

Newcastle Middle School

**Newcastle, Wyoming
Kyle Gunderson, Principal**

2016-2017

PLAN SIGNATURES

District Superintendent

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)

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)	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)
N/A	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

Newcastle Middle School provides numerous programs for all students to meet and exceed standards. We provide all content area courses, which have been aligned to adopted common core standards. Our local common assessments have also been aligned in core subjects and are in progress of doing so in the elective courses. We are currently working on aligning social studies and science assessments. We also provide programs in visual and performing arts for our students to meet current standards. We offer choir, band and art exploratory to all students 6-8. Our principal monitors the teaching of standards through drop-in evaluations and formal evaluation. We also employ a curriculum director k-12 and an induction/mentor specialist to assist new teachers in meeting standards and expectations.

We teach the federal constitution in depth, beginning in the 7th grade (learning the preamble) and continuing through the 8th grade (learning all the amendments and their purpose). Our computer teacher and counselor provides the Unit of Study and Hathaway Success Curriculum in the 8th grade.

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:

We are currently working toward a systematic way to analyze and utilize data.

Newcastle Middle School begins and ends each year looking at data collected from MAP, PAWS and quarterly assessments done in the content areas. With this data, instructors make decisions, build small groups, and design intervention groups for instruction. This year a group of staff members attended the Root Analysis Data Retreat provided by the WDE to gain more insight on analyzing data.

Our focus is on creating content road maps and local common assessments to be given quarterly. These roadmaps and assessments are aligned to the state standards and produce more data to be used when identifying areas of strengths and weaknesses in the curriculum. They contain accurate information and timelines and clearly define essential power standards. They also provide data on student performance which is used to further identify students in need of intervention.

We have weekly grade level meetings and monthly data reviews. During these meetings, staff members analyze student data, identify areas of need, identify students who may need interventions, and talk about research-based strategies to implement in the classroom. We also meet as a whole staff once a month throughout the year to review data and discuss student needs. There are days set aside throughout the year for content areas to meet 6-12 as well, to align roadmaps, assessments and strategies vertically.

Instructional Strategies that Engage Students (3.3)

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

**Needs
Improvement**

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

Summary of Practices:

Staff at Newcastle Middle School consistently incorporate accepted best instructional practices into their classroom. Use of these multiple instructional strategies ensure the students are engaged in their learning. We are one-to-one with laptop computers, so teachers can utilize on-line programs such as Office 365, Khan Academy, GoWyld (online library resource), etc. Our math teacher uses flipped classroom strategies to optimize classroom time for instruction.

We have implemented more reading time at each grade level to meet all language arts standards, and the language arts department is facilitating vocabulary and comprehension focused PLC's to all content areas to assist teacher's instruction in the literacy standards.

This year we implemented Power Hour; a set time in the day where students are receiving reading intervention. Students who are identified as needing interventions are placed in small groups and receive explicit learning opportunities for the given skill. During this time, students who are not needing interventions are in novel studies. These teachers are using strategies such as summarizing text, vocabulary, finding author's purpose, and deep questioning to enhance the reading experience. There are also staff members who facilitate a "catch up lunch" time and an after school homework center.

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:

Our principal completes 3 drop in observations for non-continuing contract teachers and two formal evaluations every semester to monitor and support instructional practices. For continued contract teachers, there is 2 drop ins and 1 formal observation. We also have a curriculum director and an inductee/ mentor specialist who observes and discusses instructional practices at PLC meetings.

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:

We are a professional learning community (PLC). Our whole staff meets weekly (on full five day weeks). We meet with our grade level teachers every Tuesday to analyze student data. Our yearly PLC focus comes from results of our data.

We are not meeting expectations on the WDE School Performance Report in the areas of growth and the lower end of meeting in achievement, so these areas will be what we focus on in the upcoming years. To improve in these areas, we have implemented literacy strategies across all curriculums. This piece of PLC is led by the language arts department who is facilitating vocabulary studies, summary strategies, and comprehension strategies to help meet standards in all curriculum areas. Power Hour is geared towards literacy; however, we hope to incorporate math interventions as well.

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:

Our mission is: To make learning valuable and challenging for all students in a safe environment.

The staff embodies our purpose and mission by focusing our instruction on learning. We have identified five standards that are nonnegotiable practices for all teachers. These are

1. Have curriculum road maps that are correctly aligned with current state standards, contain accurate information and timelines, and clearly identify essential power standards.
2. Have four local common assessments, which include standard-based rubrics and depth of knowledge clarification and are correctly aligned with current road maps and state standards. The results of these assessments will be shared with the district data coordinator in a timely manner.
3. Consistently follow curriculum road maps with regard to planning, instruction and assessment.
4. Regularly utilize formative assessments as checks for understanding to monitor student progress and evaluate instruction.
5. Consistently incorporate accepted best instructional practice into the classroom.

Our professional learning communities are focused on effective instruction, strategies for increased student engagement and effective planning. Program offerings focus on areas in need of improvement – along with our 6th grade reading class, we have been able to add reading content classes to our 7th and 8th grade.

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:

Newcastle Middle School employs an induction specialist. This position assists new teachers by mentoring, training, and implementing classroom strategies. There are monthly meetings held for first to third year teachers to update them on policy, school philosophy, teaching strategies, concerns, etc. She also meets individually with these teachers to monitor progress and talk about teacher/student needs. She attends all PLC meetings and the majority of professional development offered to staff to improve instruction.

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:

Newcastle Middle School communicates with parents in numerous ways. Initial communication happens via email and/or telephone calls. By using Power School, parents can monitor their student’s performance, attendance, and concerns dealing with behavior. It also allows teachers to communicate with parents through email. We hold parent teacher conferences twice a year. If there are student concerns, the staff has the ability to call for a “care and concern” meeting, where teachers, parents, and the student are involved in creating a plan to better meet the student’s needs. We have an at-risk specialist who can work with students on 504 plans; giving classroom support and helping with things such as organization, study skills, etc.

We are in the 2nd year of piloting Olweus, an anti-bullying program, in which we invite parents to be group facilitators. They will be leading a small group of students in discussions on bullying and ways to be a defender for others.

Parents are always encouraged to attend functions such as “colonial night” which 7th grade social studies teachers host. Parents are required to help their student prepare for this event, and can come to observe their child present on their colony research. Parents are also encouraged to chaperone on field trips and participate in any class activities such as the annual Science Fair, Spelling Bee, Geography Bee, etc.

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:

The staff at Newcastle Middle School prides themselves on the relationships built with students. Because our student population is small, it is easy for teachers to know all kids. A list of students we feel are at risk due to family situations, behavior issues, or academic struggles is compiled and those identified students are then "assigned" to a teacher who will connect with them daily.

The pilot anti-bullying program, Olweus, also allows teachers to connect with a small group of students. During this time, teachers and students discuss personal and social issues, which should lead to increased success in student improvement.

Power hour, the intervention/enrichment period, also assigns a small group of students to a teacher. This is a time where teachers can connect with students about their educational experience.

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](#))

Acceptable

Summary of Practices:

Power School is our main way of grading. This allows parents and students to monitor their progress at all times.

Our grading criteria is consistent 6-8 and across curriculums. We also have worked to have local common assessments, with rubrics that are aligned to the standards, in all the subjects. These assessments are given quarterly and the data is then used to make instruction decisions.

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:

Our district and school offers many professional development opportunities for staff. In the fall of 2015, the whole district attended a professional development presentation given by Anthony Muhamad on the topic of PLC; what are they, how are they effective, and what they look like within a school system. Currently, the staff at Newcastle Middle School participate in LETRS (which is a language arts based development), Step Up to Writing, and BBY training (which is a math based development). Administration and stakeholders also support out-of-district professional development when necessary.

We have developed a professional development plan for the middle school which focuses on our PLC times. This plan includes data analysis, content area work, language arts and Olweus (anti-bullying) pilot program professional development.

At the beginning of each year, all staff members are required to take safe schools testing on line which deals with discrimination, confidentiality and exposure to blood-borne pathogens.

Our special education department is on a two-year rotation where teachers and paras can go to a national conference every other year.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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NO	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:

Newcastle Middle School employs an at-risk specialist to identify and assist students who struggle academically and socially. This person is in charge of students who are on 504 plans or students identified by teachers who are simply not succeeding at meeting standards within the classroom.

This year we implemented Power Hour; a time set aside each day for interventions. Our focus at this time is reading interventions, but we are looking towards adding math interventions as well. Additionally, a “catch up” lunch time and an afterschool homework center is offered to meet student needs.

Our afterschool program (21st Century Learning) offers enrichments for students such as robotics and IMPACT, which is a community, project-based program.

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:

Our school participates in PAWS testing every spring. We also have all students take reading, math, language usage and science MAP testing in the fall and spring each year. We use DIBELS to assess 6th graders and CARI to assess 7th and 8th graders. This data shows student performance in reading fluency, vocabulary, and comprehension.

Teachers have created curriculum road maps which are aligned to the state standards. These road maps drive the curriculum. The local common assessments and rubrics are also aligned to the standards and are given quarterly. The data is used to ensure all students have the opportunity to learn the content and skills they need to be successful. These assessments also drive our instruction so all students can meet performance standards.

To identify students for intervention, we use the QPS (Quick Phonics Screener), CARI in 7th and 8th grade, the spelling inventory and DIBELS at the 6th grade level. We screen the fourth quartile of our students in addition to any students showing low progress on MAP and PAWS.

Within classrooms, teachers regularly utilize formative assessments as checks for understanding to monitor student progress and evaluate instruction.

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](#))

Acceptable

Summary of Practices:

The school district employs a data specialist who reports data results to the staff. We start our year off with a data meeting; analyzing all the assessment data, setting goals, and determining best practices to implement in the classroom. We have monthly data meetings of whole staff, and grade level teams meet weekly to review results and needs. A comparison of PAWS and MAP scores are utilized to show trends in student learning. NMS staff also analyze quarter grades in content areas for program evaluation.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

Acceptable

Summary of Practices:

NMS and district staff has had considerable growth in this area. We employ a data specialist who attends numerous trainings on collection and analysis of data, bringing the information back to the staff. This person often attends PLC to assists teachers in using data to help drive instruction to meet student needs.

A small group of core teachers and administrators attended the Root Analysis Data Retreat provided by WDE. They brought back the information and data results for our staff to analyze and determine course of action.

Grade level teams meet weekly to discuss student data and needs. The language arts team has a system of assessing students for reading interventions. This team meets on a regular basis to evaluate, interpret and utilize data results.

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

Acceptable

Summary of Practices:

The process in determining verifiable improvement is ongoing throughout the year.

The focus is on consistently incorporating accepted best instructional practices into the classrooms. The beginning of the year begins with a data workshop; analyzing school and student data. From this workshop, students are identified for Power Hour which is a daily intervention time. This data is also reviewed throughout the year by grade level teams, content area teams, and administrative teams.

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:

Communication to stakeholders of our school vision, goals, and student learning is strong. Our principal takes all this information, including student data, to board meetings throughout the year. There is a district website that communicates information on student learning and the happenings of the school.

As a staff, we communicate with parents through power school and parent/teacher conferences.

The local newspaper releases the results of our PAWS data yearly as well student academic successes.

Teaching and Learning Improvement Plan

GOAL(S):

1. In reading, Newcastle Middle School students will have a median growth percentile of 45 or more on the growth indicator of the WDE School Performance Report.
2. In reading, Newcastle Middle School students will score 60 or more on the achievement indicator of the WDE School Performance Report.

MEASURES AND METHODS (INTERVENTIONS): PAWS, MAP, local Common Assessments

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Creating/updating local common assessments and rubrics	ongoing	All teachers	Performance based on rubrics
Creating/updating classroom roadmaps	ongoing	All teachers	
Think-alouds/Read- alouds	ongoing	All teachers – primarily language arts	PAWS, MAP, local common assessments (quarterly)
12 Powerful Words -	ongoing	All teachers will have the posters up – teach difficult words explicitly if needed and use these words in discussion and on tests	PAWS, MAP, formative assessments
Thinking Strategies – higher level thinking processes	ongoing	Trained teachers will update new teachers, posters in each classroom, use in discussion, teach explicitly if needed	PAWS, MAP, classroom assessments
Additional reading courses – we added reading at the 6 th , 7 th and 8 th grade levels	8/15 - ongoing	Language Arts teachers	PAWS, MAP, common assessments
Power Hour interventions	4 - 5 times a week	Language arts teachers, Sped teachers and paras	Spire, Language Live, spelling inventory, DIBELS, CARI, QPS (quick phonic screener)
Research based strategies	ongoing	<u>Teach Like a Champion</u> LETRS training	

Evaluation/Evidence (How will you know when the intervention is fully implemented?) Our PAWS results will have students at the proficient level. Quarterly assessments will show students are at the proficient or advanced level.

Teaching and Learning Improvement Plan

GOAL(S):

1. In math, Newcastle Middle School students will have a median growth percentile of 45 or more on the growth indicator of the WDE School Performance Report.
2. In math, Newcastle Middle School students will score 60 or more on the achievement indicator of the WDE School Performance Report.

MEASURES AND METHODS (INTERVENTIONS): PAWS, MAP, local common quarterly assessments/rubrics

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Creating/updating content area roadmaps	Ongoing	Curriculum director and math teachers	
Writing/updating local common assessments and rubrics	Ongoing	Math teachers, curriculum director, special education teachers and paraprofessional	Performance shown on rubrics
BBY training	Ongoing	Math teachers and special education teachers	
Math Journal – each student completes prompt which require them to show and explain their thought process	ongoing		PAWS, MAP, common assessments
Research based strategies	ongoing	<u>Teach Like a Champion</u>	
Thinking Strategies – higher level thinking processes	ongoing	Trained teachers will update new teachers on the strategies, posters in each classroom, use in discussion, teach explicitly if needed	PAWS, MAP, classroom assessments

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

Our PAWS results will have students at the proficient level. Quarterly assessments will show students are at the proficient or advanced level.

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:

This is a strength for Newcastle Middle School. Our school engages in a systematic and comprehensive process to review, revise, and communicate our purpose for student success. Leadership and staff are committed to an environment that is based on common values and ideas about teaching and learning. There is a process that provides direction for school improvement that enhances student learning. Our staff engages in data meetings, Professional Learning Communities and grade level team meetings, writing Smart Goals, creating curriculum road maps and quarterly assessments with rubrics which are aligned to the standards.

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. [\(1.2 Rubric\)](#)

Effective
Practice

Summary of Practices:

Staff participates in grade level PLC meetings where values and beliefs are discussed and the classroom strategies are discussed. On Wednesdays, the entire staff participates in PLC. The focus of the PLC is often the culture of our school; how to connect with students, effective teaching techniques, values/beliefs of what we want our school to be, etc.

This is a strength of Newcastle Middle School. Discussions often focus on the culture of our school and how to maintain/improve how to make our students, staff and stakeholders feel about school.

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)
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)

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

Summary of Practices:

Our school improvement process is updated and reviewed yearly. We update it when new strategies are being utilized within the classroom, and those strategies are evaluated to see if student performance is improving due to them.

We participate in school climate surveys in the fall and spring. We use that data to reflect on programs and practices that are effective and ones that are not working and perceptions of all stakeholders.

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:

Our policy manual, and governing procedures and practices are available on our district website. Staff handbook is available to all staff through a shared drive.

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

Weston County School District #1 follows all policies, procedures, laws, and regulations.

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
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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:

Areas of strength include school policies and practices that promote effective instruction and assessment that produce learning experiences for all students. School leadership has the autonomy to meet goals and foster a culture consistent with the school's purpose.

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:

Decisions of leaders and staff are aligned toward continuous improvement to achieve the school's purpose.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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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)
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Summary of Practices:

The school communicated with parents through: email, power school, and parent teacher conferences. Board meetings are open to the public and community members are often invited when issues dealing specifically with our school are being discussed. Our board is updated on common core standards and data results at all times. The board members are supportive of budget needs which are based on these results. They are also very supportive of professional development needs of staff to meet/exceed standards.

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:

WCSD #1 uses a modified version of the McRel teacher evaluation system. Principals complete 3 drop-in observations per semester in each classroom, along with 2 formal evaluations in the fall and spring.

Leadership Capacity Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

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

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:

Newcastle Middle School employs an induction specialist. This position assists new teachers by mentoring, training, and evaluating strategies. There are monthly meetings held for first to third year teachers to update them on policy, school philosophy, teaching strategies, concerns, etc. She also meets one-to-one with these teachers to monitor progress and talk about teacher/student needs. She attends all PLC meetings and the majority of professional development offered to staff to improve instruction. In addition to what the induction specialist does at our school, she also attends job fairs to recruit quality teachers for our district.

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)	Effective Practice
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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)
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)
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:

- All of these documents are filed in our school office.
- In 2015, our custodial staff hosted the custodial conference in Newcastle. Classes are offered to show updated cleaning equipment, cleaning products, and general information on how to keep the school clean. Tables, desks, chairs, door handles, lockers are washed daily. Bathrooms are sanitized and cleaned every day.
- The school nurse sends out letters and phones calls for students needing updated immunizations

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
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YES	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:

We have numerous resources for staff to support programs. Among them are our school web page, email, an all call alert system and the local newspaper. Students also have access to email and Office 365 which is a school based media site. The district employs a technology director and a technology facilitator as well.

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:

In 2014, Newcastle Middle School implemented a one-to-one computer initiative. Each student checks out a computer in the morning to use throughout the day and checks it back in at the end of the day. We have a homework center after school from 3:30 – 4:15 where students have access to their computers to finish work.

We have a full-time technology instructional facilitator to assist teachers and students with technology lessons and/or difficulties.

Each classroom is equipped with a smart board. Training happens a few times a year with tools, tricks, and shortcuts offered during PLC. Also our media specialist will update teachers on useful websites.

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:

Newcastle Middle School employs a full-time counselor and a school psychologist to meet the social and emotional needs of students. We are in our 2nd year of piloting an anti-bullying program (Owleus). Our counselor provides individual counseling based on parent, student, or self-referrals.

Our students have physical education daily and extracurricular sports are offered to meet their physical needs.

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)	Acceptable
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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:

We follow the BIT (building intervention team) process to refer students to special education. Our special education staff following federal rules for IEP and we employ a school psychologist who is able to test students for special education.

Assistance Needed

For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

Resource Utilization Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

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

ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

Corrective Action Options (Please select at least one option listed)

Option 1: Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
Option 2: Extend the school year or school day	
Option 3: Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
Option 4: Significantly decrease the management authority at the school	
Option 5: Restructure the internal organization of the school	
Option 6: Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school’s continued inability to make AYP	

Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

SELECT A RESTRUCTURING OPTION

OPTION 1: Close and Reopen as a Charter School	
OPTION 2: Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
OPTION 3: LEA contracts with private management to govern the school	
OPTION 4: Any other major restructuring of the school’s governance	

Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School’s Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman