



*Every Day Counts: Educate, Engage, Empower*

# Handbook for Continuous School Improvement

District Procedures and Systems

# **Handbook for Continuous School Improvement**

The purpose of this document is to make the procedures and systems for continuous school improvement clear and explicit for staff and community stakeholders.

Procedures and systems for continuous school improvement are addressed in three sections of this handbook. The first section provides procedures and processes for continuous school improvement relating to Leadership Capacity.

The second section provides the district's guide to curriculum, assessment, and instruction. This section defines system processes and expectations related to Teaching and Learning.

The final section of this handbook defines district systems and processes relating to Resource Utilization. Although these procedures are presented in three sections, they interact to provide FCSD#2 with a systematic framework for continuous school improvement.

## **Section One: Leadership Capacity**

Leadership Capacity provides a framework for the district's implementation of District Purpose and Direction along with Governance and Leadership.

### **Purpose and Direction**

As an integral component of continuous school improvement, Fremont County School District #2 maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. In accordance with the FCSD#2 Leadership Governance Policy the board reviews and evaluates the district's vision and mission statements (LG Policy 2.2) and involves the community, parents/guardians, students and staff in developing expectations (LG Policy 2.1) which are focused on learning and achievement as well as responsive to the needs of all students. The following section provides a detailed outline of the district's process for review, revision, and communication of the system's purpose and direction.

### **Process for review, revision, and communication of the system's purpose and direction**

In accordance with the FCSD#2 Leadership Governance Policy, the board will review and evaluate the district's vision and mission statements (Policy 2.2.3) and will involve the community, parents/guardians, students and staff in developing expectations (Policy 2.8.2) for the district, focused on learning and achievement, and responsive to the needs of all students.

All district and school-level purpose and direction statements reflect shared values and beliefs about teaching and learning in FCSD#2 and clearly focus on student success. Although school-level purpose and direction statements can reflect the individual needs of developmental grade bands, based on demographics and student performance data, they must align, support or be connected with the district's purpose and direction. In the fall of each school year, the principal engages the parent advisory committee of the school in a discussion about the district's purpose and direction. The district's vision and mission statements are reviewed and evaluated and feedback from the meeting is collected for superintendent and board consideration. After all of the information is collected and organized, the superintendent and board reviews, evaluates, and if necessary, updates the district's vision, mission, and expectations. After receiving public comment, the board approves the reviewed/updated statements at an official public board meeting. In the fall of each school year, FCSD#2 engages in a process to review, revise and communicate the school's purpose and direction.

Dubois K-12 school administers a stakeholder survey in conjunction with Parent/Teacher Conferences and/or at the end of the school year. Survey results are reviewed with the school's leadership team and the parent advisory committee.

The school's leadership team discusses its vision, mission and building goals with and elicits feedback from the school's parent advisory committee. The staff discusses and elicits feedback from the leadership team regarding the school's goals and expectations for student achievement.

Once reviewed and updated at the school-level, the building goals and process data from the school is submitted to the superintendent for review. The superintendent reviews the submitted building goals and process data from each school and conferences with the principal to provide feedback and training. The principal presents the final building goals to the school board during the first semester of each school year.

School-level and district vision/mission and goal statements are displayed in each building in a prominent location. The district's vision and mission statements are published on the district website at [fremont2.org](http://fremont2.org). Schools are encouraged to communicate their vision and mission frequently during school assemblies and other school sponsored activities, on school documents, and in media when used to present information to the public. The district and each school within the system shall review and consider its vision and mission when making decisions that directly or indirectly impact teaching and learning. This Handbook for Continuous School Improvement is reviewed annually during a FCSD#2 Administrative Team Meeting.

### **FCSD#2 Culture**

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 curriculum standards, thinking and life skills. The district's leadership governance framework, the leadership team processes, and the parent and community advisory committees interface, by design, to provide a cohesive flow of two-way communication of shared values and beliefs about teaching and learning. Commitment to shared values and beliefs about teaching and learning is clearly evident in the district's vision, mission, and expectations and other documentation and decision-making. Communications among leaders and staff regularly reflect this commitment.

Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve the curricular standards, thinking and life skills necessary for success. Measures include formative classroom assessments, district assessments, state assessments, and formal and informal classroom observations. The Charlotte Danielson teacher evaluation framework indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Through the leadership team processes and an emerging framework for Professional Learning Communities (PLCs), leadership and staff hold one another accountable to high expectations for professional practice.

### **Profiles/Student Performance:**

This section outlines the procedures for the development, review and revision of a school profile and the student performance data.

In the fall of each school year, the district and each school in the system reviews and updates a profile, which includes a comprehensive description of the District's students, their performance, school effectiveness and the school and community contexts for learning.

The superintendent and principal are responsible to oversee and provide leadership for the development of the district profile and the district student performance diagnostic. Tasks and activities associated with these responsibilities can be delegated. Work on district and school profiles, including the student performance diagnostic, should begin as soon as state assessment data are released by the WDE. Draft school and district profiles, including the student performance data, are presented to the leadership team and parent advisory committee. Feedback is recorded and used to inform a final draft.

Final drafts of the district and school profiles, including the student performance data, are presented to the FCSD#2

Board in the fall of each school year. The profile details the progress of student achievement in Fremont County School District #2.

### **School Improvement Plans:**

This section outlines the procedures for the development, review and revision of district and school improvement plans.

The district reviews, revises, and submits a school improvement plan by November 1st of each school year. Beginning in September of each school year and prior to November 1st, the administrative team and the building leadership team review the existing improvement plans, analyze current demographics, stakeholder survey and student performance data.

The parent advisory committee meets to review and inform revisions of the school improvement plan. Revisions to the District Improvement Plan are informed through the building leadership team and parent advisory committee. School and district improvement plans are aligned and congruent. All improvement goals within the plan include measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

At the end of each semester, the building leadership team evaluates district and school improvement plans. Goals and interventions are reviewed for fidelity of implementation at the classroom level. Goals and interventions are monitored for effectiveness and preliminary student performance data is reviewed. A report of the fidelity of implementation shall be provided annually to the school board.

### **Governance and Leadership**

As an integral component of continuous school improvement, Fremont County School District #2 operates under governance and leadership that promote and support student performance and system effectiveness. The district implements a leadership governance framework including a set of explicit and systematic policies and procedures that define the function and role of the board and the relationship between the superintendent and board. Combined with the district's operational policies, this framework clearly defines the governance and leadership processes in Fremont County School District #2.

### **Policies and Practices:**

The district establishes policies and supports practices that ensure effective administration of the system and its school. The district implements a Leadership Governance Framework including a set of Leadership Governance and operational norms that direct the governance and leadership functions of the district. Specific roles of the board and superintendent are explicitly defined in policy and procedure.

The board will direct, control and inspire the district through the careful establishment of written governance policies, roles and responsibilities policies and expectation policies, reflecting the District's vision and mission. The board's major policy focus will be on intended long-term benefits for students (LG Policy 2.1.1-7 – General).

The board will provide to the superintendent written policies that prescribe the organizational and student achievement expectations to be achieved (LG Policy 2.1 - Policy and 2.6- Instruction). The superintendent will recommend a comprehensive district plan to meet student achievement expectations. The superintendent will coordinate the operation of the schools, and the supervision and management of the district instructional programs and personnel. The superintendent will provide leadership to the board, staff, students and community in meeting district expectations (LG Policy 2.1 - General and 2.6 - Instruction).

### **Board of Trustee Operations**

During a retreat each year, the board uses a systematic process to conduct a self-evaluation of the key decisions that are made throughout the school year. The board is required by LG Policy 2.1.6 to participate in professional

development and commit the time and energy necessary to be informed and effective leaders. District resources are provided annually and board members are encouraged each year to attend both the Wyoming School Board Association and the National School Board Association conferences.

The board uses Roberts Rules of Order during all formal proceedings of the board. All board members are expected to adhere to all district policies, and Wyoming and Federal rules and laws pertaining to public office. Board members are committed to a strict code of conduct, covenants and ethical practices according to LG Policy 1.3.4.

FCSD#2 Board of Trustees annually reviews the school day and calendar to protect instructional time and the autonomy of teachers to determine the best instructional methods and resources to meet goals for achievement and instruction.

The Leadership Governance process used in FCSD#2 clearly defines the roles of the board and superintendent. LG Policy 1.1 indicates that the board will focus on strategic leadership rather than administrative detail. This policy statement allows school leaders to have autonomy to meet goals for achievement and instruction and to manage the day-to-day operations of each school within the district.

### **Leadership Fosters Culture**

Leaders and staff deliberately and consistently align decisions toward continuous improvement and are accountable for maintaining and improving conditions that support student learning.

At the beginning of the year, the school analyzes data and updates their school improvement plan. Professional learning community teams write goals specific to the unique needs of each grade level and determine interventions and strategies to enable the school to meet the goals. The plans are presented to the principal, the leadership team, superintendent and the board prior to the plans being submitted to the State of Wyoming by November 1 of each year.

In May of each school year, the district invites stakeholders to attend a meeting to discuss plans and to seek input for the allocation of resources associated with the consolidated grant. During the meeting, the district's purpose and direction statements (mission, vision, expectations, and essentials) are presented and used to inform decisions regarding the allocation of resources from the various federal programs to support student learning.

Leaders and staff throughout the system encourage, support and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. In the fall of each school year, the school board and administration work together to review and determine district-wide expectations for the school year. This process outlines expectations for student performance, graduation rate, a rigorous and viable curriculum, a safe and orderly school environment, and other factors contributing to student success.

All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. All employees are evaluated annually. Teachers are evaluated using the Danielson Teacher Evaluation Instrument. The principal is evaluated by the superintendent using the Danielson Principal Evaluation Instrument. The Board of Trustees evaluates the superintendent annually through a 360 Leadership Evaluation Instrument.

All district administrators and the board shall be adequately trained in the use of these instruments and they are to be implemented with fidelity. The district's Chapter 29 Submission details the systems for the evaluations of teachers, administrators, and all other certified staff. In addition to the formal evaluation process described in that submission, the building principal will conduct informal classroom observations in all classrooms once per month. In addition, all teachers in the district are encouraged to conduct peer observations for the purpose of improving classroom instruction.

Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The district's professional development plan shall include provision for the implementation of Professional Learning Communities (PLCs). The culture shall be characterized by

collaboration and a sense of community among all stakeholders.

Students, parents, community members, and staff shall be systematically included in the school improvement process through the school's student council, parent advisory committee as well as the school board's community feedback.

In accordance with the district's communication plan, the school implements procedures to communicate effectively with all stakeholder groups. Parent and community participation is solicited at all school activities including athletic events, performances in the fine and performing arts, school assemblies, parent-teacher conferences, and other meetings that support student learning.

### **FCSD#2 Communications Plan:**

Fremont County School District #2 believes that effective communication among and between employees of the district, school board members, and other stakeholders including students and parents is essential for the district to carry out its purpose and direction. Good communication is necessary for the safety, well-being and education of all children. Furthermore, the effectiveness of FCSD#2 as an organization and the efficiency of its operations are dependent on effective communication, stakeholder involvement and transparency.

### **Communication with parents:**

#### **Board Policies Directing Communications in Dubois Schools**

- Communications with Parents KBD
- Parental Involvement Policies KBDA, KBDA-R
- Community Involvement in Decision Making KCB
- Public Communications/Right to Know KD/KB
- News Releases KDDA
- Community Participation at Board Meetings KDF

According to Board Policy KBD, school staff is expected to maintain strong lines of communication with parents. Communication lines are developed in many ways such as but not limited to telephone calls, email, notes, formal notices, conferences; and the staff should attempt to use all of them in its quest to maintain a strong home-school relationship.

The K-12 principal provides parents with monthly communication including information such as a schedule of upcoming events and activities, lunch menus, testing schedules, staff information, highlights and accomplishments, and notice of parent- teacher conferences and other important meetings. The newsletter is posted on the school's website and updated monthly. The principal highlights the monthly newsletter to the Board of Trustees at their monthly meetings. The principal is also encouraged to use the following systems to facilitate communication with parents and the community:

- Student information system alerts
- Social media
- The school's website
- Email
- The local newspaper

Teachers are encouraged to make frequent contact with parents. Every parent should receive at least one personal contact from their child's teacher(s) each semester. Each school shall have parent/teacher conferences twice annually, during a time when all teachers are available to meet with parents. All parents shall be notified well in

advance of parent/teacher conferences.

**Parent and Community Advisory Committees:**

Dubois K-12 School maintains a parent advisory committee. The purpose of this committee is to involve parents with the continuous school improvement process. The parent advisory committee is also used to facilitate stakeholder input with building-level improvement efforts. In addition, the Board of Trustees maintains open communication with the community through regular meetings and work sessions. The superintendent uses this network when seeking system-level stakeholder input.

**Communications with the community:**

Fremont County School District #2 provides frequent and ongoing communication with the community. Following is a list of the regularly occurring communications with the community:

- District Websites
- Annual back-to-school night
- Notices and ads in the local newspaper
- Annual student performance report published in the local newspaper (Policy KD/KB)
- Notifications of special board meetings and public hearings
- All job vacancies/postings
- Parent and Community Advisory Committee meetings
- Never Sweat Recreation Board meetings
- FCSD#2 Adult Education Advisory Board meetings
- Regional BOCES and BOCHES meetings

In addition to these regular occurring communications, the district is involved in meetings with the local planning commission, Fremont County, and with other community-based organizations on an as-needed basis. The district makes every effort to have a representative attend whenever the district is invited to a meeting or event within the community. Furthermore, the district maintains a positive relationship with the Dubois Frontier. The Dubois Frontier provides coverage of nearly all extracurricular activities and major events that happen in the district.

The district conducts an annual constituency meeting, during the month of May of each school year, to seek input on each federal program under the consolidated grant. Stakeholders are provided with an overview of each federal program and are provided with an input form on which they are asked to write their thoughts and ideas relating to the allocation of resources under each of the Federal programs. The feedback is then used to finalize the consolidated grant application for the upcoming school year.

**Communications with and between staff:**

The Fremont County School District #2 system for communication between and among staff begins with the maintenance and distribution of updated policy and procedures. When the board adopts a new policy or amends an existing policy, the superintendent's office will disseminate the new or amended policy. The district maintains a current set of policies available through the district's website. Each time a policy is adopted or amended, the digital platform is updated to include the new or amended policy.

In July or August of each school year, the superintendent approves employee and school handbooks for the upcoming school year. The handbooks are presented to the board during the July or August meeting each year. The handbooks are then distributed to each employee of the district at the beginning of the school year.

The school maintains a building leadership team (BLT). Members of the BLT include the principal, school

counselor, teachers, and other staff. The school's BLT meets at least monthly. The purpose of the BLT is to conduct the school-level process for continuous school improvement. The BLT ensures that district policies, procedures, practices, and initiatives are implemented with fidelity at the building level. The BLT collects and analyzes student performance and school climate data and provides recommendations for school improvement.

The principal and the building leadership team work hand in hand to enable the two-way flow of information and to facilitate effective communication throughout the system.

The District also maintains a management team. Members of the management team (MT) include the superintendent, district directors, building principal, and other supervisory staff members. The purpose of the MT is to facilitate the process for continuous school improvement and to establish continuity throughout the district with district procedures and operations. The MT meets bi-weekly or as often as necessary to guide the important work of continuous school improvement in Fremont County School District #2.

Communication is facilitated in FCSD#2 through other formal and informal processes. Each school conducts regular staff meetings throughout the school year, the district calendar provides time for Professional Learning Community collaborative teams every Monday after school, and the district provides five (5) staff development days each school year. School administration and staff use email, Google Drive, Board Docs and a district shared folder system for the exchange of information. Each month, the superintendent sends all staff a district update and summary of each board meeting. The district uses forms to facilitate communication related to many of the district's policies including staff leave, purchasing, and incident reporting.

#### **Communications with the Board of Trustees:**

On Thursday of each week, the superintendent sends a weekly update to all board members. The update includes information relating to the operations of the district, key events and happenings of the district, and issues that the board needs to be aware of. Each month on Thursday of the week prior to board meeting, the superintendent emails each board member when the meeting materials are in Board Docs. Board Docs includes the agenda and supporting documents for the board to review prior to board meeting. Following the board meeting each month, the meeting minutes are drafted in Board Docs.

Communications between staff and members of the Board of Trustees occur according to Policy BH and Leadership Governance Policy 2.7 (Personnel) and 2.8 (Community Relations). Staff and members of the board may engage in conversation and general talk about school procedures and events; however, formal matters of business, complaints and concerns are to be channeled through the appropriate chain of responsibilities.



## ***Section Two - Teaching and Learning***

***District Vision: Our vision is to develop a community of enthusiastic, responsible learners.***

The purpose of this section is to establish consistent practices that adhere to district policy. This guide articulates the expectations for the district, schools, and teachers in order to help students achieve their highest academic potential.

Part 1: Curriculum at Fremont County #2

Curriculum is defined as a system with three main components: Student Learning Goals, Assessment, and Instructional Strategies/Resources. Together these form the foundation for the teaching and learning process to best ensure successful student performance.

Part 2: District Assessment System

This system serves two primary purposes: Process for Continuous Improvement and improve individual student performance. The District Assessment System is comprised of multiple assessments including standardized tests (MAP, WY-TOPP, and the ACT Suite) and locally developed classroom- based assessments.

Part 3: Instructional Support Systems defines the processes used district wide to support both students and teachers.

### **Part 1: Curriculum**

#### **Curriculum Mapping Overview**

Curriculum mapping is a process for recording the content and skills that are taught and assessed in each grade level and for each course at Fremont County School District #2. Teachers work with content area and professional learning community teams to define the implemented curriculum through the curriculum mapping process.

The purpose of the curriculum mapping process is to

- Provide evidence of a “guaranteed and viable” curriculum
- Inform the district of curriculum, assessment, and instructional techniques for all courses
- Show the alignment of standards in all courses
- Define learning expectations for students
- Offer a mechanism to ensure a K-12 vertical alignment for each content area
- Provide a resource for incoming teachers to know the teaching and learning expectations for the teaching assignment

Minimum Components: All curriculum maps contain the following minimum components. PLC teams may include enhancements beyond the minimum components to best represent instructional practices.

● **Scope & Sequence:** The scope & sequence provides a year long overview of instructional units to ensure a viable curriculum. The curriculum maps pace instruction from month- to-month.

● **Standards/Benchmarks:**

○ **Student Learning Targets:** The maps indicate alignment of the instructional units to priority standards & benchmarks. This ensures that students have ample opportunity to show proficiency.

○ **Essential Learning:** Essential learning is written in student language (I Can statements). They identify what is important for students to know, understand and be able to do in the context of the instructional unit.

● **Assessments** are used to show that students have met the learning expectations for each instructional unit.

○ **Summative Assessments:** Will be identified on the curriculum map using specific test names. These represent

common assessments that guide student performance decisions in relation to the standards.

○ Formative Assessments: Formative Assessments are quick, informal assessments that guide day to day instruction. The inclusion of formative assessments is determined by the PLC teams.

○ Instructional Strategies/Resources: A list of the major instructional strategies and resources (i.e., textbooks, multimedia).

### Student Learning Goals/Opportunity to Learn

Alignment to Standards: The state of Wyoming requires instruction in nine content areas. All curriculum work is designed on the foundation of the Wyoming Content and Performance Standards for these nine areas. Students are provided many opportunities though time to meet the standards. The chart below lists the nine content areas and how they are addressed at each building.

Content Area	Dubois Elementary School	Dubois Middle School	Dubois High School
<b>Language Arts</b>	Grade Level Class: K-5	Required Classes: 3 years	Required Classes: 4 Years
<b>Math</b>	Grade Level Class: K-5	Required Classes: 3 years	Required Classes: 4 Years
<b>Science</b>	Grade Level Class: K-5	Required Classes: 3 years	Required Classes: 4 Years
<b>Social Studies</b>	Grade Level Class: K-5	Required Classes: 3 years	Required Classes: 3 Years
<b>Foreign Language</b>			Electives
<b>Fine &amp; Performing Arts</b>	Music K-5 Art K-5	Music 6-8 Art 6-8	Required: 1 Year Electives Available
<b>Health</b>	Embedded in class and in PE	Embedded in PE	Required: 1 Year
<b>PE</b>	PE K-5	PE 6-8	Required: 1 Year
<b>Career/Vocational</b>	Embedded in class and Guidance 1	6th Guidance Embedded 7-8 Engineering	Required: 1 Year Electives Available

Essential Learning Targets: Teachers write student learning statements that define essential targets within the framework of a unit. The essential learning targets are written in student language and shared with students during

instruction. These statements explicitly express what students are expected to learn and what they will be able to do. They tie together the standards and the concepts of the unit.

Teachers indicate the assessments that are used to determine if students have met the expectations defined by the essential learning targets. The expectation is that teachers will list the summative and unit assessment on the curriculum map. It is recommended they include related formative assessments as well. In addition, teachers maintain a collection of assessments in a hard copy or digital format. These are used by content area teams to align curriculum expectations.

**Instructional Strategies** The district has established an expectation for common instructional strategies based on the foundation of Professional Learning Community framework based on Learning By Doing (DuFour, et.al). In addition, strategies include:

- A positive, well-managed classroom
- Student understanding/awareness of connections to their own and others' cultural background
- High expectations for student learning
- Common Core Institute Training
- Essential Learning Targets built on the foundation of the Wyoming Content and Performance Standards (documented on curriculum maps)
- Webb's Depth of Knowledge Classification
- Differentiated instruction to meet the needs of all students
- Conferences on Response to Intervention
- The use of technology (both teacher and students) to maximize student learning.
- District Technology Plan which addresses the ISTE Standards for Teachers and Students
- Student cooperation and collaboration
- The use of assessment and feedback to improve teaching practice and student learning.
- WDE Assessment Trainings – Phase I and II Jan Hoegh, Marzano
- Embedding Formative Assessment (Williams, Dylan)
- Focus: Elevating the Essentials To Radically Improve Student Learning (Schmoker, M.)

## **Instructional Resources**

Teachers are largely responsible for selecting the instructional resources for their classrooms. Board policy supports this in Policy IGA: It is the policy of the district to work continuously in curriculum development, always seeking the “best” materials available, employing an option and variety of techniques and synthesizing ideas and experiences from whatever sources are available. It demands a well-informed teacher as well as director and administrator.

• *Individual Teacher Work: Teachers in individual schools are encouraged to improve the instructional process in order to better serve their students.*

• *PLC Work: At the same time, staff members of some or all schools may combine efforts to attack a problem of instructional improvement common to all or several grade levels.*

The district's role in this work is to support teachers in their decisions regarding instructional resources. The district will also work with teachers to document major instructional resources to communicate and align resources used at each level.

### **Curriculum Review Process:**

Curriculum review is an ongoing process to ensure that curriculum is meeting the needs of the students. This is a multi-step process conducted by individual teachers, PLC teams, and building leadership team. The current status of the review process is documented to provide information needed for allocating resources in the event of a curriculum change.

Board Policy IG: Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools. Therefore, the board expects the administration and faculty to continually evaluate programs to see that they meet the needs of students and to undertake intensive curriculum and revision to design instructional programs and courses of study that will forward the educational goals of the district.

Dubois school develops an annual school improvement plan that addresses the core curricula goal-level content area. Through this process, schools review student performance results and examine the effectiveness of the core curriculum to improve student achievement.

The curriculum review process is ongoing with teachers/content level teams continually reflecting on questions such as:

- *Does this curriculum effectively provide students with the education to meet the standards?*
- *Are students engaged and motivated in the learning process?*
- *Are there gaps in the curriculum that will require supplementary curriculum?*
- *Does the curriculum provide differentiated instruction to meet the needs of all students?*

### **Curriculum Needs Assessment**

Teachers are asked to complete a needs assessment on an annual basis. This will give them a place to address needs uncovered during the informal review process.

### **Curriculum Change: Textbook Selection and Adoption**

The curriculum review process, defined in the previous section, will determine a need for change in the curriculum. These needs may be as a result of the following:

- Recommendation from the Wyoming Department of Education School Improvement Process
- Needs defined by content area team through needs assessment documentation
- Change in federal, state, or local mandate
- Outdated textbooks and/or materials
- Change in standards/benchmarks and/or in vertical alignment

Board Policy IJJ: The board will officially adopt textbooks and textbook programs for use in the schools after recommendation of the superintendent after consultation with the district's curriculum/textbook committee. Responsibility for the review and selection of textbooks to be recommended will rest with the textbook/curriculum committees. Because the instructional purposes of textbooks are of such importance, particular care should be taken in their selection as to content.

The guiding principles for textbook selection are:

- To advance the educational objectives of the school district and particular objectives of the course or program.
- To contribute to continuity, integration, and articulation of the curriculum.
- To establish a general framework for the particular course or program.

When the need for change has been established, the curriculum director will appoint a committee that will primarily include representation from the teachers in the content area along with the building principal. Other stakeholders may be involved for consultation.

## **District Assessment System Overview**

The district uses a comprehensive assessment system that includes WY- TOPP, ACT, and classroom assessments to

help identify student performance levels and monitor student achievement. The district assessment system utilizes multiple measures to determine the various levels of student performance at each grade level and towards the attainment of high school graduation as described in the uniform student content and performance standards. The purpose of the district assessment system is twofold: 1) Inform the process for continuous improvement at a systems level and 2) Improve classroom instruction and student achievement.

Board Policy ILB: The school district will establish and maintain a district educational testing program which shall be mandatory and applicable to all students. The purpose of the district testing program is to facilitate and provide information for the following: 1) Student Achievement, 2) Student Counseling, 3) Instructional Change, 4) School and District Assessment, and 5) Scholastic Testing.

### **Assessment Process for Continuous Improvement:**

Each year the district prepares a comprehensive data set that includes test results for WY-TOPP and the ACT Suite. This report presents the results in varied ways. Each report contained in the profile has defined performance targets to help us clearly see the areas exceeding, meeting, or below expectations. The district and schools use the profile to identify areas of strength and areas of need:

- District Improvement Process: The Building Leadership Team analyzes the district data to look for areas in need of improvement at the district level.
- School Improvement Process: The Building Leadership Team uses the data to examine results at each grade level. This work is guided by the building leadership team in addition to the parent advisory committee. School staff members are trained to interpret the results, evaluate the results of the previous year's improvement plans, and develop plans for the upcoming school year.

Data Review Process: The district engages in an annual data review process to systematically evaluate, interpret, and use results within the district and school improvement processes.

### **Using Assessments to Improve Classroom Instruction and Student Achievement:**

*Each student in Fremont County School District #2 will achieve at high levels in reading, math, science, and writing as measured by state and district assessment data.*

The district uses a comprehensive assessment system, which includes WY-TOPP, ACT, and classroom-based assessments to help identify student performance levels and monitor student achievement. The district assessment system utilizes multiple measures to determine the various levels of student performance at each grade level and towards the attainment of high school graduation as described in the uniform student content and performance standards. The purpose of the district assessment system is to:

- Determine systems effectiveness through the examination of assessment results
- Assess student progress toward proficiency of the Wyoming Content and Performance Standards in nine content areas
- Use assessment results to define appropriate educational interventions to meet individual needs.

The state of Wyoming requires districts to use a series of assessments that include WY-TOPP, the ACT Suite, and an interim assessment. The district has an established process of using these assessments to monitor student performance and make instructional decisions based on the results.

Each year the District provides a full collection of the state test results for the building teams to determine individualized instructional needs for students. This includes:

The three individual levels at Fremont County School District #2 use a student diagnostic process to determine

interventions for all students. The process utilizes the summative data described above and Infinite Campus (overall class grades, unit-assessments, and other information) to make appropriate educational decisions for academically high achieving students and academically at-risk students. Student assessment results are reviewed collaboratively by the building leadership team through the year. This process allows for individual student interventions to be dynamic based on needs. The BLT does a mid-year review to determine effectiveness of interventions.

Teachers maintain a collection of classroom-based assessments, both summative and formative, to provide ongoing evidence of student performance in relation to the standards. Teachers are required to include the summative, end-of-course tests on the grade level/course curriculum maps. They are encouraged to add formative assessments that are specific to the unit of study. The end-of-course assessments are aligned to ensure a K-12 comprehensive system. The assessment results are used to help make individual instructional decisions.

## **Grading Practices**

The schools at Fremont County School District #2 use grading practices as defined by board policy. Grade level/course grades are intended to reflect student performance in relation to standards. The district uses Infinite Campus as a web-based student information system. Through policy, the board recognizes the importance of keeping parents and students well informed of progress in school. Infinite Campus makes this possible as it is readily available to students and their parents.

Board Policy IKA: It is the philosophy of the board that students will respond more positively to the opportunity for success than to the threat of failure. The district will seek through its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes for evaluating student performance.

Each school at Fremont County School District #2 defines grading practices that best meet the learning needs of their students. The administrative team reviews the processes to determine alignment of practice.

## **Communicating Results**

Fremont #2 communicates assessment results through various means. Each fall, the Wyoming Accountability In Education Act (WAEA) scoring report is updated and put on the District Webpage. In addition, a summary report is provided to the board. The district also prepares a District Report Card to the Community as a Title 1 federal requirement to inform the community of assessment results. Schools send home student reports for WY-TOPP and the ACT Suite.

Board Expectations: The board annually establishes expectations for student achievement and regularly monitors progress toward those expectations during the school year.

## **Instructional System: Student Support Systems**

Students have a diverse range of ability and need. Fremont County School District #2 has an expectation to improve achievement for each student. We utilize a tiered instructional system that is designed to address the varying academic needs of students. This system utilizes the implementation of a guaranteed viable curriculum as defined by curriculum mapping and the results from the district assessment system to meet the needs of students.

Core curriculum is designed to meet grade level expectations as defined by the Wyoming Content and Performance Standards. In addition, teachers differentiate instruction in the general education classroom to address varying levels of academic need. Students needing more intensive support are provided interventions that target specific areas of need.

The use of overall grade level student performance data, in conjunction with the PLC team monitoring of individual student data, provides a systematic way to identify and meet individual learning needs. Using assessment data we are able to identify students as they perform in one of three academic achievement groups. An individual student

may move through the three groups depending on content area performance.

- **Grade Level Achievement:** These are students who demonstrate grade level achievement through instruction in the general education classroom.

- **Academically High Achieving:** Students who demonstrate evidence of high academic performance are provided instructional opportunities to help them continue to meet their potential. In addition, we strive to provide educational programs for those students who give evidence of high performance capability in the other categories. At the elementary level, we provide enrichment to all to allow students and teachers to begin to recognize high performance capability. At the middle school and high school levels, students are counseled to select sequenced courses and electives to best meet their needs.

- **Academically At-Risk:** An academically at-risk student is one who appears likely to fail in an academic area. These are students who have not demonstrated academic success with a general education program through the core curriculum and assessment system. These students will be provided additional instructional services.

Individualized learning plans will be used for academically high achieving students and academically at-risk students to define goals and determine appropriate educational opportunities. Building level teams meet regularly to monitor, review, and adjust interventions based on student performance data.

**Tiered Instruction System:**

**Core Instructional Program (Tier 1):** Tier 1 provides general instruction and assessment in the regular education classroom. Instruction and assessment in the regular education classroom is built on the framework of a guaranteed and viable core curriculum. Learning expectations will be defined by the Wyoming State Content & Performance Standards. All students will be given multiple opportunities to meet these standards.

Student performance will be measured through a series of standardized and district assessments. Research states that about 80% of the students should be successful and meet grade level achievement with an effective core curriculum. Tier I serves as the foundation for each level of the other levels. Teachers in the regular education classrooms provide differentiated instruction to enrich and extend curriculum beyond the regular grade level expectations. In addition, advanced level courses and co-curricular activities are available to meet the needs of the academically high achieving students.

### **Students At-Risk**

**Tier 2:** Tier 2 provides supplemental instruction and assessment to those students who are academically at-risk. Tier 2 interventions begin in the general education classroom through differentiated instruction. In addition, the system provides Tier 2 support outside the regular classroom when needed. The District employs a Title 1 Teacher and paraeducators who work directly with the regular education teachers and the building principal to identify students and design individualized learning plans to best meet their needs.

**Tier 3:** Tier 3 provides intensive individualized interventions with frequent progress monitoring. Specially designed instruction is provided for eligible students as specified in an IEP or 504 plan.

### **Academically High Achieving and Gifted Students**

Students who are academically high achieving receive classroom instruction with enrichment, small group instruction and differentiation as needed to meet their unique learning needs. These students receive regular progress monitoring to ensure they are reaching their learning potential within the content and growing in their academic, social, and career readiness skills.

### **Instructional Systems of Support**

In addition to instruction of the core curriculum in the general education classrooms, the system provides instruction that meets individual student needs. Support includes differentiated instruction that occurs in the general education

classroom.

Student success is not solely dependent on academics. Fremont #2 recognizes the need to build relationships with students to promote their successful growth in school. The district provides a student advocacy program where each student is well known by at least one adult advocate in the school system. The district uses the program to ensure students can overcome obstacles to achieve academic, social/emotional, and behavioral success.

### **Transitions: Ensuring Student Success at the Next Level**

The district uses many processes to ensure that students are successful at the next level as they move through the K-12 system. The district has developed a timeline that identifies district and school level practices that help students transition grade-to-grade and from school-to-school.

#### **Instructional Support Systems: Implementation Teams**

The success of the tiered instruction system is dependent upon teams of stakeholders to oversee the defined processes.

- Professional Learning Community Teams: Classroom teachers implement the core curriculum and meet together to design assessments, review student data and hold one another accountable to research based instructional strategies. They use the student data to determine a possible need for a tiered intervention.

- Building Leadership Team: The BLT consists of the principal, the guidance counselor and the PLC team leaders. A team-based approach is used to facilitate the framework of the professional learning community in the school building. This team sets the focus for building goals and professional development needs based on formative, interim and summative student achievement data.

- Building Intervention Team: The BIT Team is comprised of teachers, the parent, the student (when appropriate) and the building principal. The team is responsible to identify students in need of instructional action beyond the core curriculum; both academically high achieving and at-risk students. This team reviews student progress and monitoring reports.

- District Management Team: The District Management Team is comprised of administrators, supervisors, and department managers. A purpose of this committee is to oversee the management work at a district level. This team defines and evaluates processes used to support student services.

#### **Family Engagement**

Fremont County School District #2 believes that the parents and community play a vital role in the student support systems. The district and school will provide meaningful involvement for parents and community members.

The district expectations for parent involvement are written to meet federal, state, and local requirements. Dubois K-8 is identified as a Title I Schoolwide School which has specific guidelines for parental involvement. Likewise, all schools adhere to special education requirements for parental participation and consent.

All parents are invited to provide feedback to the schools through opinion surveys. These are administered around Parent/Teacher Conferences during the fall and/or spring of each school year. The results are shared with the community through board reports and school news posted on the website.



<i>Activity</i>	<i>Description</i>	<i>Timeline</i>
<b><i>Back to School Nights</i></b>	<i>Dubois K-12 School hosts a back-to-school night to inform parents/families of their child's upcoming school year.</i>	<i>September</i>
<b><i>Parent/Teacher Conferences</i></b>	<i>At the end of the first quarter the district schedules parent teacher conferences to inform parents of their child's progress. This allows us to provide support for areas of need identified early in the school year.</i>	<i>October November</i>
<b><i>Infinite Campus</i></b>	<i>Parents have access to Infinite Campus. This gives them ongoing opportunity to monitor their child's performance, read daily announcements, keep up to date with events and calendars, pay fees online and participate in feedback surveys.</i>	<i>Ongoing</i>
<b><i>Progress Reports</i></b>	<ul style="list-style-type: none"> <li>• <i>DES: Progress reports are sent home quarterly</i></li> <li>• <i>DMS: Grades are checked each week in the office. The principal and/or counselor meet weekly with students who have failing grades. Progress reports are sent home at mid-quarter and quarterly.</i></li> <li>• <i>DHS: Grades are checked each week in the office. The principal and/or counselor meet weekly with students who have failing grades. Progress reports are sent home at mid-quarter and quarterly.</i></li> </ul>	<i>Ongoing</i>
<b><i>Monthly Newsletter</i></b>	<i>The K-12 principal provides parents with a monthly newsletter including information such as a schedule of upcoming events and activities, lunch menus, testing schedules, staff information, highlights and accomplishments, and notice of parent-teacher conferences and other important meetings.</i>	<i>Ongoing</i>
<b><i>Print Communications</i></b>	<i>Each teacher has methods to communicate information to parents. This includes newsletters, weekly bulletins, post cards, etc.</i>	<i>Ongoing</i>
<b><i>Report Cards</i></b>	<i>Report cards are sent home at the end of each quarter. These inform parents of student progress at benchmark times of the year.</i>	<i>End of Quarter</i>

<b>Stakeholder Opinion Survey</b>	<i>All parents have the opportunity to provide feedback to schools through the AdvancED Opinion Survey.</i>	<i>End of Semester</i>
<b>Parent Advisory Committee</b>	<i>The building principal leads a parent advisory committee who meets regularly with the building leadership team to provide input on achievement goals and school processes.</i>	<i>Bi-monthly or quarterly</i>

Student Support Services: Family engagement through support services.

<b>Activity</b>	<b>Description</b>
<b>Building Intervention Team (BIT)</b>	<i>Parents receive written notification and/or phone calls to invite them to BIT meetings.</i>
<b>Title I</b>	<i>Parents of students in Tier 2 intervention groups are informed of their child's progress on a regular basis.</i>
<b>Special Education</b>	<i>Parents of special education students are included in all meetings as defined by Federal guidelines</i>

**Teacher Support Systems**

Fremont County School District #2 recognizes the importance of utilizing systems to support teachers and promote quality teaching and learning.

**Professional Development**

Fremont County School District #2 has developed a professional development plan structure that focuses on needs at the district, building, and collaborative teams. The three levels are defined below along with the process to select current professional development topics.

- **District Level Professional Development:** All staff in the district engage in these professional development topics as defined in the District Improvement Plan. The goal is to build consistency in the K-12 system by utilizing common practices that impact student achievement. These activities are differentiated to meet the needs of all staff members from the first year teacher to the master teacher. Professional development time at the district level will primarily occur during in-service days at the beginning of the school year and selected PD time throughout the year.
- **Building Level Professional Development:** Each school in the district has specific needs unique to their own setting as determined through the School Improvement process. These needs are in addition to the district professional development described above. Professional development time for building level needs will occur during Monday after school PLC meetings, faculty meetings, and during in-service days.
- **Collaborative Teams Professional Development:** Each individual at Fremont County School District #2 has professional development needs based on their own instructional situation. Collaborative teams, work together to set common goals within an educational setting. Needs are communicated to the Building Leadership Team. Professional development time for collaborative teams is provided during the year through district/building scheduled meetings or set up by the team members. The district will provide professional development to staff to

build effective practice.

**Professional Development Time:** The time allocated to effective professional development is vital. The district provides five full days of professional development time to staff. In addition, the district provides time on Mondays after school for collaborative teams to plan, implement, review and revise on an ongoing basis.

Staff members document their professional development on a PD Log. These also serve as documentation for recertification credit through the PTSB.

**Board Policy GCI:** The board recognizes the importance of developing, improving, and extending staff skills. Certification for a position does not necessarily mean that the individual possesses and will automatically develop optimal levels of job competency. Opportunities must be provided by systematically ensuring that staff personnel will remain abreast of emerging information and educational practices.

### **Teacher Induction Program**

The purpose of the Teacher Induction Program is to provide a formal district procedure that provides support and education for teachers who are new to the district. Effective schools and school districts invest in improving the pedagogical practices of their teachers and the induction program provides a system to support new teachers as they acquire that knowledge.

#### **Program Goals:**

- To facilitate the transition into teaching in Fremont #2
- Improve teacher effectiveness through training in classroom management and teaching techniques
- Promote and familiarize new teachers with the district's culture, mission, vision, expectations, policies, procedures and goals
- Maximize the retention rate of highly qualified teachers

#### **Peer Coaching**

The District uses a peer-coaching model to improve teacher effectiveness. At the district level, teachers are to observe classroom instructional practices. This provides teachers a common understanding of effective instructional strategies. Teachers use informal conversations to discuss the findings of the observations.

#### **Teacher Evaluation System**

The main evaluation tool used by the district for all teachers and administration is the Charlotte Danielson Evaluation System. This evaluation system is used as a formative and summative piece.

Teachers begin the school year by completing a self-evaluation. This allows the teacher to determine their own areas of need and work toward goals to address their areas of weakness or specific educational growth goals that will improve their instruction. Teachers set SMART goals and then conference with their administrator on their plan to achieve these goals. Teachers review progress toward their goals with the principal mid-year and at the end of the year. Teachers update progress and attach documentation of meeting individual goals.

[A good education can change anyone. A good teacher can change everything.](#)

## **Section 3: Resource Utilization**

### **Recruiting, Hiring and Retaining a Quality Staff:**

Fremont County School District #2 has resources and provides services in all schools that support its purpose and direction to ensure success for all students. The district has established procedures and processes to engage in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities.

The school district believes that it has the obligation to provide the best administrative and teaching personnel available for the system as indicated in "Board Policy Code: GCA, GCEC, GCF, GCF-R, GDE." Personnel needs are evaluated on an ongoing basis by the building principal. When an adjustment is needed, the principal makes a recommendation to the superintendent. When appropriate the superintendent makes a recommendation to the board. Some adjustments can be made without board authorization (i.e. reduction in classified staffing, adjustments in working hours).

Because the quality of the staff hired by the board is the major component of an effective, productive educational program, the board and the administration of the district will make every effort possible to attract and retain the best qualified personnel. When the superintendent declares a position open, the school district through its administration, immediately advertises for the position. The school district advertises on the Wyoming School Board's Association website, district web site, in the local newspapers, and considers transfers of existing employees.

District administrative staff screens the applications and contact references. The administrative staff selects members for the interview committee. Selections for interviews are determined by the interview committee. Each qualified candidate is scheduled for an interview and in the case of a teaching position, is asked to teach a lesson in a designated subject area. The interview committee reaches consensus to determine the best qualified candidate for the position. Once a decision has been made, the administrative staff makes the recommendation to the superintendent who presents the candidate's name for board approval.

The district maintains policies and procedures, requiring leaders to hire, place, and retain qualified professional support staff to fulfill their roles and responsibilities to support the purpose and direction of the system, individual schools and educational programs. The district ensures sustained fiscal resources to fund all positions necessary to achieve the purpose and direction of the system, individual schools and educational programs.

District resources are allocated for the implementation of the Danielson Teacher Evaluation System to develop and retain qualified professional staff.. The intended purpose of the evaluation system is to assess the teacher's performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth. The evaluation system serves as a measurement of performance for individual teachers, as well as a guide for teachers as they reflect upon and improve their effectiveness. It is also the basis for instructional improvement.

### **Finances for School Improvement:**

Fremont County School District #2 is committed to prioritize finances to meet the system's improvement goals. Some of this funding is allocated through the use of the Consolidated Grant to meet areas of need as determined by school improvement plans and to meet the guidelines of the Every Student Succeeds Act.

In the spring, the management team meets with the business manager to discuss areas where there is enough funding and areas that need more after goals are set for the following year. Supervisors also have the opportunity to provide input on staffing, the business manager secures the funding, and then supervisors use funding where necessary. To the extent feasible, funding for the professional and support staff is based on the funding model formula adopted by the state of Wyoming. The district believes in maintaining competitive salaries to enable it to recruit, employ and retain quality administrators, teachers, and classified personnel.

Fremont County School District #2's fiscal resources and board policies are focused on supporting the purpose and

direction of the system, its schools, educational programs and system operation. The business manager oversees the district's budget and all other related finances. The district's budget is determined each year by the WDE 100. The previous year's carry-over and mill levies from Fremont County are added to the budget for the next fiscal year.

The district utilizes a Budget Committee, which consists of the business manager, superintendent, principal, and board members. The Budget Committee meets in January, March, April and June, of each school year, to develop a recommendation for the district's budget for the upcoming school year. The Budget Committee may meet at other times throughout the school year, on an as needed basis, as directed by the board chairman and superintendent.

School leaders work to secure material and fiscal resources to meet the needs of all students through the development of district-wide practices as outlined in building handbooks. The handbooks define processes, procedures and course offerings as defined by individual schools. School handbooks are updated each year and submitted to the superintendent and the school board for review. The school provides a Parent-Student Handbook upon school registration.

### **Instructional Time:**

The district protects instructional time in a variety of ways as stated in "Board Policy: IA and ID." Each school creates a building schedule, which ensures that schools within the district are in session the appropriate number of hours as required by the state. Dubois Schools use an alternative calendar schedule. This schedule has been researched and was selected to ensure that students have optimal instruction time as they meet with their teachers four times a week for most of the school year. Teachers prepare their students for learning the moment they enter the classroom. In every classroom, students know the routines and expectations. This practice sets the tone for learning and creates a climate in which instructional time is protected and valued throughout the district.

Fremont County School District #2 provides students with increased instructional time, materials and fiscal resources so all students have equitable opportunities to attain challenging learning expectations. The district funds several programs to support students during the school year and through the summer months. Summer school and extended day services are funded for students in grades K-5. All schools provide intervention and remediation programs that go beyond the regular school day, such as before or after school, and during lunch. Extended School Year (ESY) services are provided to students that have been identified and qualify for special education. ESY services are funded through the Consolidated Grant.

FCSD#2 Board Policy IA: Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations. School administration and staff shall protect instructional time. When feasible, activities, transitions throughout the school day, and student travel shall be limited for the purpose of maximizing the amount of time that is allocated for instruction and student learning. Except when other options are not feasible, meetings and professional development opportunities shall not interfere with classroom instruction. The use of substitute teachers for such activities shall be limited.

### **Facilities, Equipment, and a Safe School Environment:**

The school board and stakeholders have collaboratively created clear definitions and expectations for maintaining a safe, clean and healthy environment. The non-instructional activities of the school are essential to the educational program."Board Policy: EA" provides broad goals that are supportive of the educational programs and defines the overarching expectations. School leaders have worked collaboratively to create clear expectations with all stakeholders. The Building Leadership Team maintains these expectations for continuous improvement with SMART goals related to the District Strategic Plan. All students and personnel are accountable for maintaining these expectations through the school's behavior expectations. The improvement efforts are monitored yearly through the stakeholder surveys.

The board expects the staff of the district to strive to set the kind of example for students that will serve them well in their own conduct and behavior as outlined in "Board Policy Code: GBEB." Staff is responsible to provide an

atmosphere conducive to learning and to motivate each student to perform to his/her capacity. These expectations are written in the Employee and Parent/Student Handbooks.

All staff are expected to comply with the provisions contained in these handbooks in order to maintain a safe environment for students and staff. Designated staff received certification in First Aid and CPR. The district believes in providing an environment and learning opportunities that promote and protect students' health, well-being, and ability to learn.

Emergency drills shall be conducted once a month in accordance with state rules and regulations. After each drill, improvements that need to be made are documented on the Emergency Drill Report and submitted to the superintendent in June.

The maintenance director and custodial teams have a schedule for cleaning. Each custodian is responsible for an area within his/her building and is required to complete daily tasks as listed on the custodial area checklist. During the summer months, the custodial teams follow the summer maintenance list. The district is dedicated to maintaining a safe, clean and healthy environment for students and staff.

FCSD#2 Board Policy EA: In order to provide services that are truly supportive of the educational program, the board establishes these broad goals:

- To provide a physical environment for teaching and learning that is safe and pleasant for students, staff and public.
- To provide a safe transportation system.
- To provide a nutritious food program for students.
- To provide an efficient and effective system for financial management

### **Strategic Resources Management**

Fremont County School District #2 has "Board Policy Codes: DA, DB, DBB, DBC, DBF, DBG" that clearly define a process for planning, preparation, and adoption of an annual budget. The district maintains a long-term strategic plan for the allocation of fiscal resources for facilities and maintenance. The district also implements a process for strategic planning of the Consolidated Grant (Federal Programs) including Title I, Title II, IDEA IV- B, and Perkins. The district's facilities five-year plan, district technology strategic plan, and the Consolidated Grant stakeholders meeting and planning tool support the system's strategic resource management of long-range planning for the purpose and direction of the system.

In May of each school year, the district invites stakeholders to attend a meeting to discuss plans and to seek input for the allocation of resources associated with the Consolidated Grant. The Consolidated Grant Planning Tool serves as the first step in developing an application for the Grants Management System. This process establishes the relationship between the school district's comprehensive education planning process, the fiscal resources provided by federal and state programs and measurable objectives that gauge the results of program activity. The district will be addressing the three National Performance Goals and progress towards the goals is reported in the Grants Management System yearly.

### ***National Performance Goals:***

*Goal #1: All students will reach high standards, at minimum attaining proficiency or better in reading/language arts and mathematics.*

*Goal #2: All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.*

The district's technology plan regularly reviewed and updated. The district's technology director oversees the infrastructure and equipment for the district. The technology infrastructure is modern, fully functional and meets the

teaching, learning and operational needs of all stakeholders. Monthly technology meetings cover the district plan and discuss services and materials needed to continue with educational goals. Stakeholders' survey information provides guidance in district planning.

The district's facility plan outlines major maintenance requests and projects that require component funding from the state. The facility plan is administered through the Wyoming School Facilities Division AiM software. The district's business manager and maintenance director are responsible to update and monitor the district's facility plan through the AiM system. The plan includes a detailed list of requested projects and the long-range maintenance needs of the district.

District policies and procedures for strategic planning shall be regularly monitored and reviewed at least every five years. The strategic plans shall be implemented with fidelity by the governing body and system leaders. They shall include built-in measures used to monitor implementation and completion.

### **Information Resources:**

Fremont County School District #2's system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to media and information resources necessary to achieve the educational programs of the system and its schools. The district provides a comprehensive library and 21st century media services for students in each school. The library staff shall maintain a well-rounded and age-appropriate collection for each building's library. The library system runs in accordance with "Board Policy Codes: IJ, IJKA-E, IJL, IJLA, and IJNCA."

*FCSD#2 Board Policy IJ: "The primary objective of learning resources is to implement, support, and enrich the district's educational program."*

The district's librarian shall take measures to communicate how the library staff might help teachers in a variety of ways. Furthermore, the library staff shall evaluate (survey) the effectiveness of information resources and related personnel to ensure that all students and personnel have access to information resources that will enhance education.

### **Technology:**

The district provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs. The mission of the Fremont County School District's Educational Technology Department is to support the development of standards-based, 21st Century learning environments that foster high levels of student achievement through exemplary instructional practice in the application of educational technology. The district implements a three-to-five-year rotation on devices, keeping them modern and updated. The district maintains adequate computer access, and all district personnel have access to desktop or laptop computers. Other devices and technologies are allocated to teachers and students according to the district technology plan or based on need, with the approval of the building principal.

Fremont County School District #2 maintains a technology plan to continuously improve technology services, infrastructure and equipment. The FCSD#2 District Technology Committee meets regularly to develop, assess, and administer technology needs for all district stakeholders. The technology director, in consultation with the District Technology Committee conducts an annual technology needs assessment which includes a survey of staff and students.

The district provides an infrastructure that is modern and fully functional. The infrastructure hub is in a dedicated, secure location at Dubois K-12 School. The school has a Main Distribution Frame Room (MDF) that distributes, interconnects and manages the telecommunications. The Wyoming State Department of Education supplies FCSD#2 with a 150 Mbps internet connection at no cost to the district. In addition, the district purchases, through our local ISP (Internet Service Provider), a 100 Mbps internet connection for failover purposes.

*Mission of the FCSD#2 Technology Department: Support the development of standards---based, 21st Century*

*learning environments that foster high levels of student achievement through exemplary instructional practice in the application of educational technology.*

The district employs a full-time qualified support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the district. The support staff includes a technology director, contracted service with a consulting firm. The technology director oversees and facilitates technology and operational needs of the district. The district's consulting firm maintains the network infrastructure and is a professional contributor to the development of the technology goals of Fremont County School District #2. The technology director assists staff and students with teaching and learning needs of equipment and applications. The district provides professional development opportunities for the development of 21st Century learning environments through exemplary instructional practice in the application of educational technology.

### **Support Systems:**

Fremont County School District #2 believes in creating and promoting quality nutrition and a healthy and safe atmosphere for all students and staff. Overall guidance for the nutrition program comes from District Policies Code: EF, EFC, EFI, EFAA, and EFA. The district participates in the National School Lunch & Breakfast Programs and Free and Reduced Price School Meals and has been granted the Fresh Fruit and Vegetable Program (FFVP). To ensure the district is following the USDA guidelines, Nutrikids (an online program) is used to track daily/weekly/monthly menus and daily food usage for the National School meal requirements. The food service staff is highly trained and the programs are in line to meet federal guidelines. The food services director shall maintain certification in Keys of Excellence by the School Nutrition Association, or another comparable certification program. The food department has Standard Operating Procedures (SOP), staff members receive on-going trainings throughout the year to maintain quality nutrition in a healthy and safe environment. Each cafeteria is visited at least twice yearly by a State of Wyoming Health Inspector to ensure all USDA requirements are being met. The food service staff is expected to meet all provisions contained in the USDA requirement for school meal programs.

The district has policies and procedures (District Policy Codes: JIFCA) that clearly prohibit any harassment, intimidation, or bullying of students in the schools. The district adopted this policy in compliance with the Safe School Climate Act. School personnel follow the procedures and forms adopted by the FCSD#2 Board of Education and Administrative Team. Each school has developed a systematic process for reporting, documenting and investigating harassment, intimidation or bullying.

Each school in the district implements a process to determine the physical, social and emotional needs of students. Dubois School use a Love and Logic approach to student behavior expectations. Dubois High School uses survey results from a student climate survey to evaluate and improve program components.

A BIT (Building Intervention Team) process is fully developed throughout the district. The process is intended to meet the academic, social, emotional and behavioral needs in each school. Interventions are used to support each child that is referred and students are closely monitored by the school's team. The BIT process is well- defined. The BIT process is evaluated annually by the BIT team in each school and changes, that better support student success, are put into place as the process is examined.

Staff have been trained in the Crisis Prevention Institute (CPI) philosophy for de escalation. CPI is used when there is a possibility of a violent or dangerous incident with a student in crisis. The CPI procedures are reviewed yearly with the entire staff. The CPI system was implemented to meet State Statute WDE Chapter 42: Seclusion and Restraint in schools. District "Board Policy Code: JICFA " is in place addressing at risk students, harassment, intimidation, and bullying. Students and parents are provided with these policies and building level expectations through the Student/Parent Handbook. These handbooks are reviewed and revised on a yearly basis as determined by need and survey results.

### **Counseling, Assessment, Referral, Educational and Career Planning:**



The district has designed and implemented a process to determine the counseling, assessment, referral, educational and career-planning needs of all students and then selects or designs and implements programs to meet the needs of these students. All student data is reviewed at least two times a year. Data regarding students who are being progress- monitored is reviewed three times annually. This process allows individual student interventions to be dynamic and changed, based on need. The building intervention teams with the support of classroom teachers, are then able to better design and implement programs to meet the individual needs of students.

Trend data is compiled to be reviewed by the Building Leadership Team in the fall and spring of each school year, to see if programs and procedures are making a difference for students. Data that are collected include the number of detentions and office referrals during the school year. Demographics such as gender, grade level, and ethnicity are taken into account. The data are used primarily to measure the effectiveness of school wide behavior expectations and interventions and to ensure equity of opportunity.

The guidance office provides students with an opportunity for academic, personal/social, and career/technical counseling. The guidance counselor assists individuals with course planning, career planning/exploration, individual academic progress and social and emotional adjustments. The district provides services that support the counseling, referral, and educational needs of students. Our K-12 school uses a BIT (Building Intervention Team), BLT (Building Leadership Team), PLC (Professional Learning Community) teams and guidance counseling to meet the unique needs of students at all levels.

The system offers several supports for students with disabilities. Eligibility is determined in accordance with the Wyoming Department of Education's policies and procedures, Wyoming Chapter 7 Rules Governing Services for Children with Disabilities and IDEA. In accordance with Title III- Language Instruction for Limited English Proficient and Immigrant students, the system employs procedures to identify and provide ELL services for students who qualify.

Through multiple pathways, Fremont County School District #2 meets the unique needs of all students. It is the mission of the administration, teachers, counselor, paraprofessionals, and various other staff members, that all students will be lifelong learners with a foundation to compete in a global economy.



## 2015-2020 Strategic Plan

*Every Day Counts: Educate, Engage, Empower*

**The vision of FCSD#2 is to develop a community of enthusiastic, responsible learners.**

<b>Priority #1: Become a professional learning community of collaborative teams to ensure classroom instruction produces the desired gains.</b>				
<b>Action Steps</b>	<b>Who</b>	<b>When</b>	<b>Resources Needed</b>	<b>Plan for Communication</b>
<b>PLC Training</b> *Solution Tree Summit *State of Wyoming PLC trainings	*All staff will be trained in Solution Tree PLC At Work	*By 2019 and ongoing as new staff are hired	*Staff leave/subs *Funding	*Leadership Team will recruit and promote *Presentations at staff and board meetings
<b>PLC Teams</b> *build collaborative culture *examine student data *clarify and monitor essential learning *create systematic intervention and extension	*Principal and Teacher Leader Team *Teacher Teams	*Begin each school year *Ongoing every Monday	*Time *Norms *Agenda *SMART goal outcomes	*Teacher leaders will communicate team goals to principal *Principal will communicate to Parent Advisory Committee and Superintendent *Superintendent will communicate to Board of Trustees
<b>Priority #2: Effectively engage all stakeholder groups in school improvement efforts.</b>				
<b>Community Participation</b> *Website Update *Social Media *Back to School Night *Parent Teacher Conf *Parent Nights *Parent Advisory meetings *LO/Pre-K Activities *Community outreach *Participation in state legislative meetings *Board meet and greet	*Superintendent *K-12 Principal *Board of Trustees *Teaching Staff	*Begin each school year *Year's calendar of activities ongoing	*Time *Funding *Commitment	*Parent letters *Announcements *Social Media *Website *District calendar *Staff meetings *Monthly reporting at Board of Trustees meetings
<b>Priority #3: Provide responsive support systems for monitoring the health and growth of the district.</b>				
<b>District Assessment System</b> *State of Wyoming DAS trainings *Formative assessment training review and follow up *Principal will design a vision and goals for the DAS	*Teacher teams to Wyoming trainings *Administration	*TBD dates for WDE training *Professional Development days	*Staff leave/subs *Funding	*Building Leadership Team *Presentations at staff meetings *Collaborative team meetings
<b>Effective Feedback and Evaluation</b> *build collaborative culture *clarify and monitor good instructional practice *create systematic review and feedback cycle	*Principal *Teacher Teams	*Begin each school year *Ongoing	*Time *Norms *Agenda *ELEOT *District evaluation tool	*Staff meetings *Professional development days *Management team meetings *Collaborative team meetings *Staff email