



# **Self Assessment**

Lovell High School  
Big Horn County School District #2

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## REPORT INTRODUCTION AND PURPOSE

### Your ASSIST-Generated Self-Assessment

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the-art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

### Report Structure

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

- Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
- Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
- Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
- ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.
- "Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.

## DEMOGRAPHICS

### Institution

|                               |                                    |
|-------------------------------|------------------------------------|
| <b>District</b>               | Big Horn County School District #2 |
| <b>Country</b>                | US                                 |
| <b>State/Province</b>         | WY                                 |
| <b>City</b>                   | Lovell                             |
| <b>Governance</b>             | Public, non-charter                |
| <b>Setting</b>                | Rural                              |
| <b>Type</b>                   | High School                        |
| <b>Grade(s)</b>               | 09, 10, 11, 12                     |
| <b>Religious Denomination</b> | Not Applicable                     |
| <b>Gender</b>                 | Coed                               |
| <b>Enrollment</b>             | 196                                |

### Contact

|                            |   |
|----------------------------|---|
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## SCHOOL RESULTS BY STANDARD

### Standard 1: Vision and Purpose

Overall Score: Highly Functional

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Impact Statement:**

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

| Indicator | Description  | Evidence  | Rating            |
|-----------|--|---|-------------------|
| 1.1       | Establishes a vision for the school in collaboration with its stakeholders                   | <ul style="list-style-type: none"> <li>•Minutes/attendance lists from school improvement team meetings</li> <li>•Schedule of school improvement team meetings</li> <li>•Vision statement</li> <li>•Surveys</li> <li>•Vision statement was sent out to stakeholders in a school newsletter and input was asked for. It was also sent out through a school reach phone message asking for input along with a parent survey, staff survey and student survey.</li> </ul> | Highly Functional |
| 1.2       | Communicates the vision and purpose to build stakeholder understanding and support           | <ul style="list-style-type: none"> <li>•Website addressing vision</li> <li>•Annual report to community</li> <li>•Minutes/attendance lists from stakeholder meeting</li> <li>•Surveys</li> <li>•Newsletters containing information about vision</li> <li>•Handbooks reflect vision</li> <li>•The vision has been distributed for a number of years and revised with stakeholders.</li> </ul>   | Operational       |
| 1.3       | Identifies goals to advance the vision   | <ul style="list-style-type: none"> <li>•Staff member, parent, student familiarity with the vision and purpose</li> <li>•Curriculum guides and teacher lesson plans linked to the stated vision</li> <li>•School improvement plan</li> <li>•Surveys</li> </ul>   | Highly Functional |
| 1.4       | Develops and continuously maintains a profile of the school, its students, and the community | <ul style="list-style-type: none"> <li>•School profile that includes organizational effectiveness measures</li> <li>•Report card to the community, staff and board are done annually and reviewed and utilized by staff throughout the year.</li> <li>•School demographic and community profile information</li> </ul>  | Highly Functional |

|     |  |   |                   |
|-----|--|---|-------------------|
| 1.5 | Ensures that the school's vision and purpose guide the teaching and learning process | <ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Lesson plans</li> <li>•Minutes of stakeholder groups regarding analysis and use of data</li> <li>•Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics</li> </ul>  | Highly Functional |
| 1.6 | Reviews its vision and purpose systematically and revises them when appropriate      | <ul style="list-style-type: none"> <li>•Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals</li> <li>•Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals</li> <li>•Surveys/evaluation instruments and results</li> <li>•Minutes of stakeholder groups regarding vision</li> <li>•Written policies/procedures of stakeholder involvement in development and revision of vision, purpose, and goals</li> <li>•Minutes of governing body and/or stakeholder groups</li> <li>•School annual report to the community (or comparable document)</li> </ul> | Operational       |

**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

The Lovell High School Improvement Plan addresses all six of the indicators for Standard 1 along with the major trends, themes, areas of focus and goals that cut across this standard.

Each of the goals is supported by a series of objectives, key strategies and activities through which progress can be measured. The most recent plan update was conducted the fall of 2010-11 school year and included the following stakeholder groups: students, certified and classified personnel, parents, and the building principal. The plan is written in three teacher committees, Language Arts, Math, and Science. Every teacher at LHS serves on one of the committees. The revised plan was then reviewed and revised by the building leadership team along with the district curriculum director, and submitted to the Board of Trustees for review as of January 2011.

The analysis of assessment data is a key component of the planning process by staff, teachers and the school's Building Leadership Team (BLT). The school improvement plan uses the statewide assessment scores (Proficiency Assessment of Wyoming Students or PAWS) to create the vision, mission, beliefs, goals, and objectives in which to measure them. From their the BLT reviews the vision/mission and beliefs of LHS based on those of the Board of Trustees at Big Horn School District #2. Once updated the vision and mission are presented to parents via our SchoolReach message system and by our student council presidents to the students. Following this disaggregated data of the PAWS is used to write this action plan which also includes professional development and funding to address each goal. Our goals include

Goal 1: All students at Lovell High School will be proficient in science.

Goal 2: All students at Lovell High School will be proficient in reading.

Goal 3: All students at Lovell High School will be proficient in writing.

Goal 4: All students at Lovell High School will be proficient in math.

The vision and mission/purpose are communicated in numerous ways. After gathering input from stakeholders it is communicated in the school newsletter, on letterhead, included in the weekly calendar phone call by the principal to all parents. It is also posted on the district website, parent/student handbook, and throughout the school and in each classroom.

Our school profile is included in the district report card to the public which is published each year and distributed in the community. A snapshot of this report card is also submitted in the local newspaper annually.

All teachers are required to administer assignments based on our school goals. These are documented in the school's "PowerSchool" system which is monitored by the school principal and visible to each individual student and parent in respect to their own assignments.

Each year we follow the same process in reviewing our vision and mission/purpose and improvement plan. The PAWS data is presented to staff and sent to parents; then the vision, mission and improvement plan is updated based on the current information by



our stakeholders and committees.

We learned we needed to have a systematic regularly scheduled BLT rather than committees of stakeholders which were formed to deal with specific issues as they came up. Through the use of the BLT, we learned we were able to gain even more input from the community, parents, students and all staff since the representatives to the team report back to their own constituents.

We learned we had a great deal of one-way communication, but we needed to enhance our avenues for two-way communication, i.e. a new website was designed, surveys shared and feedback given. We used our SchoolReach phone system to inform them of the school improvement goals and our process with the BLT.

We also realized we needed more professional development, so our entire staff and stakeholders could become better at interpreting the data. This was done through a series of meetings.

While more two-way communication is needed, we find that the boost in communicate to our parents and students has been very positive. These stakeholders now have a deeper understanding of our vision and purpose that directly helps to improve student performance. Based on stakeholder feedback, we see that our school climate is evolving to include all stakeholders in a shared leadership role.

## Standard 2: Governance and Leadership

Overall Score: Highly Functional

The school provides governance and leadership that promote student performance and school effectiveness.

### Impact Statement:

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

| Indicator | Description  | Evidence   | Rating            |
|-----------|--|--|-------------------|
| 2.1       | Establishes policies and procedures that provide for the effective operation of the school                                   | <ul style="list-style-type: none"> <li>•Policy manuals</li> <li>•Policy development procedures</li> <li>•Policy to ensure that there is no conflict of interest between the governing body's policies and school improvement plans</li> <li>•Governing body and school policies</li> <li>•Correspondence reference policies</li> <li>•Governing body meeting minutes</li> <li>•Staff/student handbooks</li> <li>•Agendas and minutes of stakeholder meetings</li> <li>•School policy manual</li> <li>•Surveys</li> </ul> | Highly Functional |
| 2.2       | Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school | <ul style="list-style-type: none"> <li>•Stakeholder surveys</li> <li>•Agendas and minutes of meetings</li> <li>•Staff handbook</li> <li>•Personnel evaluation plan</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Meaningful leadership roles assigned</li> <li>•School improvement plan</li> </ul>   | Highly Functional |
| 2.3       | Ensures compliance with applicable local, state, and federal laws, standards, and regulations                                | <ul style="list-style-type: none"> <li>•Master calendar</li> <li>•Assurances, certifications</li> <li>•Lessons plans that show time, resources, and students served as required by federal funding</li> <li>•Compliance historical data</li> <li>•Budget allocation documents</li> <li>•Criteria for selecting and terminating partners and contractors</li> <li>•Copies of agreements</li> </ul>  | Highly Functional |

|     |  |   |                   |
|-----|--|---|-------------------|
| 2.4 | Employs a system that provides for analysis and review of student performance and school effectiveness                                       | <ul style="list-style-type: none"> <li>•Workshop attendance</li> <li>•Professional development plans</li> <li>•Role of leaders in use of data and interpretation</li> <li>•Use of data for continuous improvement or decision-making</li> <li>•Multiple methods of using and reporting data</li> </ul>  | Highly Functional |
| 2.5 | Fosters a learning community   | <ul style="list-style-type: none"> <li>•Professional development plans and records</li> <li>•Testimony from other teachers</li> <li>•Peer learning community agendas and minutes</li> <li>•Minutes/attendance lists from professional development meetings</li> <li>•Testimony from staff members and stakeholders</li> <li>•Professional development calendar</li> <li>•Surveys</li> <li>•The needs assessment survey showed more training was needed so that was incorporated this school year.</li> </ul>  | Operational       |
| 2.6 | Provides teachers and students the opportunities to lead   | <ul style="list-style-type: none"> <li>•Meeting agendas, minutes</li> <li>•Policies/Procedures that address leadership roles</li> <li>•Procedures for purchasing materials and equipment that consult teachers</li> <li>•Organizational charts</li> <li>•Committee rosters</li> <li>•Surveys</li> <li>•Agendas/meeting minutes of committees indicating student involvement</li> <li>•Meeting rosters showing student involvement</li> <li>•Surveys</li> <li>•Student projects</li> <li>•Documentation of numbers of disruptive events—increase/decrease</li> <li>•Behavioral policies</li> <li>•Committee agendas and minutes</li> <li>•Surveys</li> </ul> | Highly Functional |
| 2.7 | Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership | <ul style="list-style-type: none"> <li>•Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders</li> <li>•Schedule of school improvement planning meeting topics</li> <li>•Feedback/revision documents indicating responsiveness to feedback</li> <li>•Surveys</li> </ul>   | Operational       |

|      |  |  |                   |
|------|--|--|-------------------|
| 2.8  | Controls curricular and extracurricular activities that are sponsored by the school        | <ul style="list-style-type: none"> <li>•Class and activity rosters</li> <li>•Lesson plans showing support for all students</li> <li>•Demographic distribution of students in special programs</li> <li>•Distribution of curriculum materials</li> <li>•Distribution of qualified staff members</li> <li>•Surveys</li> </ul>  | Operational       |
| 2.9  | Responds to community expectations and stakeholder satisfaction                            | <ul style="list-style-type: none"> <li>•Surveys and related data</li> <li>•Logs of concerns expressed</li> <li>•Committee membership lists</li> </ul>  | Highly Functional |
| 2.10 | Implements an evaluation system that provides for the professional growth of all personnel | <ul style="list-style-type: none"> <li>•Administrative classroom observation protocols and logs</li> <li>•Actions taken as a result of observations</li> <li>•School practices and procedures</li> <li>•Maintaining feedback</li> <li>•Meeting minutes</li> <li>•Surveys</li> <li>•Job descriptions</li> <li>•School practices and procedures</li> <li>•Observation protocols</li> <li>•Calendars, logs</li> <li>•Evaluation forms</li> <li>•Attendance rosters/minutes of professional development meetings</li> <li>•Continuum of administrative skills, job descriptions</li> <li>•Observation protocols</li> <li>•Surveys</li> <li>•Self-assessments</li> <li>•Evaluation forms</li> <li>•Attendance rosters/minutes of professional development meetings</li> </ul> | Highly Functional |

**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

LHS uses a parent/student handbook which was created by a committee of stakeholders during the 2006 – 2007 school year. This handbook is updated each year and is based on Big Horn School District #2 policies and procedures. Changes occur based on new policies in the district or from input by stakeholders or data from each year's Wyoming Department of Education (WDE) reports, state of Wyoming Hathaway Scholarship Success Curriculum, local college partnerships, or administrative team directives.

The principal of LHS provides a monthly report to the Board and frequently provides special reports on LHS student data.

LHS is required to submit an assurances report each fall to the WDE. This report is a statement that the school is in compliance with all local, state, and federal laws, standards and regulations. Numerous other reports are submitted throughout the year to the WDE: all special education, Section 504, local and state attendance, safety and personnel requirements, i.e. evaluations and recommendations for hire, along with certification requirements are submitted.

Analyzing and reviewing student performance for school effectiveness comes through the administration of the statewide assessment, PAWS. The district curriculum director leads our stakeholders in a meeting to analyze this data. It is then used to update our building School Improvement Plan by our English, Math, and Science NCA School Improvement Committees. The results are published in our local paper, on the state website, in a state and local report cards to the public, at the local Board meeting, and to individual students.

All 9th and 10th graders are given the MAP in math and reading; this data is utilized by teachers and our Building Intervention Team. The Body of Evidence (BOE) system is part of state legislation. We administer and record district assessment data for each student to demonstrate proficiency in all nine content areas. A systematic approach was used to write our District BOE. The WDE requires all juniors in Wyoming to take the ACT. The results are provided to all stakeholders.

The staff has been provided with 10 days of professional development throughout each school year. In addition, we receive two hours each Friday afternoon for professional development. Based on our assessment data and our school improvement plan, professional development topics have been studied and incorporated. These include but are not limited to curriculum mapping, book studies of Bob Marzano's "What Works in School" and Todd Whitaker's "What Great Teachers Do Differently." Marzano's Five School-Level Factors are reflected in meetings and goals as well as in our Vision and Mission statements, and our beliefs. This has fostered a learning environment that we believe has contributed to improvements.

Other professional development has included Quantum Learning. This is an instructional method introduced by LHS summer school staff members the spring of 2008.

Teachers and students serve on the Building Leadership Team and have served on other committees such as our handbook review committee and schedule committee. Students also provide input and leadership through our student council, which provides a great deal of activities for our student body. Teachers lead School Improvement committees and have representation on district committees as well as Chapter 29 Evaluation Committee and the Insurance Committee. Teachers provide training for other staff members in areas such as special education and technology as well as teacher mentoring program and others.

Stakeholders serve on committees including the handbook review, School Improvement Committees, the Building Leadership Team, and the scheduling committee. These committee members have been given the responsibility to research data and provide input to create change.

School procedures for professional development require staff to keep PD logs. Professional development is closely monitored by the principal, superintendent, and curriculum director. The agendas have to follow items that have been approved by the superintendent.

Curriculum is monitored through classroom syllabi, curriculum maps, lesson plans, informal and formal observations, approved curriculum adoption through required rubrics which meet state and district standards. District policies are in place for curriculum requirements.

Extra-curricular activities are also controlled and monitored by district policies and school handbooks for activities. Class sponsors have a handbook as well. All extra-curricular activity must be approved by the principal and/or the superintendent including all scheduled events, field trips and fund-raisers.

We have a systematic approach for following the chain of command as published for stakeholders in our handbooks and policies, which are provided to LHS students and parents and posted on our district website. Staff have been trained to respond to stakeholders through PowerSchool, letters to parents, the monthly LHS newsletter, phone calls and emails. These are methods used to communicate regarding classrooms or individual students. Follow-up to community expectations discovered through formal surveys, BLT meetings, and student council requests are usually addressed by the building principal in the monthly newsletter and in meetings with the appropriate staff members.

LHS uses the district evaluation system which includes professional growth: The teacher keeps curriculum and instructional practices current;

Participates in curriculum review, revision and/or developmental activities; Adapts new teaching practices as they are validated by research and approved by the district; Aligns and teaches the functional classroom curriculum as per the approved district curriculum; Is always engaged in professional development and self-improvement.

An area of need is to use our yearly needs-assessment to implement a strategic professional development plan.

### Standard 3: Teaching and Learning

Overall Score: Highly Functional

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:**

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

| Indicator | Description   | Evidence  | Rating            |
|-----------|---|---|-------------------|
| 3.1       | Develops and implements curriculum based on clearly-defined expectations for student learning | <ul style="list-style-type: none"> <li>•Written curriculum documents</li> <li>•Curriculum, instructional guides</li> <li>•Curriculum mapping, scope and sequence guides</li> <li>•Lesson plans referencing objectives from curriculum</li> <li>•Curriculum guides</li> <li>•Alignment documents</li> <li>•Curriculum maps that reference standards/expectations</li> <li>•Guides that contain scope and sequence</li> <li>•Curriculum committee meeting minutes that reference alignment work</li> <li>•Curriculum documents that show scope and sequence</li> <li>•Listing of skills within content areas and across grade levels</li> <li>•Alignment of instructional activities within content areas and across grade levels</li> <li>•Written units or lesson plans</li> <li>•Instructional documents and activities that are aligned both vertically and horizontally</li> <li>•Agendas and minutes of curriculum committees and grade level committees</li> <li>•Reports from curriculum development focus groups</li> <li>•Curriculum review protocol</li> </ul> | Highly Functional |

|            |   |  |                          |
|------------|---|--|--------------------------|
| <p>3.2</p> | <p>Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning</p> | <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Samples of exemplars, models, rubrics, and other formative assessments</li> <li>•Professional development agendas addressing formative assessment</li> <li>•Professional development agendas</li> <li>•Lesson plans</li> <li>•School leadership investigation of new strategies for innovative instruction</li> <li>•Examples of student engagement in the classroom</li> <li>•Degree of teacher engagement in innovative approaches to learning</li> <li>•Program/project descriptions</li> <li>•Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)</li> <li>•Classroom strategies that encourage involvement of students in their own learning</li> <li>•Internships and job shadow opportunities for students</li> <li>•Lesson plans</li> <li>•Guest speakers, special presentations, mentors</li> <li>•Extracurricular opportunities tied to curriculum</li> <li>•Examples of student engagement in the classroom</li> </ul> | <p>Highly Functional</p> |
| <p>3.3</p> | <p>Gathers, analyzes, and uses data and research in making curricular and instructional choices</p>   | <ul style="list-style-type: none"> <li>•Formative and summative classroom assessments</li> <li>•Description of process used to adopt and analyze assessments</li> <li>•Local assessment items align with standards/expectations</li> <li>•Changes in lessons or programs to accommodate evaluation conclusions</li> <li>•Meeting agendas and minutes</li> <li>•Program modifications and rationale</li> <li>•Evaluation documents</li> <li>•Professional development tied to results of evaluations</li> <li>•Meeting agendas and minutes</li> <li>•Samples of alignment of assessments and tasks</li> <li>•Classroom assessments</li> <li>•Peer feedback documentation</li> <li>•Minutes of collaborative meetings, descriptions of analysis of work</li> <li>•Descriptions of lessons revised based upon analysis of student work</li> <li>•Protocols for analysis and reflection</li> <li>•Exemplars and models of performance levels</li> </ul>  | <p>Highly Functional</p> |



|     |  |   |                   |
|-----|--|---|-------------------|
| 3.4 | Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice | <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Walkthrough logs (protocols)</li> <li>•School improvement team meeting minutes</li> <li>•School improvement plan</li> <li>•Evaluation plan</li> <li>•Curriculum showing enrichment/acceleration elements</li> <li>•Evidence of data review</li> <li>•Subgroup gap analysis</li> <li>•Curriculum maps</li> <li>•Pacing guides</li> <li>•Agendas and minutes from peer learning community meetings</li> <li>•Curriculum documents that identify highest priority expectations</li> <li>•Variety of learning opportunities provided to students</li> <li>•School leadership investigation of strategies for improved instruction</li> <li>•Interventions for improvement designed for students of all performance levels</li> <li>•Differentiated instruction provided to students with specific needs</li> </ul> | Highly Functional |
| 3.5 | Challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity               | <ul style="list-style-type: none"> <li>•Meeting minutes that describe teacher collaboration and discussion of strategies</li> <li>•List of students identified as needing support</li> <li>•Lesson plans indicating individualized strategies</li> <li>•Individual accommodations and adaptive equipment</li> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Individualized Education Plans</li> <li>•Demographic distribution of students in special programs</li> <li>•Classroom rosters</li> <li>•Interventions for improvement that include students of all performance levels</li> </ul>   | Highly Functional |
| 3.6 | Allocates and protects instructional time to support student learning  | <ul style="list-style-type: none"> <li>•Changes designed to protect student learning time</li> <li>•Schedules (assemblies, non-academic scheduling, special programs)</li> <li>•Times for announcements</li> <li>•Memos to teachers</li> <li>•Newsletters to parents</li> <li>•Surveys</li> </ul>   | Highly Functional |

|      |  |   |                   |
|------|--|---|-------------------|
| 3.7  | Provides for articulation and alignment between and among all levels of schools                              | <ul style="list-style-type: none"> <li>•Professional development plan</li> <li>•Agendas, meeting minutes</li> <li>•Alignment/articulation documents</li> <li>•Surveys</li> </ul>  | Operational       |
| 3.8  | Implements interventions to help students meet expectations for student learning                             | <ul style="list-style-type: none"> <li>•Re-teaching of students who have not met expectations</li> <li>•Variety of learning opportunities provided to students</li> <li>•Time frames that vary to enable all students the time to complete their programs</li> <li>•Assessments</li> <li>•Lesson plans</li> <li>•Curriculum and instruction requirements by the government are met</li> <li>•Curriculum appropriate for the educational program is selected, revised, and reviewed</li> <li>•Review of research-based interventions</li> <li>•Agendas/minutes of school improvement meetings</li> <li>•Review of student data</li> <li>•Lists of students who have greatest degree of difficulty</li> </ul> | Operational       |
| 3.9  | Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning       | <ul style="list-style-type: none"> <li>•Student work displayed</li> <li>•Positive interactions between students and students, students and adults, adults and adults</li> <li>•Indication that there is a positive, caring, supportive, respectful atmosphere</li> <li>•Parent, teacher, student surveys</li> <li>•Indication of engagement of students</li> <li>•Survey of attitudes of stakeholders regarding behavior</li> <li>•Indication that school climate is important and is used to help guide school decisions</li> <li>•Posted and written expectations of student behavior</li> <li>•Student handbook</li> </ul>   | Highly Functional |
| 3.10 | Provides comprehensive information and media services that support the curricular and instructional programs | <ul style="list-style-type: none"> <li>•Procedure for purchase of materials</li> <li>•Surveys</li> <li>•Balanced, relevant, and up-to-date media center collection</li> <li>•Evidence of teacher input into selection and purchase of materials</li> </ul>  | Highly Functional |

|             |  |   |                          |
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| <p>3.11</p> | <p>Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program</p> | <ul style="list-style-type: none"> <li>•Surveys</li> <li>•Internet use policy</li> <li>•Protocol for assessing credibility of Internet information</li> <li>•Access to library/media services</li> <li>•Lesson plans that show link between technology and instruction</li> <li>•Media services and instructional technology plan</li> <li>•Technology resources. i.e., computers, computer lab</li> <li>•A library/media center space that is appropriate for the size of the school</li> <li>•A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)</li> <li>•Professional development/school improvement plans</li> <li>•Inventory of students' and teachers' technology knowledge and skills</li> <li>•Professional development offerings that showcase new developments and trends</li> <li>•Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials</li> <li>•Surveys</li> <li>•School budget</li> <li>•Technology plan</li> <li>•Samples of record keeping, communication, and instruction</li> </ul> | <p>Highly Functional</p> |
|-------------|--|---|--------------------------|

**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

Each teacher is required to complete assessment worksheets, BOE course alignment documents, and performance descriptors for each of their courses along with curriculum maps and course syllabi documenting benchmarks and standards. The standard for each graded assessment is also documented in Power School.

Staff have been trained in quantum learning, bloom's taxonomy and are monitored by classroom observations and evaluations that include engaging students in higher order thinking and application of learning. Lesson plans are required that reflect both higher order thinking and active learning.

All staff are on an NCA committee which gathers, analyzes and uses data and research to create school goals, activities and strategies that each teacher must apply in reading, writing and math lessons throughout the school year. These are documented in Power School and monitored by the principal. Teachers have been trained to review school and individual student results on MAP and PAWS through the INFORM database. Lessons and instruction is based on standards, school improvement goals, and individual student differentiated instructional needs.

Lesson planning and instruction is based on standards, school improvement goals, and individual student differentiated instructional needs.

Our class sizes are small and teachers have a great deal of opportunity to meet one-on-one with students to give feedback, to review assessment data and classroom assessments, to accommodate based on IEP's or 504's, to make referrals and be involved with the Building Intervention Team and to apply a number of learning modalities, vocational education materials and equipment, smart boards, Ipads, computers, software, current textbooks and supplements to the curriculum.

Time has been added to the start and end of the day for daily announcements. Each class meets four times a week, 65 minutes three times a week and 32 minutes on Fridays. This schedule is researched based, by a stakeholder committee that found students who meet frequently and between 55 – 65 minutes achieve better in the classroom and on standardized tests than students who meet less frequently or for shorter amounts of time.

We have worked hard to combine testing schedules and other required activities on the same day or the same week and to have shortened the amount of days and weeks our statewide assessment had been given. We also decided as a staff not to require semester exams due to having district assessments and standardized assessment systems in place.

It is a staff decision when we interrupt classes. We have approximately two school assemblies a year. The majority of all special school wide information is done on the daily announcements over a closed circuit television system or it is done in individual classrooms where it will work into the curriculum.

Our school has met with the middle school on professional development days or afternoons to align their curriculums. Curriculum maps are available for teachers from all schools.

Our Building Intervention Team meets weekly to assist teachers with At-Risk students. The Building At-Risk Coordinator has provided training at staff meetings. Differentiated material, including a book study, has been made available to staff.

Climate surveys have been administered and reviewed by stakeholders and action has been taken to address common concerns. Policies have been created or changed to create a conducive learning environment.

All students and staff have access to the internet, the majority have smart boards, all have computers, some have Ipads and/or laptops and iPod touches or iPods, DVD/VCR's and television in every classroom, the Wyoming Educational Network is utilized to access curriculum and provide professional development, internet courses are used, Turning Point, Quick Books, Geo Sketchpads, Virtual

Field Trip Equipment, and basically any software or other media staff have requested have been purchased.

We learned even though our staff is evaluated on differentiating their instruction, we needed to address subgroups. LHS doesn't have a very diverse population, culturally, but we did find boys have low reading skills and special education students are our majority of students who are not proficient in reading, writing, math and science. Our school improvement plans include researching best practices. We have had consistent increases in writing scores and that has been a focus for several years at LHS. But because we don't have large subgroups at all our teachers have focused on helping individual students who are at-risk, not a strategy for a certain population. The special education department has incorporated reading interventions and are researching writing interventions. We learned even though our staff is evaluated on differentiating their instruction, all staff needs to use data to differentiate their lessons not just the Building Intervention Team who has been the primary source for using data and then recommending or requiring interventions. They also need to address subgroups. LHS doesn't have a very diverse population, culturally, but we did find boys have low reading skills and special education students are our majority of students who are not proficient in reading, writing, math and science. Our school improvement plans include researching best practices. We have had consistent increases in writing scores and that has been a focus for several years at LHS. Our subgroups are minimal so our teachers have focused on helping individual students, not subgroups. The special education department has incorporated reading interventions and are researching writing interventions.

School forms will need to be translated into a second language when the primary language is not English. An interpreter has been used in the past. We also learned our District Assessment system needs to be strengthened in vocational, social studies and fine arts.

## Standard 4: Documenting and Using Results

Overall Score: Operational

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:**

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

| Indicator | Description   | Evidence  | Rating            |
|-----------|---|---|-------------------|
| 4.1       | Establishes performance measures for student learning that yield information that is reliable, valid, and bias free | <ul style="list-style-type: none"> <li>•Written assessments</li> <li>•Classroom level observations documenting use of assessments</li> <li>•Lesson plans</li> <li>•Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes</li> <li>•Surveys</li> <li>•Meeting minutes</li> <li>•Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services</li> <li>•Does this mean attendance policy review and analysis of our truanancies, drop outs, etc... since we put in new consequences and rewrd?</li> <li>•Policies</li> <li>•Meeting agendas for review of measures</li> <li>•Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification</li> <li>•Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes</li> <li>•Analysis of trend data</li> </ul> | Highly Functional |

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|------------|--|---|--------------------------|
| <p>4.2</p> | <p>Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</p> | <ul style="list-style-type: none"> <li>•Organizational effectiveness data (process and results)</li> <li>•Student assessment plan</li> <li>•Student portfolios</li> <li>•Student achievement results from various formative and summative assessments</li> <li>•Demographic analysis and/or process data to correlate with student achievement results</li> <li>•Survey (perception) data</li> <li>•Program/process data</li> <li>•Policy and/or procedure to monitor overall student performance</li> <li>•Student performance information system</li> <li>•Trend data</li> <li>•Demographic data</li> <li>•Verifiable growth in student performance</li> <li>•Retention and graduation rate data</li> <li>•Agendas/minutes of stakeholder meetings</li> <li>•Showing discussion of data system development</li> <li>•Staff/stakeholder participation on data committees</li> <li>•Inclusion of data analysis topics in the agenda of professional development activities</li> </ul> | <p>Operational</p>       |
| <p>4.3</p> | <p>Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</p>                       | <ul style="list-style-type: none"> <li>•Samples of classroom assessments and documentation of how used</li> <li>•Agendas and minutes of collaborative meetings</li> <li>•Teacher reports</li> <li>•Efforts by the school to determine gaps between achievement goals and improvement expectations</li> <li>•Data analysis, including analysis of school-wide assessment results</li> <li>•Use of schoolwide assessment systems</li> <li>•Agendas/minutes of stakeholder meetings for data analysis and use of data</li> </ul>   | <p>Highly Functional</p> |

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| 4.4 | Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance | <ul style="list-style-type: none"> <li>•Pattern analysis conclusions and learnings</li> <li>•Teacher reports about efforts to keep them informed regarding trend and comparison data</li> <li>•Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data</li> <li>•Professional development plan</li> <li>•Agendas of peer learning community meetings and trainings</li> <li>•Learning materials for skill development</li> <li>•School improvement plans showing professional development</li> <li>•Agendas or minutes of peer learning community meetings showing discussion of data</li> <li>•Protocols for conversation</li> <li>•Professional development plan, school improvement plan</li> </ul> | Highly Functional |
| 4.5 | Communicates the results of student performance and school effectiveness to all stakeholders   | <ul style="list-style-type: none"> <li>•Immediate discussion of results at staff meetings</li> <li>•Communications to stakeholders</li> <li>•Reports to students and parents</li> <li>•Annual report</li> <li>•School profile</li> <li>•Method for students and parents to track completion of objectives, academic grades, and programs</li> <li>•Displayed successful work in classrooms and hallways</li> <li>•Student of the month; good news cards; end of the year recognition for seniors</li> </ul>   | Emerging          |
| 4.6 | Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness                        | <ul style="list-style-type: none"> <li>•Collection and analysis of multi-year trend data regarding student achievement and school effectiveness</li> <li>•Follow-up studies of data on graduates and other former students are used to determine the school effectiveness</li> <li>•Comparative analysis of student achievement among similar schools</li> </ul>  | Operational       |
| 4.7 | Demonstrates verifiable growth in student performance  | <ul style="list-style-type: none"> <li>•Longitudinal student achievement data reflect growth in student performance</li> <li>•Science has maintained or improved on ACT scores. Reading has maintained or improved on PAWS for the last three years.</li> <li>•Longitudinal student achievement data reflect growth in student performance</li> <li>•Check on various assessment: district, MAP, PLAN, ACT, PAWS as evidence</li> <li>•Longitudinal student achievement data reflect growth in student performance (disaggregated)</li> </ul>   | Operational       |
| 4.8 | Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations                    | <ul style="list-style-type: none"> <li>•Policies that guide security of data and authorized users</li> <li>•List of authorized users at various levels of access</li> </ul>   | Highly Functional |





**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

District assessments follow the WDE BOE system which has been reviewed and accepted by the WDE as reliable, valid and bias free and was developed by the LHS staff and follows a review process to maintain its integrity in these three areas along with being comparable across the curriculum. In addition the statewide assessment, PAWS, MAP and ACT scores are utilized.

Each year PAWS data is analyzed and goals and strategies are developed and implemented to improve the teaching and learning process.

Our staff is taken through all disaggregated data for a thorough review of PAWS data by the district curriculum director. These results are made available to each teacher for use and all stakeholders. Each teacher then serves on an NCA committee to analyze the data and create the school improvement plan.

PAWS data is communicated to staff, to the Board and televised to all stakeholders as well as presented to the public in the district report card.

The district curriculum director presents comparable school data to our staff and Building Leadership Team to assist in setting school goals and to analyze our effectiveness.

LHS has been able to identify writing and science as showing growth over the last three years based on PAWS data. We track growth in all areas from year to year in content areas and in subgroups. We have seen growth in reading and math but this has been inconsistent from year to year; some years up from the previous year and some years down. Due to a small student body, it takes very little to have a subgroup score below proficiency along with a content area to show growth compared to our own school. We have beat the state or exceeded the state scores in most area most years.

Our PAWS data and our district assessment data is stored in INFORM and Power School and can only be accessed by those who have the appropriate rights; individual student scores only by administration and parent/student and the students respective teachers, school scores by all stakeholders.

Lovell High school has constantly collected student data (PAWS, MAP, ACT and District Assessments) and developed a student achievement profile. This data is used to develop a yearly school improvement plan. The test data was the main component in the school profile. Through this process we can come to understand that a more comprehensive profile needs to be developed to ensure that we have deeper understanding of the whole system when making improvement decisions. Also data analysis procedures have been developed for a more systematic approach.

Achievement results for Lovell High School's subgroups including gender, ethnic minority, special needs, and economically disadvantaged students are difficult to analysis and to determine if they have maintained or improved in two of the last three years. The PAWS data is used to measure student achievement. PAWS is based on eleventh grade standards and test at the tenth and eleventh grades. When analyzing class or trend from PAWS the subgroups are small. When looking at Lovell High School subgroup it has been determined that they are not maintaining or showing improvement (AYP). An improvement plan is not used to address subgroup needs; instead growth is monitor through an individual basis and student needs are met at an individual basis.

LHS has shown growth in 6 of the 7 subgroup areas (two areas did not have 10 students) on PAWS in reading but on math we dropped

on the 08-09 subgroup areas in 7 areas (two areas did not have 10 students), however on the 09-10 test we were up again or stayed the same in math in all 7 areas. Our overall PAWS scores showed growth two of the past three years in reading but only one of the past two years in math. Science has only been tested on PAWS the past two years but they have shown growth. Our math teachers are researching strategies to improve consistently and this year have already begun to implement some of these including AIMSWEB testing, a new sequence for taking courses the upcoming year, and a formal pre-and post test process to look for growth. A positive behavioral intervention convention was attended by one math teacher and two math teachers began implementing the use of Ipads for reading and problem solving in their content area this year. A new math program has been implemented this year, ACELLUS, in the special education student's classes.

## Standard 5: Resources & Support Systems

Overall Score: Operational

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

### Impact Statement:

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

| Indicator | Description  | Evidence   | Rating            |
|-----------|--|--|-------------------|
| 5.1       | Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities                 | <ul style="list-style-type: none"> <li>•Percentage of staff Highly Qualified</li> <li>•Description of school/governing body promotions to attract new staff members</li> <li>•Policies and procedures designed to encourage retention</li> <li>•Audit of teacher credentials</li> <li>•Extent to which staff meet certification and licensure requirements</li> <li>•Documented demonstration lessons</li> <li>•Minutes, notes, and products from collaborative planning sessions</li> <li>•New teacher orientation materials</li> <li>•Description of induction and mentoring program</li> <li>•Surveys of staff</li> <li>•Mentoring logs, reports, and correspondence</li> </ul> | Highly Functional |
| 5.2       | Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience) | <ul style="list-style-type: none"> <li>•Observation protocols</li> <li>•Organization charts</li> <li>•School improvement plan</li> <li>•Disaggregation of student data</li> <li>•Candidate interview notes are shredded following interviews per district policy as well as documentation of demonstration lessons. I do require teachers to teach though when they interview and have verbal evidence from committee members.</li> </ul>  | Highly Functional |
| 5.3       | Ensures that all staff members participate in a continuous program of professional development   | <ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative team meetings (peer learning community)</li> <li>•Calendar of meetings</li> </ul>   | Operational       |

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| 5.4 | Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school   | <ul style="list-style-type: none"> <li>•School improvement plan</li> <li>•Minutes reflecting discussion of allocation of human resources</li> <li>•Disaggregation of student data</li> <li>•Indication that leader has communicated with governing body leadership</li> <li>•School budget</li> <li>•Supplemental funds</li> </ul>  | Highly Functional |
| 5.5 | Budgets sufficient resources to support its educational programs and to implement its plans for improvement   | <ul style="list-style-type: none"> <li>•School improvement plan</li> <li>•Monthly budget</li> <li>•Listing of fiscal resources aligned with school improvement goals</li> <li>•Accounting of supplemental funds</li> </ul>  | Operational       |
| 5.6 | Monitors all financial transactions through a recognized, regularly audited accounting system   | <ul style="list-style-type: none"> <li>•Annual budget</li> <li>•Last financial audit</li> <li>•Evidence that school abides by legal and ethical business and educational practices</li> <li>•Staff communications about budget</li> <li>•Minutes and notes from staff meetings regarding budget</li> <li>•Documentation of compliance reporting - assurances</li> <li>•Description of policies in place and monitoring</li> </ul> | Highly Functional |
| 5.7 | Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants  | <ul style="list-style-type: none"> <li>•Indication that facilities are regularly inspected and maintained</li> <li>•Facilities and technology maintenance plan and long range facilities plan</li> <li>•Surveys</li> <li>•Creative uses of space that align with the school goals</li> <li>•Changes in space over time in response to changing need</li> <li>•Required safety certificates</li> </ul>                             | Operational       |
| 5.8 | Possesses a written security and crisis management plan with appropriate training for stakeholders  | <ul style="list-style-type: none"> <li>•Crisis management plans</li> <li>•Meeting agendas and minutes</li> <li>•Training materials</li> <li>•Surveys</li> </ul>   | Operational       |
| 5.9 | Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning | <ul style="list-style-type: none"> <li>•School policies/handbooks</li> <li>•Partnership documents</li> <li>•Student files</li> <li>•Print and electronic communications</li> <li>•Stakeholder surveys</li> </ul>  | Operational       |

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|------|--|--|-------------------|
| 5.10 | Provides appropriate support for students with special needs | <ul style="list-style-type: none"> <li>•Description of use of data to target instruction to students not meeting expectations</li> <li>•Log of team meetings and results</li> <li>•Evidence of differentiation of instruction</li> <li>•Lesson plans</li> <li>•Classroom walk-through journals</li> <li>•School improvement plan/committee structures</li> <li>•Minutes/action plans</li> <li>•Instructional plans</li> <li>•School policies and procedures</li> <li>•Meeting minutes</li> <li>•Surveys</li> <li>•Administrative classroom observation logs/protocols</li> <li>•Data review</li> </ul> | Highly Functional |
|------|--|--|-------------------|

## Standard-level Contextual Narrative

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

We have policies and practices in place to recruit and retain highly qualified staff. Teachers abide by district policies and are provided opportunities to stay current in meeting student needs through professional development.

We have collaborative teams across content and grade levels. The school leaders meet with staff and base decisions on individual students through professional development and analysis of data.

The principal allocates budget based on classroom needs and student needs. We stay current with our textbook adoption plan and our school improvement plan. Funds are made available to incorporate our school improvement plan.

We employ a business manager who is responsible for budgets and she works closely with building principals to make sure we are meeting all staff and student needs.

Teachers follow repair/request procedures for their classrooms. The district maintains a five-year maintenance plan. We comply with all ADA regulations.

Staff and students are trained for critical incidences through a variety of monthly safety drills. Staff is trained yearly in our critical incident plan. We work with our local safety organizations who help develop our crisis plans and who run mock drills. We work with a school resource officer who is a liaison with community organizations.

For the past two years we worked with an educational consultant to plan for 21st Century learning and best utilize our facility. All staff, students and parents had opportunity for input.

Students are identified and referred to a building intervention team who are struggling in the classroom. Once they are identified as being At-Risk, interventions are implemented that directly address the need of the student. Once interventions are exhausted an appropriate referral is made. When special needs have been identified 504 IEP teams meet annually and reevaluate the student every three years. Teachers parents and students are members of these IEP/504 teams.

Lovell High School gained insight from this self-assessment of Standard 5- Resources and Support Systems. We learned that at both a district level and high school level does a great job providing the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

## Standard 6: Stakeholder Communication & Relationships

Overall Score: Operational

The school fosters effective communications and relationships with and among its stakeholders.

### Impact Statement:

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

| Indicator | Description   | Evidence  | Rating      |
|-----------|---|---|-------------|
| 6.1       | Fosters collaboration with community stakeholders to support student learning       | <ul style="list-style-type: none"> <li>•Examples of school communications</li> <li>•Program materials</li> <li>•Correspondence</li> <li>•Event co-sponsorships</li> <li>•Surveys</li> <li>•Program lists and student schedules</li> </ul>   | Operational |
| 6.2       | Has formal channels to listen to and communicate with stakeholders                  | <ul style="list-style-type: none"> <li>•Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness</li> <li>•Notices for student performances and showcases</li> <li>•Surveys</li> </ul>   | Operational |
| 6.3       | Solicits the knowledge and skills of stakeholders to enhance the work of the school | <ul style="list-style-type: none"> <li>•Menu of opportunities available</li> <li>•Protocol for teachers to request volunteer help</li> <li>•Governing body policies</li> <li>•Newsletters and web announcement</li> <li>•Teacher/parent communications</li> <li>•Parent Teacher Organization/Parent Teacher Association documentation</li> <li>•Database of volunteers</li> <li>•Invitations to meetings and programs</li> <li>•Surveys</li> <li>•Newsletters and other print communications</li> <li>•Web and e-mail communications</li> <li>•School committee participation lists and minutes</li> <li>•Survey responses</li> <li>•Teacher/staff member communications</li> <li>•Participation lists</li> </ul> | Operational |



|     |  |   |             |
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| 6.4 | Communicates the expectations for student learning and goals for improvement to all stakeholders                               | <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Print and web communications</li> <li>•Classroom displays</li> <li>•Correspondence</li> <li>•Written curriculum documents</li> <li>•Course descriptions</li> <li>•Competency profiles and syllabi</li> </ul> | Operational |
| 6.5 | Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders | <ul style="list-style-type: none"> <li>•School newsletters and website</li> <li>•Governing body reports</li> <li>•Data reports</li> <li>•Correspondence</li> <li>•Surveys</li> <li>•Annual report</li> </ul>  | Operational |

**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

The school partners with North Big Horn Health Coalition to meet students needs through after school tutoring, drug and alcohol counseling, prevention counseling, after prom party, after graduation party, Saturday school intervention. University of Wyoming provides Math Science Intuitive Project, High School Summer Institute, and STAR Talk. Community Recreation of Lovell provides Driver's Education on our campus. Northwest College provides Gear Up. Northwest College, Sheridan College, Casper College and The University of Wyoming provides concurrent and dual enrollment. In addition we work with several virtual schools so we can provide enrichment and remedial classes such as, Oceanography has been taken at least four or five times.

Currently LHS has a unique partnership with one of its classes and the local agencies. The Coordinated Resources Management/GIS class works directly with local groups, including BLM, Wyoming Games and Fish and Yellowtail management group. The class has does field research that is use by this agencies to make environmentally decision.

Communication to stakeholders is done in a variety of ways. LHS puts out a monthly news letter, school reach is utilized to provided parents and students with a weekly bulletin update in addition any other school/student needs. Failing listed is mailed home bi-monthly and parents can access their student grades and attendance 24 hours a day. Power School is directly linked to the teachers email so that the parents can email teachers about their students.

Parent serve on the building leadership team. Parent serving on the BLT represent a a diversity special populations to ensure that all stakeholders are represented. BLT members are asked to took information discussed in BLT meeting back to interest group and solicit feedback.

Student achievement is recognized in a variety of ways. A district profile is written yearly distributed through out the community, a report card is printed in the local paper annually, and our school improvement goals and plan is written is the school newsletter.

The school utilizes the community resources any different ways. Teachers use local experts to enrich the cirricula in their classrooms, guest and presenter speakers are utilized in all areas. Local volunteers are utilized in the music classroom on a weekly bases. The school host numerous actives to activities to increase parent involve and lifelong learning. In addition to using volunteers to enrich learning. Teachers us a variety of tools to help low achieving students including website that reference learning, ipad application and research based learning groups, and online classes. District policies and producers are in place to ensure the safety of all students.

LHS hosts an open house to address parent concerns and expose parents to LHS curricula. Teachers use syllabi and Power School to communicate class expectation of outcomes in addition to the monthly news letters where teachers write about currently learning objectives and activities.

Through the review of this standard, it was determined that even though LHS did utilized volunteers there needed to be a systematic approach to for recruiting and a data base developed. LHS has developed a committee to review local policy and develop a formal

process for recruiting volunteers, which will go into effect in the 2011-2012 school year.

## Standard 7: Commitment to Continuous Improvement

Overall Score: Operational

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

### Impact Statement:

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

| Indicator | Description  | Evidence  | Rating            |
|-----------|--|---|-------------------|
| 7.1       | Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results) | <ul style="list-style-type: none"> <li>•School communication tools showing communication among stakeholders</li> <li>•Feedback/revision documents indicating responsiveness to feedback</li> <li>•Minutes/attendance lists from school improvement/other meetings</li> <li>•Schedule of school improvement planning topics showing attention to all stages in the cycle</li> <li>•BLT notes-reveiwing student data and goals</li> </ul> | Highly Functional |
| 7.2       | Engages stakeholders in the processes of continuous improvement  | <ul style="list-style-type: none"> <li>•Website addressing school improvement</li> <li>•Annual report to the community</li> <li>•Newsletters describing vision, purpose, improvement strategies, and results</li> <li>•Handbooks reflecting vision</li> </ul>   | Highly Functional |
| 7.3       | Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning  | <ul style="list-style-type: none"> <li>•Minutes of action items</li> <li>•Data analysis</li> <li>•School improvement plan and process employed in development</li> </ul>  | Operational       |
| 7.4       | Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals   | <ul style="list-style-type: none"> <li>•Professional development schedule or topics</li> <li>•Description (or lesson plans) of teaching practices that demonstrate student-centered instruction</li> </ul>  | Operational       |
| 7.5       | Monitors and communicates the results of improvement efforts to stakeholders   | <ul style="list-style-type: none"> <li>•Minutes/attendance lists from school improvement team meetings showing monitoring and evaluation</li> <li>•Schedule of school improvement planning meeting topics</li> <li>•Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters</li> <li>•Monitoring and evaluation plan for school improvement plan</li> </ul>  | Operational       |

|     |   |  |             |
|-----|---|--|-------------|
| 7.6 | Evaluates and documents the effectiveness and impact of its continuous process of improvement | <ul style="list-style-type: none"> <li>•School improvement plan and process employed in development</li> <li>•Minutes of action items</li> <li>•Revisions to school improvement plan</li> <li>•Professional development topics</li> <li>•Professional development topics</li> <li>•School improvement plan and process employed in development</li> <li>•Minutes of action items</li> <li>•Evaluation plan and results</li> <li>•Revisions to school improvement plan</li> </ul> | Operational |
|-----|---|--|-------------|

**Standard-level Contextual Narrative**

**As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?**

**How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?**

A school Improvement plan is developed and implemented and annually amended as needed to meet the needs of the students. NCA Committee Funds are allocated for professional development connected for school improvement goals. Teacher document NCA building goals assignments in PowerSchool.

An annual report is distributed to the stakeholders and printed in the paper. The school board meeting which discusses school improvement process and plan are televised.

District visions guides our building vision. Student data is used to develop the School Improvement plan as well as the vision and mission. Student performance target are delivered to stakeholders through the newsletter and student handbook. Administration ensures that out-of-classroom experiences are directly connected to standards and school improvement goals. Staff members are sent to conferences and other training needed to help carry the school Improvement Plan. Staff is provided with time for professional development on Fridays and is sent to trainings as needed. Administration ensures that all PD is directly related to school improvement.

Principal monitors the implementation of NCA action plans by walk-through observations, teacher observation and post-observation conference with teachers. NCA committee meeting make revisions to plan based on data. PAWS and MAP are analyzed annually to assess student.

Through our work on this standard we realized that even though we have based our school improvement goals and plan for the last few years on profile data such as subgroups, demographics school and community input we have not updated a school profile continuously in a systematic way. We have improved our communication of our vision, mission and beliefs through the creation of posters, use of school reach phone system and the school website. In the past we typically only sent these home in a parent letter and put in our student/parent handbook.

# REPORT SUMMARY

### Self-Assessment Scores By Standard

