

**Wyoming School Comprehensive Plan
Lander Valley High School**



**Lander, WY
Brad Neuendorf, Principal**

2016-2017

PLAN SIGNATURES

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DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

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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>	<p>Acceptable</p>
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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)

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

<p>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)</p>	<p>Acceptable</p>
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Summary of Practices:
As a district curriculum teams are now meeting on a monthly basis to make adjustments to standards, curriculum and refine common formative assessments. Department teams also meet weekly with focus to the four PLC questions in refining their process to improve student learning for all.

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
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Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Needs Improvement
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Summary of Practices:

Although teachers have been meeting during Wednesday Early Outs (WEOs) for many years, there is still much work to be done in fostering true collaborative learning communities. All district leadership recently attended the Anthony Muhammed workshop on Professional Learning Communities to determine how to best begin to address this issue. District Leadership is also working on creating a district-wide data management program to ensure that this work is guided by data informing our instructional process. Starting in December 2015, the District Leadership team along with the Instructional Facilitators began working on PLC implementation. We met weekly as a PLC and began work and discussion for district wide PLC implementation. For LVHS the 2016-17 school year WEO's will look and operate as PLC's with Departments meeting regularly for vertical and horizontal alignment as well as discussing formative assessments and making instructional decisions based off of our data, both formative and summative. The Guiding Coalition Team for LVHS just recently returned from the PLC Institute in San Antonio and in November the entire Building Leadership Team (Dept. Heads) will attend the PLC Institute in Jacksonville. Teams are currently meeting each week with focus to the four questions of a PLC. Teams also meet once a month for a half day for vertical alignment and curriculum work. After attending the Jacksonville PLC institute, our collaborative teams will begin developing a 3 year implementation plan.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	Acceptable
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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
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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)
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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
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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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
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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
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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)
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YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to bloodborne pathogens. (Wyoming)
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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)
YES	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
Yes	The school meets the educational needs of historically underserved populations. (Federal)

Summary of Practices:

This is the second year of the block schedule at Lander Valley High School which includes a Student Responsibility Block for both enrichment and intervention. Students can be referred by teachers during this time, referred by themselves or if they are meeting the standards academically they can partake in a multitude of opportunity enrichment classes. This program is replacing our after-school tutoring model and has helped to ensure that all students needing academic assistance are receiving it. This is also a time in which students may accomplish any necessary credit recovery. We proudly boast that these students are not online, rather they are working directly with our academic core teachers to recover credits based off an Individual Learning Plan (ILP).

During our SRB time, 35 half credits were recovered through the use of ILP's to ensure standards recovery. Through these efforts we saw a 14% increase in the number of freshmen students who were on track for graduation.

Our collaborative teams will begin using proficiency scales on their common formative assessments which will help us more quickly identify students that are not mastering the priority standards. This will eventually be the way we refer and offer services to students, based on mastery of academic standards rather than missing homework.

This is our first year as a targeted Title I school and with that assistance we hired a Reading Interventionist who works alongside the classroom teachers to assist students with accommodations and modifications in the general classroom. During our SRB time the interventionist is working with our targeted students using iLit and will be progress monitoring students using STAR to ensure effectiveness.

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)	Needs Improvement
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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:

Much work is currently being done in this area in all of our content areas. Since the Body Of Evidence system, LVHS has had a common assessment system in their departments; however, as the years went on, some departments “commons” became less consistently “common.” Work is currently in progress to identify priority standards, create authentically common assessments, and to map those assessment questions to the standards. **Common Formative assessments will be identified and used systematically in the coming years to more quickly identify students not meeting targets and to adjust curriculum and apply interventions appropriately.**

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

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

We are currently working to improve this part of our school and teachers have been engaged the past couple months digging through MAP testing data and differentiating plans based on that work. Teachers at the high school also analyze ACT, ASPIRE data; however, work to improve that process, manage the data, and differentiate instruction based on that data is

ongoing. Our district has most recently decided to go to Milepost as a data management software that will allow our teachers quick and relevant looks at student learning, both present and historical.

Our recent move to the block schedule was driven by data we gathered. In the 3A classification, there were typically seven schools outperforming our school. Five of that seven were on the block and all seven had time built into the school day for student remediation. They also had time built into the day for ACT Suite test prep, Based the data collected, we have now incorporated all of the aforementioned elements into our weekly schedule.

Training in the Interpretation and Use of Data (5.3)

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

We have utilized the Learning Continuum to help training teachers on the use of our MAP data. We still struggle with the institutional lack of a data management system and so getting the right data to the right teachers has been an ongoing struggle. However, prior to this year most of our teachers were never aware of MAP data, starting this year all have been trained and have evaluated, interpreted and used data from our most recent MAP test.

This fall we will begin trying to interpret the data from our Aspire testing that was new this past spring and be able to use the tools from it to better inform and guide instruction. Our district also recently purchased Milepost to help manage all of the student level data our teachers need to ensure success for all. Upcoming training for that software will be invaluable to its seamless integration of our system.

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
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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
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Teaching and Learning Improvement Plan

GOAL(S) Increase the percentage of grade 9 students earning 1/4th of the credits needed for graduation from 81% to 90% in the 2016-17 collection year.

MEASURES AND METHODS (INTERVENTIONS):

- Implementation of Student Responsibility Block (3.12, 3.2, 3.6, 3.9, 5.3, 5.2)

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Teacher Academic Referral System	Weekly	Core Academic Teachers, Elective Teachers	Weekly referral into Google Form.
Create Credit Recovery Model during SRB	Each Semester	Core Academic Teachers, Elective Teachers	August -- Counselors identify students in need of Credit recovery and refer to teacher for ILP. January -- Counselors identify students in need of Credit recovery and refer to teacher for ILP. May -- Counselors identify students in need of Credit recovery and refer to teacher for ILP.
Create Opportunity Classes for enrichment and to free academic core teachers	Each Quarter	Stipends for non-staff opportunity teachers.	September -- First Quarter classes available October -- Second Quarter Classes available January -- Third Quarter Classes available March -- Fourth Quarter Classes available
Create and enhance tracking program for students to ensure they are meeting obligations	Each Quarter	Existing HERO license. Secretary and Assistant Principal	September -- HERO training for for new staff October -- Follow up training for Staff, check process and understanding January -- Review process with office staff to ensure students are accounted for.

			<p>April-- Administrative adjustments on how to handle students who are not attending.</p> <p>May -- Review and revise for next school year.</p>
Refine Building Intervention and PLC process to ensure all students are learning at a high level.	Weekly WEO's	All Certified Staff	<p>Create a 3 year PLC Implementation plan that would include:</p> <ul style="list-style-type: none"> ● Solidify our School's Mission, Vision, Values, and Goals ● Ensure that all certified staff are part of a collaborative team ● Ensure that all teams are truly collaborative and focused on four essential questions ● Guarantee a viable curriculum in every curricular area ● Develop common formative assessments in all curricular areas <ul style="list-style-type: none"> ○ All departments have system in place to review common formative assessment data and protocols to adjust instruction based on data review. ● Have a systematic process for intervention in place for all students not mastering GVC. ● Continue to grow and refine our systems of enrichment for those students who have already mastered GVC.

Evaluation/Evidence (How will you know when the intervention is fully implemented?) Overall decrease in failure rate of our students in their Academic Core classes due to a comprehensive student responsibility block that ensures students are being held accountable for work and standards of core academic courses. Data will be collected on all students 9-12 to evaluate credit recovery intervention effectiveness and ensure all students are on track for graduation.

MEASURES AND METHODS (INTERVENTIONS):

- Improve and focus curriculum, assessments and interventions (3.11 3.12, 3.2, 3.5, 3.7)

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Focus instructional coaching on instructional cycle of instruction, assessment, analyze results, intervene, plan.	May 2017	Instructional Facilitators, PLC Institute for Dept Head	<p>Oct 2016 -- Guiding Coalition attend PLC Institute in San Antonio</p> <p>Nov 2016 -- Building Leadership team attend PLC Institute in Jacksonville</p> <p>Jan 2017 -- Create 3 year PLC Implementation plan</p>

All Department working on priority standards, common assessments and mapping assessments to priority standards	May 2017	Weekly Department Meetings, Monthly Vertical Alignment Meetings	12/22/16 Priority Standards Identified and agreed upon in all Departments 1/6/17 Marzano Proficiency Scale training for all staff. 5/17 All Departments aligning Common Assessments to Proficiency Scales.
Start true PLC process ensuring teachers are focused on instructional data and adjustment to improve instruction	August 2016	Monthly Admin Meetings, Monthly BLT Meetings, Weekly Dept. Meetings, and Monthly Vertical Alignment Meetings	10/2016 Guiding Coalition attend PLC Institute 11/2016 BLT attend PLC Institute 2017-18 All teachers attend PLC Institute 1/2017 Create 3 year PLC Implementation Plan
Specific review of CTE courses and pathways and alignment to new NOCTI tests	2016-17	Monthly curriculum alignment meetings and weekly collaborative team meetings.	10/2016 Guiding Coalition attend PLC Institute 11/2016 BLT attend PLC Institute 12/2016 Establish a systematic process to consistently identify concentrators.
Expansion in CTE Pathways to Visual Arts with Digital Arts I, Digital Arts II, and Multimedia Design	2016-17	Bi-Annual Perkins Meetings, Weekly Collaborative Team Meetings, Monthly Vertical Articulation Meetings	9/2016 Multimedia Design class offered to students 12/2016 Bi-Annual Perkins Meeting State Audit Review 12/2016 Make purchase of equipment/hardware needed for Visual Arts 2/2017 Align classes to CTE standards and NOCTI test. 3/2017 Identify students that met concentrators. 3/2017 Bi-Annual Perkins Meeting Goal Planning for next fiscal cycle.

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

Curriculum work and assessment information will be visible and a living document ([Curriculum Warehouse](#)) that will be updated as necessary. Teachers will function in a true PLC model, where curriculum is regularly discussed, data is analyzed, interventions are applied and planning for improvement in instructional process happens at regularly scheduled meetings.

MEASURES AND METHODS (INTERVENTIONS):

- Train staff with Kagan Cooperative Learning to increase student engagement (3.6, 3.7)

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
All LVHS instructional staff will participate in 5 days of Kagan Cooperative Learning to increase student engagement	August 2014 -August 2016	All LVHS instructional staff	Day 2 and Day 5 (8/16) 5/2017 Plan for untrained employees

Support teachers with Kagan Cooperative Learning 1:1 Coaching	Feb 2017	LVHS Administration and Instructional Facilitators	2/2017 Send IF and Admin to Kagan Coaching Conference
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Evaluation/Evidence (How will you know when the intervention is fully implemented?)

All teachers at LVHS have completed 5 days of Kagan Cooperative Learning training and school administration has identified 1-2 teachers to attend Kagan Coaching. Also have a systematic ongoing plan to ensure new staff and staff not already trained get the full-five day training and ongoing coaching support.

MEASURES AND METHODS (INTERVENTIONS):

- Implement data management system (5.1, 5.2, 5.3)

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
District has purchased Milepost. Working with company to import District Data. District has contracted with Infinite Campus to build Tableau visuals	By 10/2017	District collaborative team	Schedule building staff training for Milepost Schedule Principal training to use Tableau
Create and implement an effective data process to ensure that student needs are being met.	WEO Dates Weekly BIT Meetings	Building Administration, Instructional Facilitators, Curriculum Director	12/2/16, 1/13/17, 3/9/17, 5/4/17

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

The will identify, purchase and train staff to use a program which will catalog and analyze student assessment data.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)</p>	Acceptable
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YES	<p>The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)</p>
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Culture Based on Shared Values and Beliefs (1.2)

<p>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)</p>	Acceptable
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School Improvement Process (1.3)

<p>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	Acceptable
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YES	<p>The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)</p>
YES	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
YES	<p>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)</p>
YES	<p>If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)</p>
YES	<p>The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)</p>
YES	<p>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)</p>

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
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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)
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District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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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
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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
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Stakeholder Engagement (2.5)

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

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)

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
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YES	<p>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.</p> <ul style="list-style-type: none"> • ½ Day Kindergarten – 450 hours • Full Day Kindergarten – 900 hours • Elementary – 900 hours • Middle/Jr. High – 1050 hours
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	<ul style="list-style-type: none"> 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)

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)	Effective Practice
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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:

LVHS proudly maintains a very safe, clean and healthy environment for all students and staff. Resources are graciously applied to the building maintenance and our staff have worked tirelessly to ensure our building is safe and inviting for the multitude of activities that occur at our facility on a regular basis. Administration works in concert with maintenance staff and central administration to ensure the priorities of the building are being met.

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
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YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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YES	The school has implemented the district technology plan. (Wyoming)
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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
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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
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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)