

Wyoming School Comprehensive Plan

Osmond Elementary School



Afton, Wyoming
Matt Erickson, Principal

2016-2017

PLAN SIGNATURES

District Superintendent

District Board Chairman

WAEA School Improvement Representative

2016-2017

Plan Year

DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

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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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)	Acceptable
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Summary of Practices:

All Title I Schools: Osmond Elementary School uses a Multi-Tiered Support System to provide academic services to ALL students. This approach is research-based. Professional Learning Communities and Response to Intervention teams at each grade level routinely and systematically use common and formative assessments, monitor data, and adjust accordingly while celebrating all students’ work.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
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Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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Summary of Practices:

We at Osmond Elementary have embraced the philosophy of Professional Learning Communities. PLC chairs attended a PLC training through Solution Tree this fall to prepare PLC teams to enhance their PLC strategies and process. We have a consistent time each week dedicated and built in the school day. Teachers are given common planning period which provides 90 minutes weekly. . During this time teacher’s focus on students performance/data, interventions and instructional approaches are adjusted, and instructional strategies shared.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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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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Summary of Practices: Osmond Elementary has embraced an instructional facilitator model at the elementary level. We have access to two literacy facilitators, technology facilitator and gifted facilitator. This model allows individual teachers and PLC teams opportunities to work collaboratively in a coaching model, participate in instructional rounds, and serve on various committees.

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
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Summary of Practices:

Osmond Elementary is very interested in parent involvement. We exhaust all avenues to increase and maintain parent involvement. Parent/Teacher conferences are held twice a year in conjunction with end of trimesters one and two. Our parent conferences are scheduled over two evenings, from 3:00-7:00p to accommodate our parents and their various work schedules. Our Title I coordinator and specialists (P.E, music, art, science) teachers are available during Parent/Teacher Conferences as well. We also use these evenings to host a book fair and conduct surveys. Osmond Elementary averages 96% attendance using Parent/Teacher Conferences as an avenue to interact with parents. Teachers contact parents in between Parent/Teacher Conferences regarding concerns and celebrations. Monthly PTO meetings have produced family engagement and community building.

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
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Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	Needs Improvement
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Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. [\(3.11 Rubric\)](#)

Acceptable

Summary of Practices: LCSD #2 has embraced the Professional Learning Communities model and offers ongoing PLC training through Solution Tree. This year, a team from OES attended this training in Salt Lake City. Also, we are participating in assessment workshops presented by Thomas Many and our Director of Elementary Education, Amanda McAdams. Our Literacy instructional facilitators assist in these trainings too.

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

Summary of Practices: Within the school day, OES has in place a monitoring system of students' proficiency growth towards the standards. ~~This Response to Intervention (RtI) protocol, used within the established PLC's provide each grade level with a baseline of how students are doing. Intervention and programming changes are made as part of the PLC discussions to better meet the needs of all students.~~

Using RTI and PLC models, each grade level is able to systematically determine student baselines; provide intervention and programming changes; as well as meet individual needs of all students.

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

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
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Summary of Practices: Amanda McAdams (Curriculum Director) has spearheaded the development of common district assessment for Language Arts. Osmond Elementary uses this assessment as well as school grade level common assessments, MAP, STAR, and PAWS. The principal has created a document for PLCs to look at this assessment data per grade level across multiple years to determine trends. Current and previous data is analyzed to prepare for better instruction, program evaluation, and determination of professional development needs. All assessment data is used systematically through the PLC process. Regular meetings with the principal and PLC chairs allow for discussion to continually improve and celebrate organizational strategies.

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
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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
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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

Teaching and Learning Improvement Plan

GOAL(S):All Students will improve their Literacy Skills.

MEASURES AND METHODS (INTERVENTIONS): By the end of this school year, all students (equity) will show growth (achievement) in proficiency of Reading skills through the Measures of Academic Progress (MAP) Assessment. By the end of the school year, 75% of Osmond Elementary students will be proficient, as measured by MAP reading assessment.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Using data from our most recent MAP administration, PLC's (Professional Learning Communities) will evaluate MAP data and plan interventions to help students growth to the next RIT band.	2016-2017 School Year	Title 1 small group support	Fall MAP administered to all 4th, 5th, and 6th grade students for baseline.
PLC's will design and implement units of instruction using available resources.		District and School based resources	Spring MAP administered to all OES students.
Design and build district assessments specific to reading standards. Implement assessments in the 2016-17 School Year.			

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

Using the cut scores published by WDE (Wyoming Department of Education), student’s performance on the Fall MAP administration will be used as a baseline for all Osmond Elementary students. The same cut score will be used on spring administration to establish a consistent platform for growth. Growth should be evident during the multiple weeks of instruction between fall and spring MAP administration. PLC’s will use data to plan intervention and enrichment support.

An Annual School Report Card will be distributed to parents to show students growth.

Teaching and Learning Improvement Plan (con’t)

GOAL: All Students will improve their Mathematics Skills.

- **MEASURES AND METHODS:** By the end of the school year, all students will show growth in proficiency of Math skills through the Measures of Academic Progress (MAP) Assessment. By the end of the school year, 78% of Osmond Elementary students will be proficient, as measured by MAP math assessment.
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Strategies to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
<p>Using data from most recent MAP administration, Professional Learning Communities (PLC’s) will evaluate MAP data and plan interventions to help students show growth to the next RIT band.</p> <p>PLC’s will continue to implement and adjust math units based on student progress and need.</p>	<p>2016-2017 School Year</p>	<p>District Instructional Facilitators for coaching and resource support.</p> <p>District and School based resources.</p> <p>After school support.</p>	<p>Fall MAP administered to all OES students for baseline.</p> <p>Unit assessments can be used to judge progress based on PLC work.</p> <p>Spring MAP administered to all students.</p>

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

Using the cut scores published by the Wyoming Department of Education, student’s performance on the Fall MAP administration will be used as a baseline. Growth should be evident between fall and spring MAP administration. PLC’s will use data to plan intervention support and celebrate student success.

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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Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	Acceptable
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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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Summary of Practices:

All students at Osmond Elementary engage in a variety of different assessments throughout the year. These assessments provide data for each of the three grade level PLC’s to analyze and adjust instruction. MAP provides an

opportunity for the collaborative teams to assess early in the school year how best to tailor instruction based on individual, class and grade level strengths and weaknesses. STAR and classroom based formative assessments provide data to be used to gauge growth and progress throughout the school year.

OES uses MAP data to set academic goals. We set a literacy and math multiple year goal. Over the last couple of years we have focused on building units of study in math and literacy to focus us on student learning.

Each PLC uses PAWS data from the previous year and fall MAP data to create a SMART goal. This allows each collaborative team to adjust units of study.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

<p>Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)</p>	<p>Acceptable</p>
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District Board Operations (2.2)

<p>District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)</p>	<p>Acceptable</p>
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Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)	Acceptable
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Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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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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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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DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

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)	Acceptable
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Summary of Practices:

LCSD #2 offers an attractive salary and benefit package to include health insurance and ongoing professional development support. Our communities strongly support educators. Also, we have wonderful facilities. All of these factors play a huge part in attracting and retaining top notch candidates.

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
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Summary of Practices:

All Title I Schools:

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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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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Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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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
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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. (4.7 Rubric)	Acceptable
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