



TITLE I PROGRAM

SCHOOLWIDE PROGRAM PLAN TEMPLATE

Wyoming Department of Education
122 W. 25th St., Suite E200
Cheyenne, WY 82002



NOTICE OF AUTHORIZATION OF A SCHOOLWIDE TITLE I PROGRAM

District:	Campbell County School District	School ID#:	
School Name:	Rozet Elementary School	Grades Served:	K-6
Mailing Address:	14054 WYO 51		
City:	Rozet	Zip Code:	82727

New Plan:	Yes	Initial Effective Date:	
Poverty Level:	40%	Revision Date:	

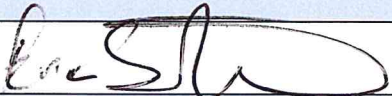






Building Principal:	Travis Heitmann	Telephone:	307-682-3133
E-Mail:	theitmann@ccsd.k12.wy.us	Fax:	307-682-7850

Superintendent:	Dr. Alex Ayers	Phone:	307-682-5171
Mailing Address:	100 E. 8th St., Box 3033, Gillette, WY 82717		

Title I Coordinator:	Mr. Eric Stremcha	Phone:	307-686-1060
Mailing Address:	800 Hemlock Ave, Gillette, WY 82716		

Assurance Agreement for Schoolwide Planning:

The school has completed the Schoolwide planning process and has met the requirements of the Title I legislation relating to Schoolwide planning and criteria as outlined within the NCLB Act. The district has worked in consultation with the school as the school developed the Schoolwide Plan and will continue to assist the school in implementing, evaluating and revising the plan annually.

	
Signature of Title I Authorized Representative	Date
	
Signature of Superintendent	Date
	
Signature of Building Principal	Date
	
	Date of Local Board Approval

For Department Use Only

This Title I Schoolwide Program Application and Plan has been reviewed by the SEA and is authorized as written.

Signature of Title I Schoolwide Coordinator

Date

Directions:

The written plan is designed around the components of the Schoolwide Plan. Please use this template to outline the Schoolwide Plan.

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I. Planning

A. Schoolwide Planning Team

Schoolwide Plans must be developed or revised with the involvement of the community and the individuals who will carry out the plan. The planning team assumes responsibility for planning and implementing the Schoolwide Program in accordance with all applicable Title I rules and regulations, including the required year of planning for staff and team members to analyze and collaborate on solutions. List the composition of the planning team. Each of the required roles should have at least one representative.

Required Roles:	Representative's Names
Administration (include position)	Travis Heitmann , Principal
Certified Staff (include position)	Wendy Chaulk, 5th grade teacher Julie Rankin, Kindergarten teacher Valerie Bruce, Instructional Facilitator
Classified Staff (include position)	Linda Olson , Office Secretary
District Staff	Eric Stremcha
Title I Staff	Kalee Edwards, Title Assistant Crystal Davis, Title Assistant Shelby Simons, Title Assistant Andrea Hoppes , Title Assistant
Parents (not employed by the district/school)	Jandra Gaugle
Students (if secondary school)	N/a
Tribal Representation (if applicable)	N/a
Optional Members (e.g. community members):	

B. Schoolwide Planning Summary

Please summarize the steps and activities of the planning process. Include the following in the description:

- a. Planning team meetings (dates);
After looking at free and reduced data and the need to address the population of academically at-risk students in Language Arts and Mathematics, we as a school will provide supplemental instructional services more effectively in a schoolwide model.

August 15th Staff meeting
August 23rd Title I meeting
Parent teacher conferences
September 7th Title I meeting
September 12th Title I meeting
November 11th Title I meeting
November 30th Title I meeting
March 1st Title I meeting
March 5th Title I meeting
March 7th Title I meeting
March 15th Title I meeting
April 12th Title I meeting
April 19th Title I meeting
April 26th Title I Schoolwide program application review

- b. Staff work sessions;
Staff meetings 8/15, 10/14, 12/16,1/13,2/17, 3/16, 4/14,5/12
- c. Visitations to schools;
We did not make any school visitations.
- d. Parent meetings (dates);
Open house: August 18th
Parent- Teacher Conferences: October 19th, 20th and 21st
Title I math night: February 7th
Title I reading night: March 7th
Title I annual review: March 30th
Title I schoolwide planning meeting: April 26th
- e. Staff meetings where planning took place. Also include other activities conducted during the needs assessment, inquiry process, and plan development; and
- f. Attach all agendas. Please also include the local board meeting minutes approving the Schoolwide Plan.

*Please see attached agendas

C. Communication

We used Staff meetings, ESP PLCs, Parent/Teacher Conferences, PTO meetings and staff meetings to update on the process.

1. Describe the processes and opportunities that were used to:

a. Develop the Schoolwide Plan;

Rozet started the process in the Summer of 2022. The Statement of Intent was completed to start Schoolwide planning beginning August 15th, 2022. Rozet Title I Assistants began the Title I Schoolwide application at the start of the 2022-2023 school year. The schoolwide plan was developed based on the needs of the students at Rozet Elementary. Data from the previous year's WY-TOPP data testing, district and classroom assessments were used.

b. Inform the entire staff, parents, community and district of the Schoolwide planning team actions; and

Staff meetings
PTO meetings
Math night
Literacy night
Guided Coalition meetings

c. Solicit and receive feedback from these groups.

Staff meetings
PTO meetings
Math night
Literacy night
Guided Coalition meeting

Through all the meetings and communication venues above, we were able to communicate with staff, parents, the district and community members on the proceedings of the schoolwide plan.

2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?

100% of the school staff support the implementation of the schoolwide plan.

3. Briefly describe how this level of support was determined. If the support has not reached 100 percent, how is the school going to address the concerns of those who did not support the plan?

*We did not receive any feedback that did not support moving forward with a schoolwide plan.

D. Technical Assistance

Describe the technical assistance provided by the district. Within the description, please include the following:

- a. The dates of any meetings;
- b. Who provided the assistance; and
- c. The type of assistance provided.

Technical assistance was provided by the district Title I Director, Eric Stremcha and Les Koch at the Wyoming Department of Education. They answered any questions and provided support throughout the application process. Previous applications were reviewed to help with the application process.

II. Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Rozet Elementary is a rural school that is part of Campbell County School District #1. Located 15 miles east of Gillette, our school's population is about 250 students and consists of generational families that operate various sized ranches and families who are employed by energy industries. With our poverty percentage at 40% and coming off of 3 years of free/reduced lunches, the move towards becoming a Schoolwide Program would allow our school to provide the resources and materials to best support the students and families that belong to Rozet Elementary.

The Rozet community is heavily dependent on ranching, coal, oil, and gas. These industries fluctuate for different reasons and some of the industries create mobility for families. With a high mobility rate, we have students that show up with deficiencies. Being a Schoolwide Program would allow us the ability to best serve the students' needs and offer them the instruction and interventions to meet those needs.

Rozet has embraced the Professional Learning Communities (PLC's) model for identifying and meeting the needs of our students and is a piece of our school improvement plan. PLC's on a school-wide plan would allow the teachers to take all students who may need interventions within the classroom setting. Additional resources for interventions and classroom instruction would positively impact all students.

The last two performance measures according to WY-TOPP indicate that Rozet was partially meeting expectations in the 2018-2019 school year with an achievement score of 39%. In the 2020-2021 school year, the achievement score for Rozet was 29%. These scores indicate that our students' needs are not being addressed at an adequate level. School improvement goals addressing achievement are part of the 2021-2022 Rozet School Improvement Plan and will be revisited and revised after the release of the 2021-2022 School Performance Report.

Rozet is a targeted assisted school and moving to school-wide would greatly benefit us in school improvement overall.

- a. The school's mission statement;
 - Providing a safe environment where all students, families and staff learn, grow and work together
- b. The school's vision statement; and
 - To prepare students for life's challenges and opportunities
- c. The district mission/vision statement
 - Mission: Empowering Our Students for Success
 - Vision: United in Excellence

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reached all members of the school community.

The comprehensive needs assessment is conducted yearly in CCSD. We schedule our computer labs, mobile labs and set time aside for each student to complete the survey. Rozet Staff are given instructions and a time frame to fill out the needs assessment on their own. Finally, our parents are given access to computer stations during Parent Teacher Conferences and encouraged to give their feedback.

Rozet completed a comprehensive needs assessment for our School Improvement Plan through our Guided Coalition Team. This team is made up of grade level representation in grades K-6th, Special Education Teachers, Specialist Teachers, School Counselor, Instructional Facilitator, and Building Principal. We followed the WDE School Improvement Planning Process outline which allowed us to identify areas of improvement and areas of strengths.

We also looked at WY-TOPP data from the previous school year, using FastBridge data, district assessments, and teacher observations to find our biggest needs. Through this process we feel confident that we were able to identify our greatest academic needs.

C. Describe the processes the school used to collect and analyze data. Include:

- a. Curriculum and instruction;
- b. Professional development;
- c. Parental and community involvement;
- d. School organization; and
- e. Attach the data collected from the Comprehensive Needs Assessment to this plan.

The processes used to collect and analyze data surrounding student achievement, professional development, and community involvement included surveying stakeholders, collecting the information, and creating a plan to respond within our weekly Professional Learning Community meetings within grade-levels and the support staff team.

According to the 2021-2022 WY-TOPP School Performance Indicators, Rozet's WAEA rating was 34% (Below Target) and ESSA Norm Category was 37.4% (Below Target). Analyzing and responding to the achievement data within grade level collaboration meetings indicated curriculum and professional development needs in both literacy and math. Upon data analysis a spiral curriculum math was deemed necessary to support, enhance, and improve our students math abilities resulting in improved math achievement. Data review around literacy led to understanding around vertical alignment being essential with ELA resource use and intervention.

Professional Learning Community meetings centered on data analysis, resource alignment, and solidifying Tier 1, Tier 2, and Tier 3 instructional strategies have been implemented K-6. Utilizing FastBridge Progress Monitoring in ELA and Math has been a focus for PLC's to respond to interventions and student needs.

D. Identify the strengths and weaknesses of the school program. Summarize the key findings of the Comprehensive Needs Assessment.

Strengths:

Rozet has been implementing the PLC structure for 10+ years. It has evolved over the years and the new master schedule supports the continuation of collaborative teams across all grade levels. These collaborations are focused on student data, prioritized standards, proficiency scales, and quality instruction.

Our staff has been utilizing the district's diagnostic screeners to identify students who need additional support. The district has provided training to all staff on intervention strategies to implement when a student is identified as a student with concerns.

The intervention process helps deliver specialized instruction to meet the needs of the student and the effectiveness of the intervention is monitored by bi-weekly progress monitoring. Fidelity to the intervention is also tracked to ensure the student is getting the additional support they need to be successful.

The areas of growth:

3rd grade math and ELA, as well as, 4th grade math, ELA, and science were the areas we fell short in this past year. Additionally, we are implementing the Character Strong program to meet the social emotional learning needs of all students. Finally, we believe by becoming a Schoolwide Title I building it will expand our target to all students for academic help in the above areas.

A key finding from the Comprehensive Needs Assessment was that only 18% of the families that were surveyed have visited the District Title I Resource Center. For the upcoming school year 2023-2024 we will work to increase our families knowledge, access and use of the District Title I Resource Center. Another key finding from the Title I Survey was parent interest in learning more about reading and math strategies to support their children. Rozet Title I hosted both a reading night and a math night for families to attend. These events were well attended and resources were provided to support literacy and math concepts at home. Finally, the Comprehensive Needs Assessment indicated that 89% of our families would prefer to meet after the school day.

E. As a result of the comprehensive needs assessment, please list and describe the specific priority need areas for the Schoolwide Program.

1. K-3rd Reading
2. 3-6th Reading
3. K-6th Science
4. Social Emotional Learning
5. Implementation of proficiency scales that align to prioritized standards.

Rozet Elementary - School Improvement Plan 2022-2023

This template meets the requirements of federal and state statutes.

For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Rozet Elementary	Plan Date:
Principal: Travis Heitmann	District Approval Date (for TSI, WAEA, CSI):
District: Campbell County School District #1	Current Identification <i>Partially Meeting Expectations</i>
District Representative: Kirby Eisenhauer	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	School Reflection Rating
D. Professional Development	D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	1.7 No Evidence of Implementation to Minimal Implementation
E. Instruction	E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.	2.1 Minimal Implementation
E. Instruction	E3. Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	2.4 Minimal Implementation

Section 3: Year-Long Plan

Based on your school’s identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain:

Priority Practice #1: D. Professional Development- D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

<p>Practice Rationale Provide an explanation for choosing this Practice, including <i>why</i> focusing on this Practice will impact student performance (WAEA indicators).</p>	<ul style="list-style-type: none"> • Currently, Rozet Elementary has participated in district initiatives and attended Solution Tree Professional Learning Community Professional Development through a State Grant and with district funding. Currently, and in the past we have not produced sufficient evidence of student achievement with participation. Focusing on teacher expertise and use of high-leverage instructional practices through training, peer observation, intentional practice, and leadership feedback will increase student achievement.
<p>Improvement Strategy</p> <ul style="list-style-type: none"> • Explain the research-based strategy (or strategies) the school will implement to address this area of need. • Explain how the strategies, in relation to the research, address the needs of your school's students. • Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<ul style="list-style-type: none"> • Rozet Elementary will focus on our Professional Learning Community (PLC's) and adjust current practices so that time spent in collaboration is focused on instructional practices. We will implement a system that supports teachers in their development of core instruction, provide feedback on instructional strategies, and use student data to identify the effectiveness of instructional techniques. Classroom teachers will leverage proficiency scales to establish clarity in their instruction and communicate with students the purpose and process of the learning taking place. • Teacher Clarity-.75 effect size, will be a focused strategy to address the achievement score of Rozet students. Staff will work on deepening their understanding of prioritized standards and how to leverage proficiency scales to know their impact on daily instruction. Increasing teacher clarity in focused content areas will allow teachers to meet the demands and rigor students are asked to do. • Our school's adult community members will benefit from using proficiency scales to establish clarity when planning their instruction. When teachers have clarity and are able to adjust their instruction with learning goals the students will gain clarity in what they are learning. The adult community will benefit from job-embedded professional development opportunities. • Rozet will utilize a job-embedded professional development model based on student data, centered in adult learning around high leverage practices, and supporting implementation through shared goals and follow up after practice and feedback.
<p>1-Year Adult Practice Goal Provide a <i>measurable goal</i> aligned to the</p>	<p>*Teachers will utilize the district's proficiency scales with identified prioritized standards when designing and planning instructional practices.</p>

<p><i>Practice.</i></p>	<p>*Teams will participate and engage in job embedded professional development opportunities around high leverage practices and work to implement with intentional practice, and engage in feedback cycles. *Support staff will meet once or twice a week to discuss strategies and techniques in collaboration with the building Instructional Facilitator.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>Improving teacher clarity through use of proficiency scales will prepare students for the WY-TOPP assessment. The impact will be improved achievement scores. Supporting the reflection around and use of High Leverage Instructional Practices will lead to improved achievement scores.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for assuring Impact/Implementation
<p><i>Build shared knowledge around current practices, high leverage practices, and job embedded professional development plan.</i></p>	<p>10/24-5/26</p>	<p><i>Guiding Coalition team engagement</i></p> <ul style="list-style-type: none"> ● <i>Reflection and analysis of current practices based on data</i> ● <i>Commitment to high leverage practices</i> ● <i>Needs assessment</i> 	<p><i>Utilize PLC collaboration time to reflect on and complete team practice analysis.</i></p> <p><i>Guiding Coalition development of needs assessment and leading with teams during collaboration.</i></p>
<p><i>Outline the structure and plan of the job embedded professional development based on needs assessment</i></p>	<p>10/24 -11/14</p>	<p><i>Guiding Coalition team engagement, and communication around needs assessment. Set time in schedule Commitment to embedding new learning</i></p>	<p><i>Reflection on needs assessment being evidence based Progress on plan and scheduled time</i></p>
<p><i>Guiding Coalition share out, and build commitment to High Leverage Practices around Clarity during building wide PD.</i></p>	<p>11/11/2022 Building PD in the afternoon January PD March PD April PD</p>	<p>Video: John Hattie on Learning Intentions & Success Criteria Video: Communicating Learning Goals Clarity Resources: Learning Intentions and Success Criteria <i>Planning document for intentional practice and feedback loop</i></p>	<p><i>Feedback and planning document engagement during professional development.</i></p>
<p><i>Clarify and support the use of Proficiency Scales as a central practice in daily instruction.</i></p>	<p>10/31-5/26</p>	<p><i>Will be using district created proficiency scales. Further training on use, how to get started, what's next.</i></p>	<p><i>Impact will be measured when students take common formative assessments. Students will also be taking WY-TOPP modules that correspond to the content being covered in the unit of study.</i></p>

Utilize PLC collaboration time, and framework to embed Global PD learning videos around High Leverage Practices	10/31-5/26	Global PD account Team engagement and shared purpose surrounding the learning	Measure implementation through Agenda/Minutes and impact through reflection on instructional practices through CFA, and Data Response Protocol.
Align support staff meetings with High Leverage Instructional Practices	10/24-5/26	Needs assessment Planning Collaboration	Measure implementation through Agenda/Minutes Measure impact through instructional practices utilized in educational settings

High-Impact Domain:

Priority Practice #2: E. Instruction- E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.

<p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<ul style="list-style-type: none"> ● Rozet has added new staff to multiple grade levels and it will benefit all staff to implement a high-quality instructional program that is driven by the needs of the students. By strengthening instructional practices that are aligned to what students need to know will increase student achievement performance. ● Staff meet weekly in collaboration meetings to plan, build common formative assessments, and analyze data. Utilizing our professional days that are built into our school calendar, building leaders will design and implement professional development to increase staff's capacity on setting grade level learning goals and imbed explicit teaching strategies in daily lessons.
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> ● <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> ● <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i> 	<ul style="list-style-type: none"> ● Learning Goals vs No goals-.68 and Explicit Teaching Strategies-.57 have powerful effect sizes. ● To improve student achievement scores, teachers will be supported by building leaders to implement visible learning techniques. Establishing clear learning goals and using explicit teaching strategies will increase teacher effectiveness in core content instruction. ● Rozet's achievement growth has never surpassed 40% for proficient or advanced. By creating learning goals and improving teacher explicit teaching strategies, Rozet's student achievement will improve.

<p>1-Year Adult Practice Goal Provide a <i>measurable goal</i> aligned to the Practice.</p>	<ul style="list-style-type: none"> • Rozet staff will be led by building leaders in embedding learning goals and explicit teaching strategies into weekly/monthly plans of core content. • Learning targets will be used to help students identify what they are learning and what it should look like.
<p>Impact on Performance Goals Describe <i>how</i> the focus on this Practice will impact performance goals.</p>	<p>Selecting and embedding Explicit Teaching Strategies during Tier 1, Tier 2, and Tier 3 instruction that are aligned to our essentials will have an impact of increased student achievement. Coupling these strategies with Learning Goals across each grade level will also have a positive impact on student achievement.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Guiding Coalition will find resources to build shared learning for teams around high quality, standards-based instruction.	10/24-11/10	Engaged Guiding Coalition Communication to all stakeholders Differentiated Learning Articles Visible Learning	<i>Timeline for goals and information gathering shared, implemented, and followed.</i>
Guiding Coalition will create learning plan for teams and plan for follow up	10/24-11/10	Guide for team reflection Hattie Research practice list	<i>Schedule outlining the practices being covered during Guiding Coalition professional development sessions. Collective agreement on which members will be leading specific</i>
Team will lead shared learning at afternoon Building Professional Development	11/11	Effective, focused meetings, planning sessions Follow through	Feedback from staff
<i>Guiding Coalition share out, and build commitment to guide Writing Meaningful Learning Intentions during building wide PD.</i>	10/24-5/26	WDE Resources for Explicit Instruction	<i>Guiding Coalition members will share instructional techniques and resources with staff on how to implement explicit instructional techniques. Create a resource that will be used to collect shared information for teacher reference.</i>

Guiding Coalition share out, and build commitment to Explicit Instruction Overview during building wide PD.	10/24-5/26	WDE Resources for Explicit Instruction Time and support of peer observation practices, and coverage	In addition to sharing instructional techniques and resources with staff, instructional techniques will be modeled in classrooms where teachers can observe practices in use. Building leaders will provide feedback to all staff.
Reflection and follow up for continuing into 2023-2024 School Year.	May 2023	Reflection gathering tool for teams Reflection gathering tool for guiding coalition	Next Steps or Plan for the start of the 2023-2024 school year

High-Impact Domain:

Priority Practice #3: E. Instruction-E3. Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

<p>Practice Rationale Provide an explanation for choosing this Practice, including <i>why</i> focusing on this Practice will impact student performance (WAEA indicators).</p>	<ul style="list-style-type: none"> At Rozet, staff focuses on educating the whole child. To do so, we will continue to focus on supporting students' Social Emotional Learning (SEL). We have implemented a new character program to meet some of those needs and will work collaboratively to build a Behavioral Intervention Program that will support student's SEL.
<p>Improvement Strategy</p> <ul style="list-style-type: none"> Explain the research-based strategy (or strategies) the school will implement to address this area of need. Explain how the strategies, in relation to the research, address the needs of your school's students. Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<ul style="list-style-type: none"> According to John Hattie's research, Behavior Intervention Programs have an effect size of .62. Rozet will implement a Positive Behavior Intervention Systems committee that will focus on students' SEL needs. Rozet will utilize the FastBridge SAEBRS screener to identify students at risk of SEL needs. During our scheduled Early Release days that are built into our district calendar, a team will collaborate on identifying our students' behavioral trends. If behavioral trends are identified, the team will develop a tiered system of support to give students the education and instruction needed for their SEL needs.
<p>1-Year Adult Practice Goal Provide a <i>measurable goal</i> aligned to the Practice.</p>	<p>*Rozet staff will utilize and embed a Building Wide Tier 1 Behavior Expectation framework and utilize Character Strong to meet the needs of 80% of our students.</p> <p>*Rozet staff will develop a tiered system of support to meet the SEL needs of students.</p>

	*We will reduce behavioral referrals by 10% in the 2022-2023 school year - 442 Referrals for the 2021-2022 School year.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	*Hattie's research suggests that motivation/character programs and decreasing disruptive behavior has a .34 effect size. By creating a focussed Behavior Intervention Program, Rozet students will be taught skills to replace disruptive behaviors. By meeting student's SEL needs and reducing disruptive behavior instructional time will increase and positively impact students' performance goals and improve students' SAEBRS scores.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Positive Behavior Interventions and Supports Team meeting</i> <ul style="list-style-type: none"> Working norms, roles and responsibilities Plan Goals for the year 	10/24-11/3	Engaged and committed PBIS Team and stakeholders	<i>Measure Implementation through documented team Agenda and Minutes.</i>
PBIS team partner with Guiding Coalition team and support reflection on Evidence based Behavioral Practices in Tier 1	11/3-11/10	Set Meeting Time SAEBRS Data Trauma informed practices	<i>Reflection Forms</i>
Set Goals for Character Strong Curriculum implementation into Tier 1 classroom practice <ul style="list-style-type: none"> Set check-in/discussion on collaboration agendas 	11/3-5/26	Character Strong log-ins Committed stakeholders Lesson plan components	<i>Analyze behavior referral and incident data</i>
Create Behavior Intervention Plan and Replacement Behaviors Process for Opportunity Room Purpose	11/10-11/24	Clarification on roles Replacement Behaviors 3 R's-Reset, Reflect, Return	<i>School wide plan is created that focuses on teaching students skills to meet building wide and classroom expectations.</i>
Reflect on Character Strong Implementation and survey teams on use	Quarterly	Team Reflection and use	<i>Analyze behavior referral data</i>
PBIS Winter SAEBRS screening data discussion and action step/ implementation reflection with Guiding Coalition	2/15-2/25	Data from Winter SAEBRS	<i>Scheduled time to meet and analyze changes.</i>

Behavior Intervention Plan Replacement Behaviors Progress	Quarterly	Replacement Behaviors Research	<i>Finding research based strategies to enhance the Behavior Intervention Plan.</i>
PBIS Spring SAEBRS screening data discussion and action step/reflection EOY Next Steps and Plan for August	May 2023	Engaged and Reflective PBIS Team SAEBRS screening data	<i>Next Steps or Plan for the start of the 2023-2024 school year</i>

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.0
Achievement (Numeric value)	51
Growth (Numeric value)	52
Equity (Numeric value)	50

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	2.0
Achievement (Numeric value)	49.0
Growth (Numeric value)	52
Equity (Numeric value)	50

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
Professional Development D.2	D.2 Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	1.7	4
Instruction E.1	E.1 Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.	2.1	4
Instruction E.3	E.3 Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	2.4	4

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Mr. Heitmann	Principal
Mrs. Bruce	Instructional Facilitator
Mr. Roberts	6th Grade Teacher
Mrs. Chaulk	5th Grade Teacher
Mrs. Ruff	5th Grade Teacher
Mr. Avery	4th Grade Teacher
Mr. Newman	3rd Grade Teacher
Mrs. Thompson	2nd Grade Teacher
Mrs. Fenner	1st Grade Teacher
Mrs. Rankin	Kindergarten Teacher
Mrs. Nelson	Kindergarten Teacher
Mrs. Waters	K-2 Resource

Mr. Shrum	3-5 Resource
Mr. Shaw	Physical Education Teacher

District School Improvement Representative Name	Position
Brandon Crosby	Director of Curriculum and Assessment

F. List the SMART (strategic, measurable, attainable, realistic, and time-bound) goals of the Schoolwide Program. The listed goals must be directly related to the priority need areas listed above.

SCHOOL IMPROVEMENT GOALS

- **ELA:** Rozet Elementary will improve 3rd and 4th grade ELA proficiency from 24.1% and 21.1% to 48% proficient or advanced on the 2022-2023 WY-TOPP assessment, by implementing proficiency scales in daily instruction and focusing on supporting staff as they design learning targets and embed explicit teacher instruction in their lessons.
- **MATH:** Rozet Elementary will improve 3rd and 4th grade Math proficiency from 24.10% and 23.10 % proficient or advanced to 53% proficient or advanced on the 2022-2023 WY-TOPP assessment, by creating learning targets based on Eureka math concepts, supporting students during interventions with AVMR strategies, and scheduling a building wide intervention time to meet student’s needs at their instructional level.
- **SCIENCE:** Kindergarten through 6th grade, will improve 4th grade science proficiency to 50% by embedding evidence based instructional strategies that relate to non-fiction text and focused instruction to include analyzing and evaluating graphs and diagrams.
- **WELL-BEING:** Rozet will develop a Behavioral Intervention Program that encompasses the many facets of student’s social emotional learning needs. Measuring the program's effectiveness will be tracked using PowerSchool incident logs and data gathered by FastBridges SAEBS

ACCOUNTABILITY REPORT GOALS

- **ACHIEVEMENT:** Rozet Elementary will improve from 34%-Below Target to 51%-Meets Target on the Achievement Indicator as measured by the 2022-2023 WAEA School Performance Report.
- **GROWTH:** Rozet Elementary will continue to Meet or Exceed Target on the Growth Indicator as measured by 2022-2023 WY TOPP Assessment.
- **EQUITY:** Rozet Elementary will continue to Meet or Exceed Target on the Equity Indicator as measured by the 2022-2023 WAEA School Performance Report.

III. School Reform Strategies and Additional Assistance to At-Risk Students

The school reform strategies must provide opportunities for all students to meet the state's proficient or advanced levels of student performance by using effective instructional strategies that are evidence based. Such strategies can strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and meet the educational needs of historically underserved/at-risk populations.

- A. Provide an overview of the Schoolwide Plan that emphasizes the changes taking place in comparison to the school's Targeted Assistance Program. Include:
- a. All grades;
 - b. Changes in instructional time;
 - c. Delivery of services, including the process in which the mathematic and reading programs will be organized and delivered; and
 - d. The new roles of Title I teachers, classroom teachers, and support teachers.

The Schoolwide Plan will include all students K-6 that attend Rozet Elementary School. We will adapt a master schedule to include enrichment and intervention support and a schoolwide initiative to increase instruction led by a certified staff member. One-on-one time will be built into the schedule with struggling students in ELA, Math, and Science. Guided Reading and Leveled Literacy Intervention will be used to improve reading instruction.

As a schoolwide Title I school, many changes to our current practice will occur. These include the following: funding for adequate and specific training for all grades, the use of title materials throughout all grades, as well as allowing Title I teachers to provide necessary interventions to students K-6. Our staff will be involved with grade level interventions during the school day. These changes will allow for all students to benefit from research based instructional strategies and resources that will strengthen our core academic program.

- B. Explain the school's implementation of the school reform strategies that will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Include strategies that address the needs of all students within the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards. Also include a description as to how the school will determine if the needs of these students are met.

Rozet staff will meet regularly in instructional PLC meetings that continuously review the student data that has been collected. They will also determine if the instructional practices are effective and if they need to be adjusted.

Our schoolwide reform strategies include:

- Leveled Literacy Intervention
- Bridges Interventions
- AVMR
- Guided reading
- FastBridge Word Mix-Up
- Flooding Groups
- Rime Magic
- Daily interventions
- SWAT
- Blessings in a Backpack
- WY-TOPP Modulares

C. Explain how the school reform strategies the school has chosen will use effective methods and instruction that are evidenced-based to address the priority needs of students. Include:

- a. The priority need that is being addressed;
- b. Strategy; and
- c. Evidence-based principle, including source.

The above list of interventions will provide learning opportunities for all students to achieve high levels of academic progress. These interventions will be implemented specifically and strategically to meet all students' individual academic needs. During enrichment and intervention time, students are split into groups based on ability or needs of the students and work with staff on specific target skills.

D. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

Teams would use the following assessments to identify students who are experiencing difficulty mastering skills:

- Classroom work
- Observations in daily work
- Fastbridge Diagnostic Screener
- Fastbridge Progress monitoring
- AVMR screeners
- Heggerty
- WY-TOPPP
- ESGI
- Next Step in Guided Reading Assessments

E. Describe how timely assistance and services will be provided for struggling learners.

Through a schoolwide program, we would be able to help students in a timely fashion. It would allow us to have access to more technology to help struggling learners. Schoolwide Title I would allow us to take advantage of more staff whom we can train and use to assess students' needs and provide interventions in a timely manner. This could occur at least once a month so struggling learners would be able to receive help sooner.

F. Describe how services will be provided for the following special populations:

a. Special education students;

We will consider all classrooms to be Title I classrooms so we will be able to reach more students.

b. English Language Learners; and

It is possible that families may decline ELL services, but we will continue to monitor progress and achievement through classroom reports and data. We will provide intervention and accommodations through their Individualized English Learner Plan.

c. Migrant students and homeless students.

We will continue to follow the district's policies that are in place to help support migrant students and homeless students.

IV. Strategies to Attract Effective Educators

- A. Describe the strategies the school will use to **both recruit and retain** effective educators.

Campbell County School District will recruit and retain effective educators to ensure that there is a highly qualified teacher in each classroom, especially in all core academic classes. Highly qualified teachers will be placed in schools regardless of the poverty status of the school. The distribution of teachers by experience and by highly qualified status is made to district schools on an equitable basis between low poverty and high poverty schools. Each school seeks to employ the best-matched candidates for vacancies, and the District does not place teachers in schools based upon their experience or highly qualified status. We have a board adopted Human Resource Policy numbered 4020 with regulations that ensure our recruitment, selection and hiring practices. This ensures we are hiring the most qualified candidates for all of our schools. The following website provides this policy: <http://www.campbellcountyschools.net> Our policies and procedures are updated annually to ensure that highly qualified teachers are hired.

Campbell County School District advertises nationwide using a variety of websites, including but not limited to the following: Wyoming School Board Association, and our own district website.

We utilize the local State employment agency the Wyoming Workforce Center. Local, state and regional teacher recruiting fairs are utilized.

To retain highly qualified teachers we continue to offer comprehensive professional development offerings to keep our present staff highly skilled. We continue to offer a competitive salary.

V. Professional Development

Professional development must be high-quality, ongoing, and sustained for all staff (including principals and paraprofessionals).

A. Describe the process for determining the professional development needs of all principals, teachers, and paraprofessionals in relation to the Schoolwide Plan. Include a list of professional development activities in which the school will engage to implement the Schoolwide Plan.

Rozet will continue implementing the Professional Learning Community framework from the WDE grant (2019-2022). The PLC framework provides the time necessary to engage in work coaching collaborative teams, creating and utilizing Common Formative Assessments, and embedding high leverage Tier 1, Tier 2, and Tier 3 practice. Staff will be surveyed for needs and strengths to help determine direction for professional development focuses and opportunities. It was determined by analyzing the assessment data from WyTopp and FastBridge data that a focus on proficiency scales, clarity on targets, explicit instruction, and social emotional learning will support the needs of Rozet staff.

B. Describe how each professional development activity listed above relates to the priority need areas listed in section II.

All activities listed above focus on improving instruction in all academic areas while assessing/identifying students' needs, and then providing appropriate intervention and/or support

C. Describe how the professional development activities will be evaluated to ensure effective staff implementation of the strategies.

Professional development will support the needs identified through the comprehensive needs assessment. Our guided coalition will create a system of implementation that will encompass measurable data, timelines, and evidence of effectiveness to support staff learning. Gathering feedback from participants through reflective conversations before and after professional development opportunities will be critical in developing next steps.

The guiding coalition will model high leverage practices and techniques that align to our School Improvement Plan. High leverage practices will be implemented into K-6 classrooms and supported by follow up feedback cycles to discuss a continuation of high leverage practices to establish consistency that lead to high levels of learning throughout the building.

VI. Parental and Family Engagement

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that the Schoolwide Plan contains strategies to increase the engagement of families in assisting their children to succeed in school.

- A. Describe the strategies that will be used in the decision-making and evaluation of the Schoolwide Plan. Include the communication processes between parents and the school, as well as how the evaluation results will be used if the Schoolwide Plan is not satisfactory for parents.

The Schoolwide Plan will be presented to parents again at the beginning of 2023-2024 school year and throughout the school year parents will be updated on the implementation of the Schoolwide plan during: PTO meetings, Parent Teacher Conferences and Title I family events.

- B. Describe how the school will engage parents in the student's academic achievement (e.g. family literacy nights). Attach a copy of the school's Title I-A Parental Involvement Plan.

Parent involvement policy 1300 is embedded in the Rozet Student Parent Handbook. Parents are encouraged to notify the school if they have suggestions or changes they would like to see in the policy.

Rozet will host both a family literacy night and a family math night. The literacy night will include our school-to-home connection goal by taking home books and spending time immersed in literacy games. Rozet's goal is to partner with families and explore the necessary skills to achieve a love of reading. The math night will include teacher-provided game materials for families to play while at the school and take home. Teachers will have the opportunity to discuss, with families, the academic achievement of students, as well as literacy and math concepts during both events.

A goal Rozet has is to host a family STEM night in the upcoming school year. This will allow parents time to interact with technology that their students are utilizing in the day to day school setting. The topic of parent interest in technology was indicated in the Title I Survey.

- C. Describe the process that is used to meet with parents of students who have not met academic standards.

Rozet staff will use multiple modes of communication to ensure parents are aware of their child's academic progress, such as, parent teacher conferences, remind app, teacher phone calls, newsletter, midterms, quarterly report cards, powerschool, and schoology. Meetings can be scheduled with parents if they would like to further discuss their child.

D. Describe the process used to develop and implement the school/parent compact. Please attach the school/parent compact.

The Schoolwide team will review the current school compact at the beginning of the 2023-2024 school year and make any necessary changes pertaining to a Schoolwide Title I program. Title I staff will be available to meet with parents during Open House and Parent/Teacher conferences to have parents and students sign the compact.

VII. Preschool and Other Transition Strategies

A. If the school is an elementary school, state how the Schoolwide Program will coordinate transitions for preschool children into the school (e.g. HeadStart or Pre-Kindergarten).

Students are invited to Kindergarten Screening through district-wide advertising and personal contact by Rozet Office Staff. Transition meetings are held for any student that is entering Rozet from the Children's Developmental Services Center that has an IEP or other special needs.

B. Describe other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, high school to post-secondary.

All 6th grade Rozet students are visited by the Middle School Counselors. In the fall, 7th grade students are invited to attend an open house to familiarize themselves with the new school. School Counselors also work with students to assist them in registering for fall classes.

Additional transition meetings are held for IEP students and 504 students with specific needs or concerns.

C. Describe the coordination and integration with other community programs and agencies that support transitions for students.

Rozet coordinates yearly with the Children's Developmental Services Center and participates in transitional meetings to help support incoming students.

VIII. Assessment of Student Progress

The school must evaluate annually the Schoolwide Plan's implementation and outcomes to determine whether the academic achievement of all students, and particularly low-achieving students, are being met. The assessments that will be used should be selected with teacher input and teachers should be involved in the implementation of such assessments.

A. Describe the student assessments that will be used to give staff data on student progress. Include the following:

- a. Name of the assessment;
- b. Grade levels assessed;
- c. Content areas assessed;
- d. Dates assessment is given;
- e. How staff will be trained to administer the assessments; and
- f. How the staff will use the information to guide instruction.

WY-TOPP

Grade 3rd-6th - Reading, Writing, Math, Science

Interim assessments available in the Fall & Winter, and final state assessments in Spring Modular assessments are in use throughout the school year at each grade level.

Staff are trained statewide to give the assessment.

Staff will review data during classroom PLC's and use this data to guide instruction based on student need.

Fastbridge

Grade K-6 - Reading, Writing and Math

Curriculum Based Measures (CBM) and Computer Adaptive Tests (CAT) will be administered fall, winter, and spring.

Staff will review data during classroom PLC's and use this data to guide instruction based on student need.

Daily Reading Assessment

Grades K-6 - Reading, Writing, Math, and Social Emotional Learning

Fall and Spring

Staff will review data during staff PLC's and use this data to guide instruction based on student need.

Classroom Assessments/Observations

Grades K-6 - Reading, Writing, Math, Science, Social Studies, Technology

Assessments given daily

Each classroom has a certified teacher

B. Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments.

The students and parents are able to have translation during meetings and are able to see translated results.

C. Describe any other measures the school will use, aside from student achievement data, to identify both successes and problems within your schoolwide plan.

Rozet has parent representation in the district's Parent Advisory Board. Two Rozet parents are selected to the Board and advocate for Rozet parents. There is also a Rozet Parent Teacher Organization that is regularly attended by Rozet parents and Rozet staff. This allows the PTO to support school activities and also for the school to support PTO activities.

D. Describe the school's plan for measuring and reporting student progress throughout the school year. Based on the results of the student progress, include how the school will measure the overall effectiveness of the Schoolwide Plan and how revisions, if necessary, to the plan will occur.

The teams will meet in collaboration to identify students' strengths and areas for improvement based on assessments. We will host monthly celebration assemblies with parents being invited to celebrate student achievement. Data will be analyzed to identify any students that will need an intervention on targeted skills that a student did not meet at the mastery level as measured by the district's proficiency scales.

E. What measures will the school take to ensure teachers are involved with the decisions regarding the use of academic assessments?

The teachers are the primary team members involved in both the PLC's, Leadership, and the Title I team.

IX. Coordination and Integration of Programs and Resources

Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs in order to upgrade the entire educational program.

A. Describe the coordination and integration of federal and state programs (and any other applicable local services under this Act; this includes migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Headstart, and job training).

Campbell County School District continues to coordinate with the following programs and resources to strengthen our educational program:

Violence prevention:

- Positive Behavior Interventions and Supports
- Violence Prevention
- Jason Flatt Act - Suicide
- Safe - 2 - Tell Wyoming
- Student Resource Officers (SRO) - Sheriff's Department based in Campbell County
- Character Strong

Nutrition Programs:

- Free and Reduced Lunch Program
- Fresh Fruit and Vegetable Program- Site Based
- Blessings in a Backpack

Head Start:

- Ready 4 Learning - Title I
- Children's Developmental Center (Child Find)

B. Describe district support for the Schoolwide Program implementation. Include activities and/strategies for coordinating the Schoolwide Program with other district/school improvement efforts.

The district has a staff development department that works with each individual school to ensure that each school is reaching or is at least equipped with the necessary tools to reach the goals outlined in the school improvement plan. This team also works to make sure that schools are working together to make each program stronger. The Guided Coalition team will meet and lead professional development discussions to ensure that staff is working toward a common goal.

C. Schoolwide Programs have the option to consolidate funds from all the federal programs whose intent and purpose will be a part of their Schoolwide Program. When consolidating funds, Schoolwide Programs do not have to track how each program's dollars are spent; instead, the school can lump all funding together into one total. If applicable, please list all federal program funding streams that will be consolidated into the Schoolwide Program. Include how the intent and purpose of each of the consolidated federal programs will be met.

Campbell County School District does not combine any federal funding.

Federal Funding Sources	Amount/Percent of Total Funding and Intent and Purpose Met
State and Local Funds	
Title I, Part A	
Title I, Part C	
Title I, Part D Subpart II (Neglected and Delinquent)	
Title II, Part A	
Title III, Immigrant and LEP	
IDEA	
Impact Aid	
Title X, McKinney-Vento	
Carl Perkins	
Total of Consolidated Funds	

X. Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of and the results achieved by the Schoolwide Plan.

- a. Describe the **process and timeline** to be used by the school and the district to annually evaluate the effectiveness of the Schoolwide Plan. Include the processes that will be in place to ensure revisions are completed, who will be involved in the evaluations/revisions, and how the district will be informed of any changes.

Parents and staff will be invited to the building planning team in the back to school newsletter and again at the back to school barbeque. The Rozet Title team will review the plan at the beginning of the year to ensure that the plan has been communicated to any new staff or parents coming on board. The plan will be reviewed again at the conclusion of the first semester to ensure that the plan is successful and make changes as necessary.