

Tongue River Bridge School



Dayton, Wyoming
Mark Fritz, Principal

2016-2017

PLAN SIGNATURES



District Superintendent



District Board Chairman



Principal

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p>	Acceptable
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YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
YES	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
N/A	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

We use Acellus Academy which is a computer-based learning system in a blended learning setting. It utilizes I² (Intelligent Interaction), which enables it to cater the educational content to the individual skill set of each student through customized, personal instruction. Acellus is a program of the International Academy of Science and is accredited through the NPSAG (National Private Schools Accreditation Group). A certified teacher is available to the students to provide hands on, in person direct support as they work through the courses.

?The courses are written from the common core standards.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. ([3.2 Rubric](#))

Acceptable

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.

SIG Schools: Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

Summary of Practices:

Acellus provides instruction based on individual student needs, progressing at the pace of each student. Instruction is monitored and adjusted as needed as the student moves through the course. A certified teacher is present in the classroom to support onsite learning as needed.

Instructional Strategies that Engage Students (3.3)

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

Acceptable

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

Summary of Practices:

Acellus courses are taught by qualified instructors who have expertise in conveying knowledge, and "hard to grasp" concepts, through video instruction. There is a combination of instructional approaches with provision of immediate feedback which allows students to experience success within their coursework. In addition, a classroom teacher is made physically available to the student for blended learning opportunities.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

Acceptable

Summary of Practices:

Instructional practices of the computer based coursework are monitored through Acellus. Acellus also accepts feedback from districts/schools/and teachers who use Acellus. The on-site certified teacher is a district staff member who participates in cohort meetings and district professional development opportunities to improve blended learning instructional practices in the Bridge School.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. [\(3.5 Rubric\)](#)

Acceptable

All Title I Schools: Describe how your school involves teachers in decisions regarding the use of assessment data to improve instruction and student performance and for continuous improvement, including by providing time for collaboration on the use of data.

SIG Schools: Explain how instructional teams analyze assessment results and make decision about curriculum, instruction and interventions.

Summary of Practices:

On identified professional development dates, subject specific cohorts on both sides of the district meet to collaborate on curriculum and instruction. These dates include: August 22-25, September 16, October 14, November 18, December 2, January 13, February 10, April 21, May 12, and June 2nd.

Teachers participate in the CLI process as committee members.

The Student Intervention Team (SIT) meets weekly to discuss at-risk students and identify intervention strategies to support them.

Weekly all staff meetings include a dedicated time to discuss current student data and needs.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning.
[\(3.6 Rubric\)](#)

Acceptable

SIG Schools: Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting. Teachers use the CLI model to implement the instructional process.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. [\(3.7 Rubric\)](#)

Acceptable

YES

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

Summary of Practices:

Every teacher hired into the district is placed into our two year induction program and assigned a mentor. This involves regular meetings, self-reflection, and goal setting among other things.

SCSD1 also employs two Instructional Facilitators to support all teachers with continued instructional improvement.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. [\(3.8 Rubric\)](#)

Acceptable

YES

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

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

All Title I Schools: If applicable, what is your school’s plan for assisting in the transition of students from early childhood programs to elementary school programs?

SIG Schools: Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

Summary of Practices:

Parents are invited to be involved in a variety of ways including access to grades, attendance, and other records via the online program: “Power School”, direct written mail notification to parents whose student is failing a class, mass e-mails, phone messages and texts relaying Bridge School and SCSD1 information, social media contacts, yearly surveys, parent teacher conferences held 4 times per year, IEP participation for students with special needs, and requirement of teacher contact home if student is not making progress.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. ([3.9 Rubric](#))

Acceptable

Summary of Practices:

The Bridge School teacher student ratio ranges from 1:1 to 1:8. Counseling services are available to all students daily. Students are highly encouraged to participate in clubs and activities where they have additional opportunities to make connections with our staff. SCSD1's School Resource Officer makes regular visits and is known well by our students and families.

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. ([3.10 Rubric](#))

Acceptable

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting. Grading discussions and guidelines are a part of the outcome of these meetings.

Acellus Academy grades daily work and tests, making progress reports available to students, parents and staff. Additionally, a grading and reporting handbook has been developed as a guide for stakeholders.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

SIG Schools: Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

SIG Schools: Describe how the district uses external service providers for key services in SIG schools.

Summary of Practices:

On identified professional development dates, subject specific cohorts on both sides of the district meet to collaborate on curriculum and instruction. These dates include: August 22-25, September 16, October 14, November 18, December 2, January 13, February 10, April 21, May 12, and June 2nd.

SCSD1 employs 2 instructional coordinators who provide professional development opportunities to match the needs of the district.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

All Title I Schools: What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

SIG Schools: How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

Summary of Practices:

The Student Intervention Team (SIT) meets weekly to discuss at-risk students and identify intervention strategies to support them. Daily Eagle Time period is provided for re-teaching and academic support for all students as well as before/after school Academic Opportunity interventions and Friday School.

Counseling services are available to all students daily and licensed mental health services are provided on a regular basis.

Concurrent and dual enrollment classes are offered in collaboration with Sheridan College to allow students to graduate with an Associate's Degree concurrent with their high school diploma.

The Bridge School, provides an opportunity for students to complete their high school education or meet credit recovery needs in an alternate computer-based setting focused primarily on learning through technology and blended learning.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
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YES	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. Districts assessments created through this process help to measure student progress and outcomes. Content area teacher develop assessments and rubrics which are consistent throughout our district. This allows a consistent manner in which to compare data, monitor and make adjustments as needed.

Additional daily student performance monitoring is conducted through the Acellus Academy. Furthermore, annual ACT testing for all students, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course is completed.

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

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

Acceptable

Summary of Practices:

Students attending The Bridge School participate in coursework assessments as well as the annual ACT testing, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course. Data from these assessments are analyzed as a staff at content area, school, and district levels to drive instructional practices.

Training in the Interpretation and Use of Data (5.3)

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

Acceptable

Summary of Practices:

The Bridge School staff is receives training on the Acellus program and assessment results. Additional ongoing student performance monitoring is conducted through annual ACT testing for all students, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course. Data from these assessments are analyzed at the staff, school and district levels. Staff is guided through analysis of data during staff meetings, professional development days, and CLI meetings.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

Acceptable

Summary of Practices:

SCSD1 reviews the ACT 5 year Trend Data Report and uses it as a tool for developing improvement goals and to drive our curriculum and instruction. The SCSD1 Annual School Report Card, composed of statewide and school assessment data is published for the public.

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

Acceptable

Summary of Practices:

The SCSD1 Annual School Report Card, composed of statewide and school assessment data is published for the public. This is published in local newspapers, made available at local businesses in brochure format and can be found on our district website.

Teaching and Learning Improvement Plan

GOAL(S): The Bridge School will earn 90% course completion rate within one calendar year.

MEASURES AND METHODS (INTERVENTIONS): Recorded data through the Acellus Academy program.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Students who are in need of an alternative learning setting are referred to The Bridge School.	2015-2016 school year	Acellus Academy, onsite staff member, administrator, and technology.	Referred students will begin coursework within one week of referral.
Students are enrolled in the Acellus Academy and receive support from an onsite teacher.	2015-2016 school year	Acellus Academy, onsite staff member, administrator, and technology.	Weekly coursework progress reports are generated, monitored by staff and sent home to parents.
Parent meetings will be held if a student falls behind the schedule of course completion.	2015-2016 school year	Acellus Academy, onsite staff member, administrator, and technology.	Weekly coursework progress reports are generated, monitored by staff and sent home to parents.

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

When 90% of the students who are enrolled complete their courses.

At the end of the year, the number of completed Acellus classes will be divided by the number of classes that students were enrolled in. For example: 44 completed classes divided by 48 classes enrolled = 92% completion. This would significantly increase credit recovery and graduation rates.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Acceptable
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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Summary of Practices:

The Bridge School in collaboration with TRHS holds annual meetings as a staff to discuss the vision and goals.

Culture Based on Shared Values and Beliefs (1.2)

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

Acceptable

Summary of Practices:

The Bridge School, in collaboration with TRHS, holds weekly staff meetings where academic, student needs, school climate, and goals are discussed. Monthly cohort and PLC meetings offer an opportunity to share values, common beliefs, and create staff support systems.

School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Acceptable

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

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

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. Districts assessments created through this process help to measure student progress and outcomes. This impacts overall school improvement.

The Bridge School conducts an annual survey to parents, staff, and students to gauge continuous school improvement needs.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

Acceptable

YES

The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)

Summary of Practices:

District Board Operations (2.2)

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

Acceptable

Summary of Practices:

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. [\(2.3 Rubric\)](#)

Acceptable

SIG Schools: Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Summary of Practices:

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

Acceptable

Summary of Practices:

The Bridge School in collaboration with TRHS conducts weekly staff meetings to provide opportunities for lines of communication to remain open and to maintain focus on our school’s purpose. A certified teacher is present during coursework to promote a positive, safe school climate. School assemblies are held to foster school culture and spirit.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. ([2.5 Rubric](#))

Acceptable

YES

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

Summary of Practices:

Stakeholders take part in our CLI process monthly. The district holds monthly School Board Meetings where there is a time set aside for public comment. Stakeholders are invited to attend school activities and events.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. ([2.6 Rubric](#))

Acceptable

YES	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
YES	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
YES	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

Staff is evaluated using Marzano's teacher evaluation system both formally and informally. Additionally, walk-through data is collected and used to evaluate state, support teacher improvement, effect instructional change, and impact student success.

Leadership Capacity Improvement Plan

GOAL(S):

MEASURES AND METHODS (INTERVENTIONS):

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

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

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric)	Acceptable
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YES	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
YES	Instruction is provided by highly qualified teachers (Federal)
YES	Paraprofessionals meet the requirements of ESEA (Federal)

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools?
SIG Schools: Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

Summary of Practices:

Acellus instructors are qualified and the program is overseen by a highly qualified Bridge School staff member.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

Acceptable

YES	The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days. <ul style="list-style-type: none"> • ½ Day Kindergarten – 450 hours • Full Day Kindergarten – 900 hours • Elementary – 900 hours • Middle/Jr. High – 1050 hours • High School – 1100 hours (Wyoming)
YES	On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)
YES	The following days are appropriately observed: <ul style="list-style-type: none"> • Wyoming Day, December 10 of each year. • Nellie T. Ross’ birthday, November 29 of each year. • Native American Day, the second Friday in May. • Pearl Harbor Remembrance Day, December 7 of each year. • Constitution Day, September 17 of each year. (Wyoming)
YES	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
YES	Activities approved for Federal Funding are completed within the approved time period. (Federal)

All Title I Schools: How do you coordinate and integrate federal, state, and local services and programs?

Summary of Practices:

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
YES	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
YES	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
YES	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
YES	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

Summary of Practices:

Alice (Alert Lockdown Inform Counter Evacuate) Training for all staff and students has been conducted. Safety procedures are reviewed, practiced, documented, and shared with stakeholders.

Information Resources (4.4)

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

Acceptable

YES

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

Summary of Practices:

Information is shared on the district website, TRHS Facebook page, the local newspapers and websites, Powerschool, mass mailings, emails and text notifications.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

Acceptable

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

Summary of Practices:

Technology is readily available for students to use the Acellus computer-based programs to complete the coursework.

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

Acceptable

Summary of Practices:

Physical and mental health services are provided to our students as well as available daily counseling services. A variety of activities and clubs are available for students to participate in. We offer classes in health and physical fitness education.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. [\(4.7 Rubric\)](#)

Acceptable

YES

The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)

YES

All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

Summary of Practices:

The Building Intervention Team (BIT) meets weekly to discuss at-risk students, recommend interventions, or move them into the referral process. The district employs 2 full-time, highly qualified special education teachers at the high school level to implement Individualized Education Programs for students with special needs. We have a 504 coordinator on staff and a comprehensive guidance program available to all students.

Assistance Needed

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

Resource Utilization Improvement Plan

GOAL(S): Making sure the technology matches the demand (computers, bandwidth...)

MEASURES AND METHODS (INTERVENTIONS): Compliance with SCSD1’s 5 year technology plan.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Scheduled computer replacement schedule	annually	District Budget, Technology Coordinator, Building Principal, On-site teacher	Annual review of technology replacement needs.
Quarterly meetings with Tech department	2015-2016 school year	District Budget, Technology Coordinator, Building Principal, On-site teacher	Review of technology replacement needs.

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

When the computer replacement schedule is created and put into place, computers begin to be replaced according to the schedule and minutes from the quarterly meetings are recorded.

