school has implemented the district technology plan. (Wyoming)
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### Summary of Practices:

We are in the process of improving our district technology plan. We still need more access to technology and training for staff.

## 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. <a href="#">(4.6 Rubric)</a>	<b>ACCEPTABLE</b>
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## Services to Support Student Educational Needs (4.7)

<p>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (<a href="#">4.7 Rubric</a>)</p>	<p><b>Acceptable</b></p>
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<p><b>YES</b></p>	<p><b>The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)</b></p>
<p><b>YES</b></p>	<p>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)</p>