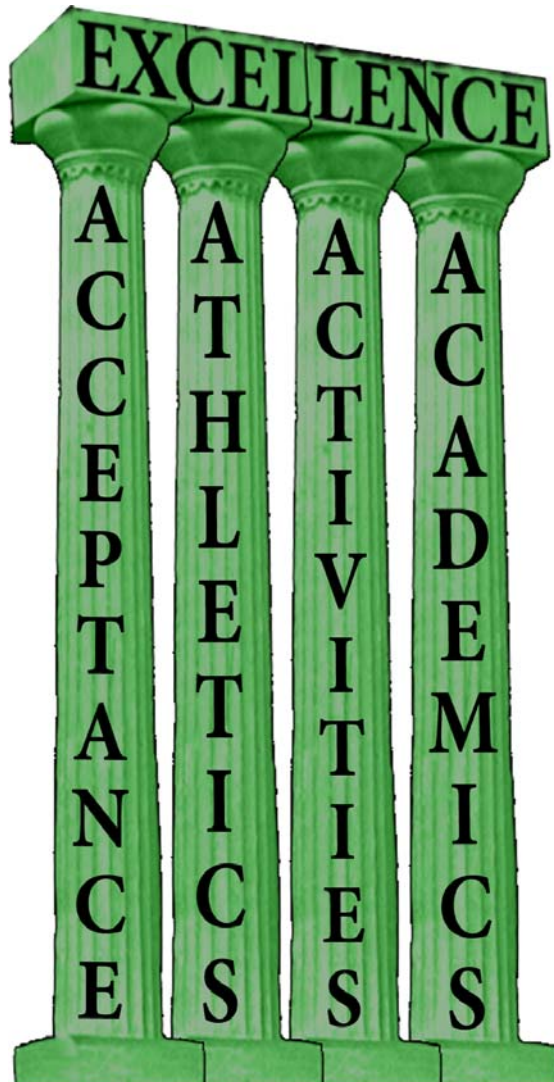


# Kelly Walsh High School Comprehensive Plan



Casper, Wyoming  
Brad Diller, Principal  
**2015-2016**

# 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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<b>YES</b>	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)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>YES</b>	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)
<b>YES</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>YES</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

- **Kelly Walsh offers both regular education classes as well as honors classes as outlined in the \*enrollment guide. We also offer tiered education courses based on evaluation and NWEA testing in specific areas (i.e. Geometry) which helps create student success while being equitable as outlined in the enrollment guide.**
- **All students take Civic Responsibility & Financial Literacy at KWHS offering equal access to thinking skills and life skills as outlined in pg. 5 of the enrollment guide.**

# 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>
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The PLC model uses teacher collaboration to create/revise common assessments that provide student data allowing for instructional/curriculum modification. The seven correlates work together by using data to align school achievement and purpose. State accountability gives us an analysis to ensure student achievement using a national recognized test, eligibility, and credit accumulation.

# 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>
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**Instructional strategies** - student collaboration, self-reflection, development of critical thinking skills, personalizing instruction to meet individual learning needs, requiring students to apply knowledge and skills/integrate content and skills with other disciplines, use technologies as instructional resources and learning tools

**Language Arts:** (a) Instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills

Language Arts Department uses a common rubric to assess the Speaking and Listening standard. Students also self-assess too (see rubric). Many teachers require students to self-assess (reflection) with any writing they turn in (see 10th grade research argument rubric as an example).

(b) Provide evidence of teachers personalizing instructional strategies and interventions to address individual learning needs of students

Language Arts Department - 10th grade PLC group is using the "Data Meeting template" (see template) to track student data and to help the PLC have conversations about interventions and instructional strategies.

Common instructional strategies include:

- \* Lots of discussion structures - turn and talk, random group discussions, jigsaw, teacher-assigned groups, student-selected groups, rubrics, Socratic Seminar structures
- \* Some use Google classroom
- \* All classes integrate history easily as they read and study novels/plays/short stories. This is done via webquests, supplemental reading, video clips, etc.

Special Ed Language Arts (Resources) - also uses similar formative assessments such as highlighting, daily bell assignments, small groups, think-pair-share, KWL charts, silent reading, teacher oral reading (to expose students to grade level texts and novels), read alouds. Department also incorporates current events and implements the 6 traits of writing

BASS program uses strategies that cultivate emotional regulation, attention and performance by teaching stress-reduction skills, practice present-moment attention and emotional relation. The students self-reflect on their pro-social, on-task, aggressive, non-compliance, disruptive, and honesty behaviors. Teachers also use psycho-educational intervention strategies that focuses on aggression, immaturity, withdraw and other behavioral issues through modeling, role-playing, feedback (see self-reflection sheet)

Special Ed Department also does real-world discussions and followings individuals IEP goals and individuals behavioral plan

Special Ed Math Department - uses many formative assessments to gauge learning. For example, think-pair-share, small groups, white boards, manipulatives like digiblocks and fraction frindge, graphs, guess and check, thatquiz.org, calculator quiz, highlighting/underlining, scavenger hunts, thumbs up/down

(c) 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

Targeting all three instructional strategies:

Literacy Center gave 109 juniors a full, practice ACT Test, and have worked with a total of 88 students individually for ACT Prep. Some of the students who took the practice test are counted in the 88; however, the 88 is also comprised of seniors wanting to get a better score and sophomores wanting to be prepared. The ACT Prep practice includes one-on-one work, small-group work, and use of the actstudent.org site to help students apply and acquire various strategies that work best for them through multiple forms of practice and guidance.

In addition, the Literacy Center tutors provided common ACT strategies for all four multiple choice tests and the writing test to 281 juniors in spring semester English classes.

**Social Studies:** The department artifact shows use of student collaboration, measurement of critical thinking skills through essay prompts, and implementation of technology through use of PowerPoint presentations. The students enhance critical thinking skills through work in small groups to design presentations, debate ethical questions, and help other students. The students engage in self-reflection through peer-review and through weekly posted grades.

**World Languages:** The department artifact shows heavy use of vocabulary-building drills and worksheets, flashcards, and oral checks for comprehension. The students show collaboration through skits, presentations, unrehearsed dialogues, and debates/discussions. Critical thinking skills are enhanced through dialogue and evaluation of texts. Self-reflection is enhanced with use of Exit slips and door questions, videos and self-assessments, and RAFT skills.

**Math:** The department artifact shows various instructional strategies for student collaboration, such as use of Think-Pair-Share, Small-group activities, Scavenger hunts, and Thumbs Up-Thumbs Down. Critical thinking skills are addressed with Manipulatives, and Real-World discussions. Self-reflection is covered with Guess and Check exercises, calculator quizzes, and Real-world discussions.

a) instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills

-In class there are engagement strategies that I use to ensure collaboration. I use think pair share, in my lesson plans and slideshows I have a partner practice listed. I have table quizzes where students are required to discuss answers and have a common solution. For self reflection I use a couple of strategies. Prior to the test I use a Google Form and have students reflect on their ability on each learning target. We review based on those results for the class. After a test I use a reflection form where they determine how they did on each learning target. It is a required step for students to retake the test.

(b) provide evidence of teachers personalizing instructional strategies and interventions to address individual learning needs of students

-In the math department we use NWEA RIT scores as part of our placement of students. Inside the classroom I use the student reflection, exit slips and quizzes to modify instruction for students. I group students who are struggling with similar content and provide remediation. I use our math tutors to support students when they need additional support, this is done in class and outside of class.

(c) 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

- We use graphing calculators, Google Classroom, and other online resources to integrate technology and skills. The math department collaborated earlier in the year with the science department to discuss integration and ensure that similar strategies are being used.

- **Auto:** Two or more students in a group (also individual students) rebuild automobile engines. Students use skills in math to measure parts to tolerances. Reading instructions and following directions are used by students in the disassemble and assemble of engines. Problem solving is on going as students work to re- assemble their engines. These engines are then tested on a dynamometer for the amount of horsepower they are capable of developing. The test are linked to science with calculation of horsepower, torque, and force.

- **Welding:** Students skills in welding are tested to an industrial standard for welder qualification . We use the American Welding Society D1.1 structural code that would be used to see if a person was qualified to be employed as a welder. We also offer a Level I welding qualification to students through the Amer. Welding Society

- **Wood shop/ construction-** Groups of student use skills learned in class as well math, reading, and problem solving skills to construct small examples of residential buildings.

- **Graphic Arts:** Student use skills learned in class to develop short films on a given topic. These short films are then viewed by the public during an evening film festival.

## 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>NEEDS IMPROVEMENT</b>
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**Summary of Practices:**

Strategies and interventions to improve this area will be part of the work of the Strong Instructional Leadership correlate group.

## 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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**Summary of Practices:**

Teachers participate in collaborative learning communities to improve instruction and student learning thru school wide professional development, department and correlate meetings (informally and formally) on a regular schedule. Staff members frequently collaborate across grade levels and content levels to promote discussion about student learning. Staff expand their knowledge base about students via action based research, examination of student work, reflection, study teams and peer coaching.

## 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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Teachers are required to have their course outlines approved by an administrator at the beginning of each year prior to the start of the course. Teachers also use learning targets, that are identified by their PLC groups, for either a unit or daily outline in their classes. This requires teachers to systematically use a process that informs students of learning expectations and standards of performance. Teachers provide immediate feedback each day through the use of formative assessments in the classroom which include but are not limited to daily warm-ups, homework checks, in-class discussions and exit slips. Students are provided immediate feedback through this process and teachers can modify instruction to better educate the students.

## 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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<b>YES</b>	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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**All new staff participates in systematic mentoring through the district mentoring program. These new staff members have scheduled meetings with assigned coaches, as well as attend monthly new teacher training sessions. This mentoring program continues through the first three years of that teacher’s employment.**

## 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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<b>YES</b>	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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**Kelly Walsh High School offers multiple outlets for family engagement into their child’s education. The best program is our online Infinite Campus system that families have access to grades, attendance, schedule, transcripts, and more. There as teachers we can also access a student contact log and see when teachers or administrators have contacted parents either via phone, email, or mail regarding their child. Our attendance office will send out letters to parents regarding their child’s attendance if they start missing a certain amount of classes. We send out monthly newsletters that include important announcements, freshman focus, and celebrations. Many teachers and coaches’ use a text delivered announcement system called Remind which can be used for specific classes, sports teams, and school information. Other meaningful ways include: Parent-Teacher Conferences, Open Houses, Academic Night, and Orientations.**



## 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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Kelly Walsh High School staff prides itself on building relationships with students in order to support their educational experiences. There are formal structures and procedures in place in order to identify students’ needs and to link them with resources and support professionals. Moreover, there is ample opportunity for staff to build effective rapport and relationships with students through electives, tutoring, advising, clubs, sports and activities. These multiple points of contact allow adult advocates to better know and to better serve students on an individual basis.

## 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>NEEDS IMPROVEMENT</b>
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Kelly Walsh High School has established expectations of grade reporting and timelines. All departments are continuously developing common assessments to evaluate student progress. PLC time allows groups of teachers to reevaluate and refine common policies, procedures, and strategies.

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>ACCEPTABLE</b>
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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)
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<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)
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Currently, Kelly Walsh High School is actively participating in PLC programs that are being supported by the administration. The core-classes have been meeting weekly to choose anchor standards, develop common assessments, and discuss best practices when assessments fall below proficient. Evidence of this can clearly be identified in the weekly reports that PLC leaders send to administration and can be shown in the artifacts that have been and are currently being developed. Kelly Walsh is supporting the activities of teachers by giving them time and focus in their PLC groups in order to improve teaching methods and make choices that benefit the education of the student. In addition to the extensive PLC work, the school is in the constant process of utilizing professional correlates in order to create a vast school improvement plan that spans from the inner working of teachers and administrators to the development of positive home school relations. Teachers are grouped into different correlate groups that focus on specific challenges that are posed to the school.

### 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>	<b>ACCEPTABLE</b>
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<b>YES</b>	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)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	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)
<b>N/A</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
<b>YES</b>	The school meets the educational needs of historically underserved populations. (Federal)

# 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>NEEDS IMPROVEMENT</b>
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<b>YES</b>	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:**

**Strategies and interventions to improve this area will be part of the work of the Frequent Monitoring of Student Progress correlate group.**

## 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>NEEDS IMPROVEMENT</b>
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**Summary of Practices:**

**Strategies and interventions to improve this area will be part of the work of the High Expectations correlate group.**

**Currently, Kelly Walsh High School is actively participating in PLC programs that are being supported by the administration. The core-classes have been meeting weekly to choose anchor standards, develop common assessments, and discuss best practices when assessments fall below proficient. Evidence of this can clearly be identified in the weekly reports that PLC leaders send to administration and can be shown in the artifacts that have been and are currently being developed. Kelly Walsh is supporting the activities of teachers by giving them time and focus in their PLC groups in order to improve teaching methods and make choices that benefit the education of the student.**

In addition to the extensive PLC work, the school is in the constant process of utilizing professional correlates in order to create a vast school improvement plan that spans from the inner working of teachers and administrators to the development of positive home school relations. Teachers are grouped into different correlate groups that focus on specific challenges that are posed to the school.

### 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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A few Kelly Walsh professional and support staff members are trained in the evaluation, interpretation, and use of data. Special Education Behavioral and Academic Social Education (BASE formerly known as BASS) professional and support staff are trained in Behavioral evaluation, interpretation and use of data. Pocket of professionals are trained in a variety of evaluations, interpretation, and use of data such as former district and building instructional facilitators (teacher coaches). Most Support staff (Office staff, Custodial, Cafeteria and Security workers are trained on the job or by choice to enroll in classes such as AD HOC or Infinite Campus trainings. Few have a background from college courses.

### 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. <a href="#">(5.4 Rubric)</a>	<b>ACCEPTABLE</b>
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Kelly Walsh uses a variety of pre- assessments to determine student readiness. These include, but are not limited to:

1. NWEA scores
2. ACT scores
3. Woodcock Johnson IV ( SPED)
4. Teacher made assessments

Teachers also make use out of use of semester, quarter and final grades as a means to determine success among students in their classes. Daily assignments and other assessments gear instruction for more remedial or extension work for students as well.

A plan is in place at KWHS for those students whom are failing or struggling academically. These include:

1. Before and after school tutoring
  2. Recovery Lab
  3. Transitions
  4. Make-up center
  5. Meeting with teachers before and after school, or during the student or teachers lunch
- Other steps that are being taken by KWHS to promote and assist students in being successful at school and preparing them for their next step.

1. Attendance/Tardy policy
2. Dress code policy
3. Involvement of all students in athletics or activities
4. ACT prep for reading and math

## 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**

Addressing attendance, grades, tardies, and activities shows Kelly Walsh's dedication towards improved graduation rate because our data has shown that students who participate in class and activities have a higher graduation rate. Practice testing, prep and support for ACT shows Kelly Walsh's commitment towards ACT score improvement. The parent newsletter, the dialers, the infinite campus are available for all students and parents and are at an appropriate level of communication. Counselors have meetings to explain more complicated data like standardized test results.

# Teaching and Learning Improvement Plan

**GOAL(S):** Increase the percent 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 26% to 32%.

**MEASURES AND METHODS (INTERVENTIONS):**

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

All teachers and administrators will participate in the implementation of the correlates of Effective Schools (Lezotte) as our means of continuous school improvement to increase student achievement.

Strategies (Processes) to Implement the Intervention	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 by SolutionTree (\$15,000). Follow-up training (\$7,000).	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
Begin Effective Schools implementation by introducing research to staff	Fall of 2015	<i>Re-envisioning the correlates: What effective schools do.</i> Purchased for staff	Quarterly correlate leadership meetings will be held during the 2015-16 school year
Effective School correlate leaders are identified and all teachers placed into a correlate groups.  Teleconference with Larry Lezotte	Fall of 2015  Nov. 2015	All teachers participate in correlate group work. All teachers and admin. participate	Correlate meetings held.

Groups meet to discuss correlates and develop a survey to measure where we currently are. Planning stage for implementation of strategies.	2015-16 school year	Correlate group members	Pre and Post Survey completed
Correlate groups meet to discuss results of survey	December 2015	All correlate group members	Notes from correlate meetings

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

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.

Evidence of implementation of the Effective School correlates will be the creation correlate groups with each staff member assigned to a correlate group. The correlate groups will create a survey, with questions from each correlate, to determine our current status in the correlate area. After the survey is created and given to all staff, the results of the survey will be used to determine strategies that may be implemented to improve school effectiveness. We will hold a teleconference with Mr. Lezotte and the KWHS staff to discuss our implementation progress.

# 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. <a href="#">(1.1 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	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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**Beginning in the fall of 2015, Kelly Walsh High School has adopted Larry Lezotte's 7 Correlates of Effective Schools. One correlate committee is focusing on the school's mission. This correlate group is collecting core values and beliefs from each stakeholder group of Kelly Walsh High School (March 7 – 11, 2016). After values and beliefs are collected, trends will be utilized to compose several mission statements. The faculty and staff will choose the mission statement/school purpose that best relates to our core values and beliefs. A plan will be developed to revisit and revise the school's purpose as necessary.**

### 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. <a href="#">(1.2 Rubric)</a>	<b>ACCEPTABLE</b>
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#### Summary of Practices:

**At Kelly Walsh we have a positive culture that is reflected in how we communicate with one another. The Correlate groups, Inclusion in classrooms, and celebrations at faculty meetings are a few examples of how we, as a school, cultivate a positive community. This shared belief is displayed in FLS students in regular education classrooms as well as sports and other activities, not just in ceremonial roles, but participating and competing along with the rest of the student body.**





## 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. <a href="#">(1.3 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	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)
<b>N/A</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	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)

Kelly Walsh’s school leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The school leadership is continually trying to improve conditions for student learning by improving the culture of learning in our building. We have decreased the amount of tardies to classes, increased the attendance rate, we have implemented the new district dress code, and decreased the use of cell phones in the classroom. We have also improved our PLC process by focusing on student achievement. PLC groups have produced common formative and summative assessments and shared student data. Our school has developed correlate groups that are focused on 7 main areas in our school. These groups are working on strategies and activities for achieving our school’s improvement goals.

## 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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**The Natrona County School Board provides financial and human resources to address the mission and values of Kelly Walsh High School, including PLC and Correlate work.**

### 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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**We, Kelly Walsh High School, see that the school board has board policies in place that allow it to operate responsibly and effectively in: 1) evaluating its decision & actions to ensure compliance with roles/responsibilities, code of ethics, conflict of interest, through policies # 8100, 8110, Duties & Powers of the Board of Trustees, & the Internal Operational Guidelines of the Board, 2) offering opportunities for professional development through the WY School Board Association & Nat'l School Board Association & the Internal Operational Guidelines of the Board, (\*\*WE ARE NOT SURE IF SCHOOL BOARD MEMBERS ATTEND THESE), see also the Duties & Powers of the Board of Trustees, 3) AND complying with all policies, procedures, laws, & regulations...as a cohesive unit with the Internal Operational Guidelines of the Board & the Duties & Powers of the Board of Trustees.**

### Leadership Autonomy (2.3)

<p>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></p>	<p><b>ACCEPTABLE</b></p>
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### Leaders and Staff Foster Culture (2.4)

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

Through the 7 Correlates of Effective Schools and PLCs, leaders and staff make decisions and take action for continuous improvement to achieve the school’s purpose. All KWHS employees are expected to support the mission statement and four pillars (Academic Excellence, Activity Excellence, Athletic Excellence, and Acceptance) to be accountable for student learning. The Student Handbook, PLCs (common summative assessments) and the correlate meetings, as well as the KWHS tardy policy, hold all students to high standards in all courses of study. Also, through PLCs and correlate meetings, school leaders support innovation, collaboration, shared leadership, professional growth and a culture characterized by collaboration and a sense of community.

### Stakeholder Engagement (2.5)

<p>Leadership engages stakeholders effectively in support of the school’s purpose and direction. <a href="#">(2.5 Rubric)</a></p>	<p><b>ACCEPTABLE</b></p>
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<p><b>YES</b></p>	<p>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)</p>
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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)

**Our strength is that we have a supervision and evaluation process that is regularly implemented. Teachers in their first three years are evaluated four times a year. Administrators and other teachers are evaluated yearly. However, this process includes only references to professional practice. In addition, the results are only sometimes used to adjust such practice in order to improve student learning.**

## Leadership Capacity Improvement Plan

**GOAL(S):** Increase the percent 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 26% to 32%.

**MEASURES AND METHODS (INTERVENTIONS):**

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

**All teachers and administrators will participate in the implementation of the correlates of Effective Schools (Lezotte) as our means of continuous school improvement to increase student achievement.**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
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Building administrators will participate in trainings and will monitor implementation of P.L.C. and support their work. P.L.C. minutes will be sent to principals following each meeting	Fall 2015		Meeting minutes received and reviewed by principals.
Correlate leaders will be identified to lead each correlate group in discussion of Effective Schools.	Fall 2015		Leaders introduced to staff
Each correlate group will report findings and recommendations to entire faculty at staff meetings.	Fall of 2016		Monthly faculty meeting presentations
Correlate leaders and two administrators will attend an Effective Schools training in Arizona	Spring 2016	\$10,000	Members attendance in workshop
Administrators and representatives from correlate groups will attend an Effective Schools training.	February 2016	\$15,000	Attendance at workshop

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

Evidence of implementation of leadership capacity in PLCs will be our principal and assistant principals participating in the SolutionTree trainings.

Evidence of implementation in leadership capacity of the Effective Schools correlates will be the identification of team leaders for each group. Two staff members will be identified as leaders and will facilitate the work of that correlate group.

## **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><b>YES</b></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><b>YES</b></p>	<p>Instruction is provided by highly qualified teachers (Federal)</p>
<p><b>YES</b></p>	<p>Paraprofessionals meet the requirements of ESEA (Federal)</p>

**School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.**

## 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><b>YES</b></p>	<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"> <li>● ½ Day Kindergarten – 450 hours</li> <li>● Full Day Kindergarten – 900 hours</li> <li>● Elementary – 900 hours</li> <li>● Middle/Jr. High – 1050 hours</li> <li>● High School – 1100 hours (Wyoming)</li> </ul>
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<b>YES</b>	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)
<b>YES</b>	The following days are appropriately observed: <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>
<b>YES</b>	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
<b>YES</b>	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
<b>YES</b>	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
<b>YES</b>	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
<b>YES</b>	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
<b>YES</b>	Activities approved for Federal Funding are completed within the approved time period. (Federal)

**The following statement was sent to all staff (Budget Allocation Memo 5/2014).**

**"Priorities for 2014-2015 budget decisions will be based on student learning results and will focus on improved performance, standards and school improvement goals. Board policy states open and inclusive and budget decisions will be made on student learning results".**

**The stakeholders include certified staff, classified staff, parents, community and administration (Budget Development Process Memo). School leaders meet weekly as a personal learning community to ensure in time is used to give each student equitable opportunities to attain a challenging learning experience (Budget Development Process Memo).**

**Department chair meetings connect individual departments with administration.**

**Administration use teacher's evaluation as a tool to ensure continuous improvement and concentration of school's purpose and direction. Curriculum and Instruction is a district department that protects school instructional time (Board Policy 6200). Kelly Walsh protects instructional time, through strict tardy policy, limited passes during day and extended absence procedures.**



## 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>NEEDS IMPROVEMENT</b>
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<b>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</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	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)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
<b>YES</b>	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)

### Summary of Practices:

Strategies and interventions to improve this area will be part of the work of the Safe and Orderly Environment correlate group.

### 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>EFFECTIVE PRACTICE</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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**Summary of Practices:**  
All students at Kelly Walsh High School receive a laptop computer at the beginning of the year to provide various media and information resources. Our media center provides access to books and computers as another resource for students. Trained personnel are available in the media center before, during, and after school to assist students.

### 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 activities:**  
The connectivity in portions of our facilities are weak. This will be addressed as we move into our new facility during the 2016-17 school year.

### 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)

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

**Strategies and interventions to improve this area will be part of the work of the Frequent Monitoring of Student Progress and the Home-School Relations correlate groups.**

## Resource Utilization Improvement Plan

**GOAL(S):** Increase the percent 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 26% to 32%.

**MEASURES AND METHODS (INTERVENTIONS):**

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

All teachers and administrators will participate in the implementation of the correlates of Effective Schools (Lezotte) as our means of continuous school improvement to increase student achievement.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Kelly Walsh will utilize portions of its professional development money to train staff in the utilization of P.L.C.s.	Training: fall of 2015 Follow-up training in the spring of 2016	Initial training: \$15,000 Follow-up training: \$7,000	Initial training - August 2015 Follow up training June 2016
Kelly Walsh will purchase book: <i>Re-envisioning the correlates: What Effective School Do</i> for all teachers	Fall of 2015		Books distributed to all staff August, 2015
The staff will teleconference with Mr. Lezotte	Fall 2015	\$1,500	October Teleconference
Representative members of each correlate group and two administrators will attend a workshop on Effective Schools	February 2016	\$15,000	Attendance of workshop

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

**Evidence of Resource Utilization for PLCs will be purchasing training and materials from SolutionTree.**

**Evidence of Resource Utilization for Effective Schools will be the purchasing of the book *What Effective Schools Do: Re-Envisioning the Correlates* (Lezotte and Snyder).**