Wyoming School Comprehensive Plan
Sagewood Elementary School

www.sagewoodelementary.com

Casper, Wyoming

Tyler Hartl, Ed. S., Principal

2015-2016

PLAN SIGNATURES

_____Signature on File_____

District Superintendent

_____Signature on File_____

District Board Chairman

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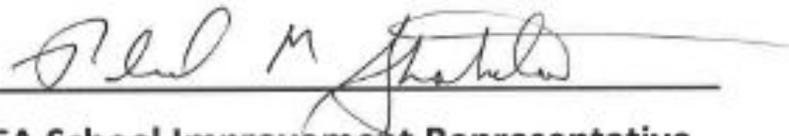
WAEA School Improvement Representative

_____2015-16_____

Plan Year

AdvancED™

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.

COMPREHENSIVE PLAN DIRECTIONS

Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

1. ASSESS NEEDS
- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement.**

2. STATUTORY ASSURANCES
- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. Statutory authority is included in a separate document.

3. SUMMARY OF PRACTICES
- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

4. IMPROVEMENT PLANS
- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve WAEA indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) by December 7. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

WDE Representative Assistance
- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).

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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**

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)
N/A	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
YES	If applicable, 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:

Natrona County School District had adopted a curriculum writing process through the Curriculum Leadership Institute.   Sagewood implements district wide curriculum in all content areas.   We utilize the state approved content standards.   We have undergone a

process for unwrapping and clarifying the content standards. We use those resources to align instruction to student needs and prioritize our teaching accordingly. Recently we ranked as "exceeding expectations" on the Wyoming School Accountability Model. We implement a system of tiered interventions and differentiate core instruction based on student needs.

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**

Summary of Practices:

Natrona County School District has involved staff in the Curriculum writing process to align district wide. Grade level collaborative teams meet regularly focusing on content, instruction and assessment. The building involves monthly vertical alignment collaboration meetings. Goal teams meet twice a month to provide alignment to building and district strategic goals. We utilize Mastery Connect to track progress of learning on content standards in Math, ELA, Science and Social Studies.   Instruction is adjusted based on formative assessments and checked regularly with benchmark and other interim assessments.

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**

Summary of Practices:

Teachers utilize student learning notebooks, goal setting and data tracking. During core instruction, teachers will often break apart into groups to allow a variety of instructional practices. Teachers focus in on questioning strategies. There has been a recent focus on co-teaching strategies.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	**Effective Practice**

Summary of Practices:

Sagewood's leadership team believes administration monitors not only classroom instruction but also day to day operations of staff.   The leadership team, although not involved in

evaluation and supervision, directly impacts the instructional practices. They lead goal team meetings that develop and monitor student learning building wide.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	**Effective Practice**

Summary of Practices:

Certified staff meets for a minimum of 105 minutes of collaboration weekly. Non-Certified staff meets monthly.   Support staff meets weekly with resource staff. In addition, instructional support staff meets with grade level teachers regularly. There are monthly staff meetings for certified and classified staff together.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	**Acceptable**

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**

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)

Summary of Practices:

District Early Literacy Plan

http://natronaschools.org/wp-content/uploads/2015/08/NCSDEarlyLiteracyPlan.pdf?e65a5

Sagewood's new teachers partner with a district mentor/coach as well as an experienced in building mentor. Their roles extend from being a contact and peer, day to to operation, and also providing feedback and input for learning.   District IF's are scheduled with the administrator weekly, focusing on strategic plan goals. IF's attend collaboration a minimum of once monthly per team, often more. Their focus is support teams with a focus on learning. This can include connecting resources, organizing data, or facilitating conversations.

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)	**Effective Practice**

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

Summary of Practices:

Teachers use a variety of communication forms including but not limited to: Class Dojo, Class Messenger, Email, Phone Calls, Newsletters, Progress Reports and Report Cards. In addition each grade level hosts a family event for families specifically related to grade level needs/content. Staff uses Mastery Connect to allow parents to monitor progress on content standards.   Teams review and evaluate their effectiveness, provide feedback to leadership and adjustments have been made.

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**

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:

Sagewood is venturing down the path of Standards Based Grading. For years Sagewood has implemented Standards referenced grading.   At this point we are utilizing a system called Mastery Connect to track student progress on standards. This progress is reported to parents in terms of Mastery, Near Mastery and Remediation.   Parents will have clearly defined information on the percent of standards assessed and the child's progress for each standard.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	**Needs Improvement**

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 staff participate in professional learning and growth. This could include an annual growth plan that is reviewed twice a year. In addition, staff participate through professional growth and systematic professional development. Last year Certified and Instructional Support staff participated in Co-Teaching professional development. There are also opportunities for district professional development including MANDT, CPR, Infinite Campus and other learning opportunities. Sagewood's current system for evaluating effectiveness includes goal teams that monitor building wide progress towards strategic plan goals.

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**

YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:
District Early Literacy Plan:
http://natronaschools.org/wp-content/uploads/2015/08/NCSDEarlyLiteracyPlan.pdf?e65a5

Sagewood follows the district RTI policy and regulation. We house 1.5 tutors. There is a clearly identified intervention block for reading or math each day. Tutors focus intensely on tier 3 student needs. Tutors also support tier 2 students. The building tutors use and implement research based interventions for students identified as at-risk. Student progress is

monitored bi-weekly or more.   In addition tutors facilitate staff learning of effective research based interventions.

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**

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)

Summary of Practices:

Please see the following link regarding the district assessment system.

https://docs.google.com/presentation/d/17FiyjGjZkyBySPQqg6W_xlk6c-5Rv-QvF9_gd8ZJ28U/edit#slide=id.p

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	**Needs Improvement**

Summary of Practices:

A system for collecting, analyzing and applying learning from data comes largely from the strategic planning process and goal teams. School progress on PAWS and MAP is shared regularly. Student level data is tracked through interim assessments and Mastery Connect. Sagewood is growing in involving the support staff in analyzing and applying learning from this data. This will be an area for continued growth, involving the support staff in using the data. Currently this growth is occurring during weekly collaboration time between support staff and classroom teachers.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	**Needs Improvement**

Summary of Practices:

A system for collecting, analyzing and applying learning from data comes largely from the strategic planning process and goal teams. School progress on PAWS and MAP is shared regularly. Student level data is tracked through interim assessments and Mastery Connect. Sagewood is growing in involving the support staff in analyzing and applying learning from this data. This will be an area for continued growth, involving the support staff in using the data. Currently this growth is occurring during weekly collaboration time between support staff and classroom teachers.

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

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:

School MAP results are posted and updated with in the building. Teachers regularly report student results to parents. School leaders share information with the PTO and through newsletters to parents. Data is regularly shared via facebook, the website and communication home to parents.

Teaching and Learning Improvement Plan

GOAL(S): **By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.**

MEASURES AND METHODS (INTERVENTIONS):

Strategy 1: **Sagewood students will learn the CCSS ELA with clearly defined power standards and essential skills using school wide collective commitments in reading and writing.**

Strategy 2:   **Sagewood will implement research-based interventions with fidelity to improve our work with the district RTI process (Tiers 2-4).**

Strategy 3: **Sagewood students will learn the MATH CCSS with clearly defined power standards and essential skills using school wide collective commitments.**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Identify students requiring support through the equity process, creating plans for student progress.	8/15/14 - 6/7/16	All Staff	1.) Identify Student Needs 2.) Develop Plans
Identify clear power standards and develop common formative assessments for the essential skills in these standards.	8/15/14 - 6/7/16	Classroom Teachers	1.) Define Power Standards 2.) Unwrap Standards 3.) Create Formative Assessments
Build collaborative climate and culture.	8/15/14 - 6/7/16	All Staff	1.) Built in weekly collaboration times 2.) Focus on learning
Track and report student mastery of standards.	8/15/14 - 6/7/16	Classroom Teachers $5500	1.) Utilize web based program 2.) Professional development 3.) Quarterly Reports.
Increase in Co-Teaching practices to provide incidental benefit based on student needs.	8/15/14 - 6/7/17	All Staff	1.) Professional Development 2.) Schedule 3.) Instructional Planning.

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

By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.

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**

YES	The school provides opportunities for *all children* to meet the State's proficient and advanced levels of student academic achievement. (Federal)

Summary of Practices:

The school reviewed the strategic plan in 2014 and using input from teachers and parents, developed goals and strategies for the school. This plan was reviewed by leadership using input from teachers and parents. Each year the school leadership team reviews and writes a school improvement plan using input from teachers and parents.

Culture Based on Shared Values and Beliefs (1.2)

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

Summary of Practices:

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Values and Beliefs

2015-2016

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"These collective commitments will guide our work daily to help us achieve our vision of "We will strive to make the community a better place where everyone learns." We are committed to holding each other accountable to these values in an active attempt to achieve our vision."

1.) We believe all people must treat others, and be treated with dignity and respect.

2.) We believe all students can learn at high levels and it is our responsibility to do whatever it takes to achieve high levels of learning.

3.) We believe that integrity should be modeled daily by our positive actions and words.

4.) We believe in the development of the whole child through a safe, fun and supportive learning environment.

5.) We believe learning should be a collaborative partnership of best practices among all stakeholders.

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**

YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
N/A	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

Summary of Practices:

Sagewood has a strategic plan that is reviewed annually with 3 goals and strategies. There are three teams building wide that meet twice a month to review progress of the goals. Teams report to leadership on the progress and recommend changes for improvement on the progress.

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)	**Effective Practice**

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:

Natrona County School District has extensive board policies and district regulations to support our needs. This includes a district RTI policy and regulation that promotes a mechanism to monitor student progress. In addition, district practice includes a curriculum writing and assessment process.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	**Acceptable**

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**

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:

Where appropriate shared leadership is encouraged. The building has established a clear set of values and beliefs. There is a continuing expectation that we hold each other accountable to these values and beliefs. In addition we agree to hold students to high expectations for learning.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	**Acceptable**

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

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)	**Effective Practice**

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)

Summary of Practices:

Natrona County School District has a WDE approved certified evaluation tool. In addition, the district recently adjusted the classified evaluation document. The administration provides regular growth conversations, observations, feedback and evaluation reviews to promote and foster professional growth impacting student learning. Teachers review their evaluation summary to develop annual growth plans.

Leadership Capacity Improvement Plan

GOAL(S): By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.

MEASURES AND METHODS (INTERVENTIONS):

Strategy 1: Sagewood students will learn the CCSS ELA with clearly defined power standards and essential skills using school wide collective commitments in reading and writing.

Strategy 2: Sagewood will implement research-based interventions with fidelity to improve our work with the district RTI process (Tiers 2-4).

Strategy 3: Sagewood students will learn the MATH CCSS with clearly defined power standards and essential skills using school wide collective commitments.

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

Develop and create shared values and beliefs.	8/26/15	All Staff	1) Clearly define values and beliefs 2) Share, post and refer back to values and beliefs
Goal teams meet twice a month to progress monitor goals, make recommendations to leadership for improvement.	8/15/14 - 6/7/17	All Certified Staff	

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)	**Effective Practice**

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)

Summary of Practices:

Sagewood follows expected systems and practices of Natrona County School District effectively. The district calculates and budgets staff according to student demographics, needs and population. For example, when Sagewood's ratio of students with an IEP to Special Education teachers adjusted, the school hired an additional resource teacher. All hiring must be posted by request through human resources and posted on the district web page accordingly. We use a formal screening process to identify applicants for an interview. At least 3 applicants are interviewed by a team of 3 or more. At least 3 references are contacted, one of which is the most recent supervisor. This is in accordance with the district protocol.

We currently house 16 classroom teachers, 1.5 tutors, 3 resource teachers and share an art teacher, music and pe. Additional shared certified staff include a counselor/social worker 3 days a week, another counselor/social worker for an additional day as well as a contracted CWCC counselor for .5 days. There are 3 office staff, 2 custodians, 7 Ed. Support staff, a library media technician and a refocus room coordinator.

Over the last two years, Sagewood has hired three new classroom teachers, two new resource teachers, a new half time tutor, new music teacher and a counselor. In addition there are 4 new Ed. Support personnel. The principal was new to the building in July of 2013.

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

Safe, Clean and Healthy Environment (4.3)

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

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:

Sagewood leaders have clearly identified duties and responsibilities for custodial staff. Fire inspections are conducted annually. Sagewood has a clearly articulated and developed crisis manual that guides monthly drills which are reported at the district level. The nurse maintains and develops appropriate health and immunization records. The school has articulated with parents and stakeholders the process for entering the building during school hours. In addition the school is working with the district under the guidance of the state to create a safe/secure building. Sagewood has adopted a formal process for picking up students at the end of the day in attempt to create a safe system for students. Monthly playground inspections occur and are reported.

Information Resources (4.4)

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

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

Summary of Practices:

The school employs a full time library media person. In addition there are instructional facilitators available upon request. Teachers have access and have had training in and through technology and other resources.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Effective Practice

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

Summary of Practices:

Sagewood has developed an in-depth technology inventory. This inventory indicated that student devices (laptops) were rapidly becoming outdated. The building, using this information developed a 5 year technology replacement plan. The team meets periodically to review the plan.

The building's wireless infrastructure is sufficient to meet the educational needs of the students and staff. Occasionally the network is bogged down if too many devices are using the bandwidth at the time. Technology includes interactive boards and document cameras, teacher/student laptops, iPad devices and mobile labs. The iPad labs struggle to be updated and there are often too many loop-holes to move through to obtain new apps.

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:

Sagewood houses Art, Music and PE that support this area. Students receive a combined total of 3 hours a week of Art/Music and PE. In addition we provide opportunities for physical and social interaction through recess and classroom play. We utilize positive reinforcement through Positive Behavior Interventions and Supports. In addition, we

promote Anti-Bullying through Positive Character education utilizing a resource called the 8 Keys of Excellence. Our refocus room serves as a stop room for re-teaching and re-learning of behavioral strategies.

Sagewood follows the RTI process for behaviors. Students not responding to the PBIS framework and 8 Keys of Excellence may be identified for extra support in a tiered system of interventions. They may be referred by teacher referral, office referrals, or by stakeholders. This referral should be based on behavioral data. Sagewood hopes to soon build in a universal behavior screener to identify students with both externalizing and internalizing behaviors. This would be an additional data point used for all students.

Sagewood relies heavily on its counselor/social work services to provide social and emotional support for students. This can be accomplished through the RTI process, IEP, parent/teacher referral or a needs basis. The counselor/social worker has connected with the family resource center in the district to extend support to parents and families through a monthly "Love and Logic" parenting night.

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**

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:
Sagewood follows the RTI process for behaviors. Students not responding to the PBIS framework and 8 Keys of Excellence may be identified for extra support in a tiered system of interventions. They may be referred by teacher referral, office referrals, or by stakeholders. This referral should be based on behavioral data. Sagewood hopes to soon build in a universal behavior screener.

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resource center in the district to extend support to parents and families through a monthly "Love and Logic" parenting night.

Resource Utilization Improvement Plan

GOAL(S): **By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.**

MEASURES AND METHODS (INTERVENTIONS):

Strategy 1: **Sagewood students will learn the CCSS ELA with clearly defined power standards and essential skills using school wide collective commitments in reading and writing.**

Strategy 2: **Sagewood will implement research-based interventions with fidelity to improve our work with the district RTI process (Tiers 2-4).**

Strategy 3: **Sagewood students will learn the MATH CCSS with clearly defined power standards and essential skills using school wide collective commitments.**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
5 year strategic technology plan.	8/15/13 - 6/7/18	All Staff $20,000 Annually	1.) Replace student devices 5 years or older.
Systematic building budgeting	8/15/13 - 6/7/19	All stakeholders	1.) Needs Assessment 2.) Community Partner ships.

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

By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.