

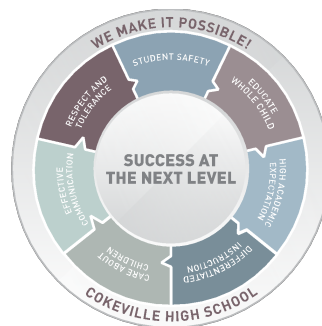
# Cokeville High School

*“Making Everyone Better for Life”*



**Cokeville, Wyoming**  
**Brian Toomer, Principal**

**2016-2017**



# TABLE OF CONTENTS

## DOMAIN 1: TEACHING AND LEARNING

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)
- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

### Teaching and Learning Improvement Plan

## DOMAIN 2: LEADERSHIP CAPACITY

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)
- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

### Leadership Capacity Improvement Plan

## DOMAIN 3: RESOURCE UTILIZATION

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

### Resource Utilization Improvement Plan

### Corrective Action Plan

### Restructuring Plan

# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

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.

**Effective Practice**

#### Summary of Practices:

CHS and LCSD2 have a system in place to monitor and adjust curriculum to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Common curriculums, common assessments and common practices are developed within content area teams to provide equitable and challenging learning environments. Percentage of students graduating and moving onto their own next level, indicates curriculum and learning experiences are preparing student for success at the next level. Common standards, common curriculum and assessments validate the use of common core knowledge and state and federal essentials.

## Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

**Effective  
Practice**

### Summary of Practices:

CHS and LCSD2 have a system in place to monitor and adjust curriculum, instruction and assessments. Through the use of LCSD2 common assessments and functioning PLCs within CHS, data is reviewed, curriculum is monitored and adjusted, as well as instruction and assessments being evaluated. Curriculum and instruction alignment is reviewed and revised by district wide content area teams. District wide teams, CHS PLCs and LCSD2 curriculum leadership are used to ensure that the curriculum, instruction, and assessments are aligned with state standards and are vertically aligned from one grade level to the next at CHS.

## Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

**Effective  
Practice**

### Summary of Practices:

CHS teachers engage students in learning by using a variety of differentiating techniques. Kaagen strategies, iPad software (eg. Math XL, English software), curriculum pretest/posttest are just a few examples of techniques and strategies that are used in order to ensure student engagement and learning. Each week ILPs (Individual Learning Plans) are created to help students (those students in the D-F range) become successful where there are areas of weakness within a content area. Teachers participate in cross curricular collaboration, such as in English and Social Studies, to apply knowledge and skills and to foster unity across a variety of content areas and curriculums. Teachers consistently work with all students to differentiate work and meet individual needs.

## Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

**Acceptable**

### Summary of Practices:

CHS leaders formally and consistently monitor instructional practices with regular classroom observations using the systematic observation tool, iObservation. This tool documents the instructional practices being used to ensure alignment with school beliefs and values, teachers using approved curriculum, students engagement and that content standards are being met in a professional manner.

## Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning.

**Acceptable**

### Summary of Practices:

CHS teachers meet weekly/daily to collaborate needs and success of all students across all grade levels and content areas. Selected staff members have been trained (attended PLC conference/training) to promote discussion about student learning, examine student work and many other inquiring practices to improve instruction and student learning. Staff meets formally and informally weekly/daily to review student work, reflect on instruction and peer coach. Faculty have expressed that students needs are being met from using these processes.

## Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning.

**Effective  
Practice**

### Summary of Practices:

CHS teachers inform students daily with a written daily goal. Examples of work are provided for student direction. Student learning is measured by formative assessments. The formative assessment results are used to develop guided instruction. Data is collected and used to modify instruction if needed. Each day, teachers provide specific and immediate feedback to students on their progress. Through Marzano's "Effective Classroom Practices", are practiced throughout CHS classrooms.

## 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.

**Acceptable**

### Summary of Practices:

CHS uses a variety of support programs to help improve instruction and introduce the school's values and beliefs concerning teaching and learning to staff and faculty. Instructional Facilitators are available to provide instruction and coaching assistance for all staff in IT and other classroom instructional practices. LCSD2 (system) has implemented a solid mentoring program to facilitate a strong support system to new teachers.

## 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.

**Effective  
Practice**

### Summary of Practices:

Family engagement is an ongoing challenge. This is an area CHS has focused on and is improving yearly. Parents have multiple avenues to be informed. Phone contacts, letters, school website, text/phone/email blasting and emails are procedures CHS uses to contact parents. The use of PowerSchool, a student information system, is used to document any and all incidents. PowerSchool is also used for parent/school contact communicating student progress in his/her academic setting. Personal phone calls are used to report both positive and not so positive situations at school. Regular parent teacher conferences are scheduled for the school year. Email is also available before/after school conference times.

## 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

**Effective Practice**

### Summary of Practices:

1. CHS uses an advisory system to provide an opportunity for each student to be well known by at least one adult advocate in the school. 2. Each student is assigned an advisor who advocates for their individual needs over the course of 4 years or more. 3. Each day, students meet with advisor, who supports and advocate for the students assigned.

## 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.

**Effective Practices**

### Summary of Practices:

CHS uses common grading and reporting policies. These are outlined in each student's handbook and syllabus. Access to these policies, processes and procedures are also available on the school website. [www.cokeville.com](http://www.cokeville.com) (Handbook). The district and CHS review these policies & procedures yearly.

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning.

**Acceptable**

### Summary of Practices:

CHS and LCSD2 provide all staff member continuous opportunities for professional learning. Staff is encouraged to research and attend professional development (ie. workshops, conferences, seminars, Etc.) that relate to their unique content areas of needs and school goals. All staff is required to receive yearly training on discrimination, confidentiality, blood-borne pathogens and other specific professional training. Regular scheduled Friday in-service days are provided to staff members for individual professional development opportunities. Examples of PD training include: Marzano, Differentiated Instruction, PLC, Formative/Summative Assessments, IT implementation and behavioral/classroom management techniques.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students.

**Acceptable**

### Summary of Practices:

CHS is implementing a more systematic and continuous process to use data to identify unique learning needs of all students. The implementation of PLCs is creating a more personal approach to data use. Students are also monitored regularly with grade checks through the guidance office. A list of students who need additional support is generated from grade checks. These students are provided Friday School and Individual Learning Plans (ILP) opportunities to receive specific guided instruction towards meeting their unique learning needs. CHS has a great Resource/SPED program that identifies and helps meet the unique needs of all our students. CHS Staff work extremely hard through professional development opportunities to stay current on ways to meet the unique needs of their students.



# 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.

**Effective  
Practice**

### Summary of Practices:

CHS maintains and uses a comprehensive district wide student assessment system. Locally developed (CBAs), district wide curriculum assessments (common assessments) and state standardized assessments (MAP, ACT Suite) are all used to assess student learning and measure consistency across all curriculums. District curriculum teams regularly review assessments for reliability and effectiveness. These assessments provide data for PLC teams to improve instruction and student learning.

## 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.

**Acceptable**

### Summary of Practices:

CHS staff consistently collect, analyze and apply learning goals from MAP, ACT, CBAs and a variety of assessments within their regular PLCs. This process includes staff reviewing data trends and comparing data to provide an overall picture of student learning and effectiveness of the teachers program. CHS is currently scheduled for additional professional development in the area of data analysis and the effective use of data to improve student learning and instruction.

## Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data.

**Needs  
Improvement**

### Summary of Practices:

CHS's staff has some training in interpreting and use of data. This is an area CHS could use improvement. Dr. Thomas Many, expert in evaluation, interpretation and use of data, is scheduled to provide professional development to CHS staff this school year.

## 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.

**Acceptable**

### Summary of Practices:

CHS engages in a continuous process to determine verifiable improvement in student learning and readiness for success at the next level by following the LCSD2 Policy IKE Promotion and Retention of students. CHS, through PLCs and teacher evaluations, is careful to study and analyze data to determine verifiable improvement in student learning and readiness for success at the next level.

## 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.

**Acceptable**

### Summary of Practices:

CHS leadership regularly monitors student learning through student classroom data and assessment results. Results are shared with staff through PLCs. All results are becoming more available through mailings to parents, Friday school opportunities, parent/teacher conferences, the school's website, the stakeholders advisory committee, and other methods as needed (phone calls, home visits, etc.)

# Teaching and Learning Improvement Plan

**GOAL(S):**

Cokeville High School will prepare all students for success at the next level by ensuring all students will improve or maintain current levels of performance in all areas of content: (English, Mathematics, Reading, Science) by 1 to 2 points as measure by the state assessments (PAWs, ACT Suite & MAP).

**MEASURES AND METHODS (INTERVENTIONS):**

- Cokeville High School teachers will be more trained in data analysis and implementation of alterations to instruction for better instruction.
- CHS teachers will implement more effectively and regularly data analysis and instruction alteration into their PLC process.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Data analysis and implementation training	2016-17 school year	All certified staff and administrators...During mandatory Friday. No financial commitment needed. The use of already trained staff who have experience in data analysis.	All teachers and administrators trained for two mandatory Friday in-service days. Teachers will take existing data and perform an appropriate analysis of that data, then demonstrate proposed alternation in instruction based on that analysis.
Consistent use of common assessments data to enhance the PLC process in altering and improving instruction.	Yearly	All certified staff ...during regularly scheduled PLC meetings. No financial commitment needed.	From the Data analysis and implementation training, PLC teams will follow up on implementation of data analysis results and instruction alteration.

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

CHS will know this intervention is fully implemented after seeing a consistent growth in student performance. Individual and group of students’ growth will be the evidence showing this intervention is helping students grow in educational content areas.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<b>Effective Practice</b>
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**Summary of Practices:**

CHS regularly meets and exceeds expectations on state and district yearly assessments. CHS also reviews data annually for possible revisions of school goals or directions, if necessary. Through the use of mailings and the school website, CHS communicates the school purpose with all stakeholder groups and individuals. This group has a random sampling of parents, community members and students as well as faculty and staff. There is documentation recording this yearly process and how the group’s focus is on students’ success and progress towards school goals. Student success in meeting the State’s proficient and advanced levels is monitored through the PLCs, PowerSchool, and Canvas.

### Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<b>Acceptable</b>
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**Summary of Practices:**

CHS leadership, through school PLCs, parent advisory, surveys and faculty meetings, demonstrates a commitment to shared values and beliefs about teaching and learning. Through these meetings and results of stakeholder surveys, CHS staff and stakeholders are able to share their beliefs about teaching to help support each other in meeting the unique learning needs and challenges of each student. By so doing, the culture of CHS remains equitable to all students in providing an environment for all to achieve learning, thinking and life skills. This is evident through the teacher observation system that documents the evidence indicating that students are actively engaged, and exhibit a focus on depth of understanding, and the application of knowledge and skills.

## School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

**Effective  
Practice**

### Summary of Practices:

**CHS and LCSD2 require the use of documented, and systematic improvement process with the use of Marazono's iObservation tool. This process provides opportunities to help improve student learning and support to teachers. CHS uses the PLC process to collaborate, build and sustain ownership of the school's purpose and direction. Data is maintained and used regularly in PLCs. Through the iObservation tool and variety of data points, data is used to identify goals and improve overall student and school performance with proper alignment. Teacher workdays (Fridays) and district "campfires" are used to provide professional development to staff. Mandatory Friday Schools are used to help students continue to improve.**

## 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.

**Effective Practice**

#### Summary of Practices:

CHS & LCSD2 has policies and practices that are clearly outlined that support CHS and its purpose and operations. These policies and procedures guide CHS to provide an equitable learning environment for all students. The CHS student handbook is available to all stakeholders online outlining the policies that support effective administration of the school. Professional growth for all staff and direction for fiscal management are outlined in LCSD2 policies and practices. All policies and practices are the guide to ensure effective administration of CHS.

CHS Handbook:

<http://www.cokeville.com>

Polices and procedures are located at:

<http://www.boarddocs.com/wy/lcsd2/board.nsf/public>

### District Board Operations (2.2)

The governing body operates responsibly and functions effectively.

**Acceptable**

#### Summary of Practices:

### Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

**Acceptable**

#### Summary of Practices:

LCSD2 provides consistent support to CHS by allowing CHS leadership to manage the day-to-day operations of the school with scheduling, calendaring, course option, staff supports and finance operations, to name a few areas. CHS is allowed to create their own goals and develop their own plans to achieve these goals which are directed to improve student learning and instruction. Monthly administration team meetings are held to monitor and support the school's alignment to the district's goals. CHS is provided the resources to develop curriculum, schedules and other environmental supports to move CHS to high levels of learning. LCSD2 continues to review and develop the distinction between the districts roles and those of CHS through the district administration team.

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system's purpose and direction.

Acceptable

### Summary of Practices:

CHS leadership and staff meet regularly in PLC and faculty meetings to discuss and align decisions and actions that move the whole school towards continuous improvement in meeting CHS's purpose. Through advisory groups, PLC meetings, and small student teacher ratio, the leadership and staff have created a culture that supports students and staff in meeting the high standards and expectations in all courses of study. Our small community environment and advisory program encourages close collaboration with all stakeholders to provide accountability for all student learning. Teachers are provided continuous opportunities for professional development, shared leadership (within PLC and district committees) and collaboration (PLC-daily environment).

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Acceptable

### Summary of Practices:

CHS uses Stakeholders Advisory Committee (SAC), surveys, Board Meetings, Parent Teacher Conferences and Parent Teacher Organization (PTO) to engage stakeholders. CHS has an open door policy for all stakeholders to provide input. CHS randomly selects stakeholders to help with the interview process of new teachers. Stakeholder surveys are used yearly to gather data on the effectiveness of the school's purpose and direction. Parent/student meetings are arranged with the guidance department for current and post high school planning.

## 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.

Effective  
Practice

### Summary of Practices:

Supervision and evaluations are consistently and regularly implemented with the use of iObservation. This Marzano iObservation tool is used by administration to regularly communicate and evaluate the professional practices of teachers to ensure students are learning. The district's policy outlines the amount (everyone-2 walk throughs, non-tenured-2 additional formals, tenured-formal on domain 1 every year---then an all domain every 3<sup>rd</sup> year) of observation to be performed for all staff to ensure they receive effective feedback for teachers to adjust their teaching practices as needed to help ensure student learning.





## Leadership Capacity Improvement Plan

**GOAL(S):**

Cokeville High School will continue to work with all stakeholders in receiving feedback and suggestions for continual improvement and growth in the day-to-day functions.

**MEASURES AND METHODS (INTERVENTIONS):**

Teacher and administration are observed with the use of Marzano's iObservation tool. Teachers, administrators, school board all have opportunities to self-evaluate and participate in professional development.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Administrator Use of iObservation	2015-2017	Principals and Staff	Principals will be more trained on the iObservational tool, then perform the expected walkthroughs and formal evaluations with staff.
Administrator's evaluations by	2015-2017	Principal and Superintendent	Building principals will be evaluated as outlined by district policy and procedures.
Administration Professional Development	2015-2017	Principals	Building principals use peers to share successes ways to meet district goals. Other professional development opportunities are expected yearly.

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

By the end of the 2017 school year administrations will provide data showing that the expected iObservations have been done both on staff and administration. Documentation will provide the outline of the building principal sharing meetings. Professional development opportunities will also be documented.

# 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.	<b>Effective Practice</b>
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**Summary of Practices:**

CHS is well staffed. CHS evaluates the purpose, direction and educational program through surveys, stakeholder’s advisory committee and teacher feedback on an annual basis. This evaluation helps outline the specific hiring needs and teacher retention needs. CHS has been provided a sustainable budget to maintain the specific needs for retaining and implementing a qualified and professional staff. The district provides a regular support systems (district boot camp, mentoring programs, online mandatory trainings...Blood borne pathogens, discrimination and sexual harassment... and professional development) to maintain and ensure a well-trained professional staff.

### Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<b>Effective Practice</b>
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**Summary of Practices:**

CHS staff is provided daily planning time to prepare for classes. CHS went to the four-day week to protect instructional time from athletic and otherwise disruptive activities. Time in class is much higher since the four-day week implementation. Fiscal resources are available through a solid budget provided by the district. Regular reviews of fiscal spending help direct and measure the spending of funds towards an equitable and challenging learning environment. Courses offered, four-day week, and schedule are a few areas reviewed yearly to provide an effort towards continuous improvement of instruction and operations.

## 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.

**Effective  
Practice**

### Summary of Practices:

CHS follows the district's policies and procedures to maintain a safe, clean and healthy learning environment. The policies and procedures are regularly reviewed by District & CHS stakeholders for collaboration to determine the clear definitions and expectations of these policies. CHS administration, student council and staff are all expected to keep everyone accountable for maintaining and meeting these expectations. Staff members are assigned hall duty between classes as well as a bus/lunch rotation. Regular emergency drills (fire, earthquake, lockdown, ALICE and evacuation) are performed and evaluated for improvement. CPR/First Aid and suicide prevention trainings are also provided to staff. With assistance of the school district nurse, specific medical plans are designed to meet specific medical needs of students. Training is also provided to staff for meeting these individualized plans. District level supervisors help in the process of evaluating and developing a safe, clean and healthy environment. The online tool Helpdesk is used to assign repairs to unsafe areas. If changes are needed CHS, district supervision, stakeholders advisory, student council and staff meetings are used to develop or implement improvement plans.

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs.

**Effective  
Practice**

### Summary of Practices:

CHS has exceptional access to media and information resources. Grades 9-12 are a 1-to-1 school with iPads. Grades 7-8 also have access through a library check out system. Both students and staff receive trainings on how to implement the use of iPads to enhance learning and to access information. Weekly "campfires" are provided to staff for implementation of iPads into their classrooms. CHS and its staff also have regular access to computer labs, personal iPads, active boards and other media resources to enhance student learning.

## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs.

**Effective  
Practice**

### Summary of Practices:

**CHS has a strong technology infrastructure that supports teaching, learning and operational needs. The school implemented the 1-to-1 iPad program. PowerSchool is a solid student information system that allows stakeholders (parents) to monitor student progress and enhance school to home communications. School and district websites are functioning to support daily operation communication to all Stakeholders. Through the partnership with Star Valley High School, concurrent college courses are being made more available to CHS via online classrooms. The district's technology team is continuously evaluating and improving the technology services and infrastructure with surveys and implementations of updated equipment and services.**

## 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.

**Acceptable**

### Summary of Practices:

**CHS has a school psychologist (two days a week) and access to two full time counselors...via SVHS. CHS has daily access to two, resource guidance aids to help with guidance support for post high school and career planning. 504, SPED and other referral procedures are available to help with all students needs. Students are assigned a staff member in advisory groups who is an advocate and resource for each student. CHS has a high rate of participation in extracurricular activities; sports teams, band, choir, musicals, performance groups and National Honor Society.**

## 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.

**Effective  
Practice**

### Summary of Practices:

**CHS has a school psychologist (two days a week) and access to two full time counselors...via SVHS. CHS has daily access to two, resource guidance aids to help with guidance support for post high school and career planning. 504, SPED and other referral procedures are available to help with all students needs. Students are assigned a staff member in advisory groups who is an advocate and resource for each student. CHS has a high rate of participation in extracurricular activities; sports teams, band, choir, musicals, performance groups and National Honor Society.**

## Assistance Needed

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

**Not applicable.**

## Resource Utilization Improvement Plan

**GOAL(S):**

Cokeville High School will continue to review and evaluate the resources utilized to ensure the most appropriate learning environment for all students.

**MEASURES AND METHODS (INTERVENTIONS):**

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Increased use of the new Canvas, an iPad teacher/student interaction tool.	2015-2016	CHS allocation with building budget. \$'s per student.	Right now it is only used with 9 <sup>th</sup> -12 <sup>th</sup> graders. Within in 2 years all students will be using Canvas.
Continued professional development for staff with use of iPads in the classroom.	2015-2016	District facilitators to provide campfires and other professional development opportunities.	Right now it is only used with 9 <sup>th</sup> -12 <sup>th</sup> graders. Within in 2 years all students will be using Canvas.
Get in the hands of our High School English teaching materials needed for meeting curriculum needs.	2015-2016	Still being determined of what is needed...both district and local finances needed.	English teachers will have all materials to teach current requested curriculum with appropriate materials.

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