

WYOMING INDIAN ELEMENTARY FREMONT 14 SCHOOL DISTRICT COMPREHENSIVE IMPROVEMENT PLAN 2021-2022

WAEA/ESSA - School Performance Report Goals

Historical School Performance Report Data

Measures	2015-2016 Data Paws	2016-2017 Data Paws	2017-2018 Data WY-TOPP	2018-2019 Data WY-TOPP	2019-2020 Data WY-TOPP	2020-2021 Data WY-TOPP
Equity	30th %tile	38th %tile	32nd %tile	35th %tile	No Data	No Data
Growth	28th %tile	39th %tile	32nd %tile	35th %tile	due to	Covid 19
Achievement	7%	13%	10%	11%	Covid 19	3%
ELP			NA *	NA *		

*EL student population too low to gather data.

2021-2022 WAEA and ESSA School Performance Report Data Goals

Goals	Description
Equity	Our students, in the equity subgroup, will grow on average at the 48th percentile on the WY-TOPP assessment based on 2018-2019 Data.
Growth	Our students will grow on average at the 48th percentile on the WY-TOPP assessment based on 2018-2019 Data.
Achievement	20 percent of our students will be proficient or advanced on the WY-TOPP assessment based on 2018-2019 Data.
EL	Our students, in the EL subgroup, will grow on average at the 50th percentile on the WY-TOPP assessment based on 2018-2019 Data.

**WYOMING INDIAN ELEMENTARY
FREMONT 14 SCHOOL DISTRICT
COMPREHENSIVE IMPROVEMENT PLAN 2021-2022**

Implementation Goals for Initiatives:

Initiative	Description
Virtual Learning and Classroom Technology	<p>During the 2020-2021 school year, FCSD #14 implemented a remote learning plan using a combination of Canvas, Zoom, and the Remind app. Each teacher used a combination of synchronous and asynchronous virtual teaching to deliver high quality instruction via Canvas and Zoom. All families were contacted by our home school coordinator to verify their access to technology. For those who did not have access, the school delivered hot spots to ensure students had access to their online courses. All students were given a device (chromebook or tablet) to access their virtual course. During the 2021-2022 academic year, students are offered a virtual option through an MOU with Sheridan #1.</p>
<p>During the 2020-2021 school year, our staff had 15 days of training and prep time to learn canvas, zoom, and how to deliver high quality virtual instruction. We conducted 13 parent trainings over the course of 7 days to help our parents get familiar with the tools we are using to deliver virtual instruction. We offered ongoing tech support for our staff and families through a technology team.</p> <p>During the 2021-2022 school year, the staff began the process of implementing three initiatives in the district.</p> <p>Initiative #1: To extend learning opportunities for all students. A 203/185 day district schedule was developed to accommodate more learning opportunities.</p> <p>Initiative #2: Individual Learning Plans for all students. The staff received 7 days of Professional Development in Project Based Learning from Dr. Amy Baeder, FastBridge, and ILP Development.</p>	

Initiative #3: To integrate culture throughout the school day. Staff received training on how to integrate culture in their classrooms. The Culture Team and additional staff members are available to provide support for classroom teachers and staff.

**WYOMING INDIAN ELEMENTARY
FREMONT 14 SCHOOL DISTRICT
COMPREHENSIVE IMPROVEMENT PLAN 2021-2022**

Initiative	Description
Tiered Interventions	<p>Data from common formative assessments is shared at team meetings to identify and address student needs and create ILP's and student goals. Teachers received training in the use of the screener, FastBridge. Teachers will be given time each week to meet together with interventionists and grade levels to structure the interventions to match what students need. Teachers will also use student data from the screener to identify students. Using the data, students will be assigned to teachers and interventionists to focus on learning targets and severe learning gaps.</p> <p>With the use of an Individual Learning Plan (ILP) and research based programs (SIPPS, Orton-Gillingham, Being a Reader, Advantage Math, LIPS, Sing Stars, atnd talkies), trained teachers and interventionists will target specific academic deficits during the ILP time in the Master Schedule.</p>
<p>By working to close achievement gaps, tiered interventions and ILPs increase our students' academic performance in a tiered structured plan on formative, summative, statewide, and norm-referenced testing. Closing gaps with tiered interventions will also help to increase growth and equity for our student population.</p>	

WYOMING INDIAN ELEMENTARY

FREMONT 14 SCHOOL DISTRICT

COMPREHENSIVE IMPROVEMENT PLAN 2021-2022

Initiative	Description
Professional Learning Community Project Process	<p>Wyoming Indian Elementary is continuing as part of the WDE PLC Project. Currently in our third school year in the WDE PLC Project, we are still committed to improving our processes. During the 2021-2022 school year, our learning teams meet weekly with grade level teachers, interventionists, district instructional facilitators, and special education teachers. There are two separate meetings, one for Math and another for ELA. With the implementation of ILPs, staff will focus on how to meet academic needs in multi-grade intervention groups.</p> <p>The Guiding Coalition is the decision making team behind all the components of a PLC. This team is made up of a member from every grade level, specials classes, special education, para-professional, and administration.</p>
<p>The PLC Project has helped us refine our practices with the Tier I instruction and create a mission, vision, values, and goals. The Learning Teams focus on the four questions of a PLC:</p> <ol style="list-style-type: none"> 1. Identify what students need to know and be able to do, 2. How they will instruct those concepts and now if students have learned them, 3. How we will respond to students who are struggling, and 4. How we will enrich students who are already proficient. <p>By participating in the PLC Project, we are able to focus on the four essential questions of a PLC to help our students meet learning targets, monitor achievement levels, and increase WY-TOPP proficiency levels.</p>	

**WYOMING INDIAN ELEMENTARY
FREMONT 14 SCHOOL DISTRICT
COMPREHENSIVE IMPROVEMENT PLAN 2021-2022**

Initiative	Description
Committees and Guiding Coalition	<p>We have built committees to address the needs identified in staff surveys and the PLC Project needs assessment. Committee Teams have changed to support and address SMART goals, and continue to “improve the climate and culture of our school.” We currently have committees for Public Communications, Title I, Student Celebrations, Staff Morale, Family Support/Parent & Community Involvement and the Guiding Coalition.</p> <p>These committees meet monthly or as needed to work on strategies to improve our school in their respective area of focus. Each committee creates a SMART goal to direct and help to refine practices for improvement within their area of focus. The Guiding Coalition is made up of a member from every grade level, specials classes, special education, para-professional, and administration. The Guiding Coalition is responsible for the bigger decision making responsibilities of the school’s Professional Learning Community. This committee uses the PLC Projects Needs Assessment to drive their decision making process and improve the areas of needs identified.</p>
<p>The committees have implemented many changes to improve the climate and culture of our school. Their monthly meetings are action oriented. Each committee team reports out their current projects at staff meetings. Projects are aligned with the four pillars, which are mission, vision, values, and goals of Wyoming Indian Elementary.</p>	

WYOMING INDIAN ELEMENTARY

FREMONT 14 SCHOOL DISTRICT

COMPREHENSIVE IMPROVEMENT PLAN 2021-2022

Initiative	Description
Guaranteed Viable Curriculum	<p>One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).</p> <p>In the summer of 2012, teachers at Wyoming Indian Elementary created their first Guaranteed Viable Curriculum to improve student achievement. Teachers determined the priority standards (learning standards) that are most essential for students to learn. These standards encompass the qualities of endurance, leverage, and readiness for success at the next grade level. Teachers develop and refine the GVCs on early release Fridays and available summer curriculum days. They use new standards, research, and state assessment blueprints to guide all changes. Through the implementation of GVCs with the use of strategies of common, rigorous, valid standards, and tiered interventions along with differentiated instruction, we will create excellence and equity for all students. Specific EL strategies have been built into GVCs for differentiation purposes. In order for maximum learning for all students, Common Formative Assessments are given to all students to ensure learning targets are being met.</p> <p>With the new initiatives, Teachers are developing PBL lessons and integrating culture into their classrooms with help and guidance from the Culture Team.</p>

As staff members take responsibility to strive for mastery on the guaranteed viable curriculum, the achievement gap will begin to close and growth on state assessments will begin to improve. Our main focus is to raise the rigor of the learning targets.

**WYOMING INDIAN ELEMENTARY
FREMONT 14 SCHOOL DISTRICT
COMPREHENSIVE IMPROVEMENT PLAN 2021-2022**

Initiative	Description
Professional Development	<p>We have targeted professional development based on the initiatives stated in the improvement plan (Data Digs, Committees, and PLC 4 Pillars). In addition to the professional development days required by our school district, we also participate in on-going professional development to maintain consistency throughout the year. This year we are focusing on ILP's, Project-based Learning, and creating Immersion classes for Arapaho Language in grades PK-1. With the new initiatives, staff were trained and will use these culturally relevant skills, which include Culture and Language, to teach these practices to students. All staff will participate in culturally relevant skills and practices to assist in cultural initiatives. Staff is continuing to learn and implement evidence based EL instructional practices. They will monitor progress of these practices throughout the school year.</p> <p>The teachers also received training in Project Based Learning and will begin to implement these practices throughout the school year.</p>
<p>Our professional development is based on our school goals and student needs. By focusing on the PLC Project, Committees, and Restorative Practices during our professional development, we are ensuring that our students' academic and socio-emotional needs are being met.</p>	

**WYOMING INDIAN ELEMENTARY
FREMONT 14 SCHOOL DISTRICT
COMPREHENSIVE IMPROVEMENT PLAN 2021-2022**

Initiative	Description
Restorative Practices	<p>All students receive instruction in socio-emotional skills using a research based curriculum as per the specials schedule. We use restorative practices which models and encourages responsible behavior. This framework encourages relationship building in our classrooms through the use of restorative practices and restorative circle time.</p> <p>Beginning in the second semester of the year, all students will be assigned a mentor who will check in on attendance, academics, technology, and socio-emotional needs of the student.</p> <p>Student Celebrations will be facilitated through the Student Celebrations committee.</p> <p>We use the CHAMPS guidelines and expectations in our classrooms, throughout the building, playground and buses. Our student/parent handbook reflects these strategies and informs our parents of expectations at school.</p> <p>New teachers will receive training in Restorative Practices and CHAMPS during their time with their mentors and through the Building Trainer. Updates on CHAMPS and Restorative practices will also be addressed during staff meetings.</p> <p>We use SAEBRS, a socio-emotional screener, as a way to provide data to build our socio-emotional interventions. We include other types of data from office breaks, Student Behavior Documentation Forms to include those students in our interventions.</p>

These practices promote school wide consistency, safety, and well being of all students. Through outreach and communication, we believe in encouraging our students to come to school on a regular basis.

WYOMING INDIAN ELEMENTARY FREMONT 14 SCHOOL DISTRICT COMPREHENSIVE IMPROVEMENT PLAN 2021-2022

Initiative	Time	Personnel and Financial Resources	Benchmarks
Virtual Learning	2022	Building Staff \$1,000	80% of our students meet essential learning targets. Staff will continue to develop Canvas lessons
Tiered Interventions	2022	Building Guiding Coalition \$5,000	80% of all interventions meet their learning target. Learning Teams will collaborate for Tier 3 intervention decisions. Tier 3 will only be needed for 20%-25% of our students.
Professional Learning Community Project	2022	PLC Building Team \$7,000	Completion of 4 Pillars. Application for Model PLC School. All Learning Teams will be aligned with collaboration and formative assessment practices.
Committees and Guiding Coalition	2022	Building Staff \$5,000	Committees and Guiding Coalition making SMART Goals linked to our School Smart Goal
Guaranteed Viable Curriculum	2022	Instructional Facilitator Administration Building Staff \$15,000	Rigor of GVC matches state and nationally normed assessments. WY-TOPP growth, equity, and achievement measures will meet our goals. EL Instructional Strategies included in our GVC Scales.
Professional Development	2022	Instructional Facilitators Administration Building Guiding Coalition \$5000	Professional Development aligned with our school's collective commitments. Specific EL instructional strategy being used.

Restorative Practices	2022	Counselor Administration BUMP Coordinator \$1000	Decrease in office referrals. Student Mentor groups established.
-----------------------	------	---	--