

# **2014-2015 School Improvement Plan**

UW Laboratory School

Albany County School District #1

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## **Overview**

### **Plan Name**

2014-2015 School Improvement Plan

### **Plan Description**

October 2014

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math Goal: All students at the UW Lab School will be proficient or advanced in their understanding and application of math concepts and skills.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$28000
2	Literacy Goal: All UW Lab School students will utilize reading, writing, and discussion as primary modes of learning content and skills with texts of increasing complexity at a proficient or advanced level.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$7000

## Goal 1: Math Goal: All students at the UW Lab School will be proficient or advanced in their understanding and application of math concepts and skills.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in their understanding of number sense and operations in Mathematics by 05/30/2014 as measured by state testing (PAWS); MAP testing; and other assessments.

### Strategy 1:

Math Intervention and Enrichment - Students will participate in enrichment and/or intervention instruction providing them with opportunities for pre-teaching/re-teaching of math concepts identified through assessments in order to strengthen understanding and lead to essential learning proficiency and beyond. The School-Based Intervention Team process will be utilized to design and monitor interventions for students identified with significant concerns.

Research Cited: DuFour, DuFour, & Eaker, 2008; Blankstein, 2004

Activity - Student Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of resources and strategies such as Origo Stepping Stones, Connected Mathematics, Add+Vantage MR, Do The Math, IXL, Math XL, and Fast Math along with flexible groups, cooperative learning, etc. will be used to address the learning needs and provide pre-teaching, re-teaching, and extension of math concepts identified through assessments to lead to proficiency of grade level math concepts and beyond.	Academic Support Program	08/22/2011	05/30/2014	\$20000	District Funding	Margaret Hudson (School Principal), Jill Walford (Instructional Facilitator), Math teachers

### Strategy 2:

Classroom Math Instruction - Students will construct understanding of math concepts and skills by participating in skillful, engaging classroom instruction to: develop understanding of operations and number relationships; practice the use of efficient strategies; and apply strategies across a variety of contexts and problems for conceptual understanding of facts. A variety of resources and strategies will be implemented based on student need, individually and collectively, including: Origo Stepping Stones, Connected Mathematics Programs, Discovering Algebra and Discovering Geometry Programs, IXL, Math XL, along with flexible grouping, cooperative learning, math conversations, etc.

Research Cited: Curriculum Resource Research; Wright, Stanger, Stafford & Martland, 2006; Wright, Ellemor-Collins, & Tabor, 2012

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will extend their understanding of teaching math concepts and skills by participating in state and district trainings/meetings as well as Professional Learning Community meetings/work in order to apply the learning and improve student achievement. Professional development opportunities include: Building level Professional Learning Community team meetings (grade level and vertical), In-depth study of the Common Core State Standards for Mathematics, Math Recovery, AddVantage Math, Counting On, District Grade Level and Vertical Meetings, Graduate Course Work - UW Science & Math Teaching Center Middle Level Math Program, WDE WYSIS training, Quantum Learning training and coaching, etc.	Professional Learning	08/22/2011	05/30/2014	\$2000	Other	ACSD#1 Professional Development Team, Jill Walford (Instructional Facilitator), Math teachers, Margaret Hudson (School Principal)
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### Strategy 3:

Math Homework Club - Middle School students (grades 6-9) will have the opportunity to participate in Homework Club, an extended day tutoring program, meeting after school four days each week.

Research Cited: DuFour, DuFour, & Eaker, 2008; Blankstein, 2004

Activity - Math Tutoring and Additional Time/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will be available to provide tutoring as well as additional time/support to complete Math assignments and learning activities.	Tutoring	08/22/2011	05/30/2014	\$6000	Other	Homework Club/Tutoring Teachers, Math Teachers, Margaret Hudson (School Principal)

### Strategy 4:

Math Data Collection, Analysis and Action Planning - Students will participate in a variety of assessments, receive feedback, and be provided with corrective or enrichment instruction as needed. Teachers will meet in grade level and/or content area teams to collaboratively collect and analyze multiple assessment measures. Strengths and needs will be identified and action plans will be created to provide intervention and enrichment.

Research Cited: DuFour, DuFour, & Eaker, 2008; Blankstein, 2004

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher teams will meet to review and analyze multiple data measures reflected on grade level data charts, and grade level/individual student data summaries. Teachers will collaboratively develop action plans with intervention or enrichment instruction to meet identified needs of individuals and groups.	Professional Learning	08/22/2011	05/30/2014	\$0	No Funding Required	Margaret Hudson (School Principal), Jill Walford (Math Instructional Facilitator), Math Teachers
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**Goal 2: Literacy Goal: All UW Lab School students will utilize reading, writing, and discussion as primary modes of learning content and skills with texts of increasing complexity at a proficient or advanced level.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency on grade level reading and writing indicators in English Language Arts by 05/30/2014 as measured by multiple measures including the state tests (PAWS/SAWS), Measures of Academic Progress (MAP), and classroom performance.

**Strategy 1:**

Classroom Literacy Instruction - Students will improve literacy skills and strategies by participating in skillful, engaging classroom instruction of reading and writing with an increased emphasis on informational/expository literacy. A variety of resources and strategies will be implemented based on student need, individually and collectively, including: direct instruction, guided reading/literature groups, on-level independent reading, shared reading, content area reading, read aloud, write to read strategies, fluency practice, phonics/word work instruction, response writing, guided writing, step up to writing strategies, and writer's workshop.

Research Cited: Calkins, 2013; Hoyt, 2000; Fountas & Pinnell, 2001, 2003, 2004, 2009; McMackin & Siegel, 2002; Zimmermann & Hutchins, 2003; Swartz, Shook, & Klein, 2002; Swartz, Shook, & Klein, 2003; Bear, Invernizzi, Timpleton, & Johnston, 2004; Beck, Anderson, & Conrand, 2009; Blachman & Tangel, 2008; Guthrie, 2004; Allington & Johnston, 2002; Tyner & Green, 2005; Fry & Racinski, 2007

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will participate in a variety of professional development opportunities to increase their knowledge of literacy instruction and assessment, particularly in the areas of informational reading and writing. Professional development opportunities include: Professional Learning Community meetings/work, In-depth study of the Common Core State Standards for English/Language Arts, district and state-level vertical curriculum meetings, Quantum Learning Training, PLC trainings and refresher trainings, professional book study, UW Literacy Conference, WDE 3+8 Literacy Training, etc.</p>	<p>Professional Learning</p>	<p>08/22/2011</p>	<p>05/30/2014</p>	<p>\$1000</p>	<p>General Fund</p>	<p>ACSD#1 Professional Development team, Julie Norris (Instructional Facilitator), Meredith McLaughlin (English Department Head), Margaret Hudson (School Principal), All Teachers</p>
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**Strategy 2:**

Literacy Data Collection, Analysis and Action Planning - Students will participate in a variety of assessments, receive feedback, and be provided with corrective or enrichment instruction as needed. Teachers will meet in grade level and/or content area teams to collaboratively collect and analyze multiple assessment measures. Strengths and needs will be identified and action plans will be created to provide intervention and enrichment.

Research Cited: DuFour, DuFour & Eaker, 2008; Blankstein, 2004; Schmoker, 2011; Reeves, 2005

Activity - Literacy Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teacher teams will meet to collaboratively analyze multiple assessment measures. A variety of data tools will be used to reflect and monitor student proficiency levels based on multiple data measures including: grade level data charts, and grade level/individual student data summaries. Teachers will collaboratively develop action plans with intervention or enrichment instruction to meet identified needs of individuals and groups.</p>	<p>Professional Learning</p>	<p>08/22/2011</p>	<p>05/30/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Margaret Hudson (School Principal), Meredith McLaughlin (English Department Head), Julie Norris (Instructional Facilitator), and All teachers of writing in the building</p>



**Strategy 3:**

Extended Opportunities for Literacy Learning - Middle School students (grades 6-9) will have the opportunity to participate in Homework Club, an extended day tutoring program, meeting after school up to four days each week. Elementary students, identified to be at-risk of achieving or maintaining proficiency will have the opportunity to participated in a Summer Reading Program that meets weekly from mid-June to mid-August.

Research Cited: DuFour, DuFour & Eaker, 2008; Blankstein, 2004; Schmoker, 2011; Calkins, 2013; Hoyt, 2000; Fountas & Pinnell, 2001, 2003, 2004, 2009; McMackin & Siegel, 2002; Zimmermann & Hutchins, 2003; Swartz, Shook, & Klein, 2002; Swartz, Shook, & Klein, 2003; Bear, Invernizzi, Timpleton, & Johnston, 2004; Beck, Anderson, & Conrand, 2009; Blachman & Tangel, 2008; Guthrie, 2004; Allington & Johnston, 2002; Tyner & Green, 2005; Fry & Racinski, 2007

Activity - Literacy Tutoring and Additional Time/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will be available to provide tutoring as well as additional time/support for targeted students to improve reading and writing skills and strategies.	Tutoring	08/22/2011	05/30/2014	\$6000	Other	Homework Club/Tutoring Teachers, Teachers, Margaret Hudson (School Principal)

**Strategy 4:**

Literacy Intervention and Enrichment - Students will participate in intervention or enrichment instruction to support and extend learning and application of reading and writing skills and strategies. The School-Based Intervention Team process will be utilized to design and monitor interventions for students identified with significant concerns.

Research Cited: DuFour, DuFour & Eaker, 2008; Blankstein, 2004; Schmoker, 2011; Calkins, 2013; Hoyt, 2000; Fountas & Pinnell, 2001, 2003, 2004, 2009; McMackin & Siegel, 2002; Zimmermann & Hutchins, 2003; Swartz, Shook, & Klein, 2002; Swartz, Shook, & Klein, 2003; Bear, Invernizzi, Timpleton, & Johnston, 2004; Beck, Anderson, & Conrand, 2009; Blachman & Tangel, 2008; Guthrie, 2004; Allington & Johnston, 2002; Tyner & Green, 2005; Fry & Racinski, 2007

Activity - Student Literacy Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of resources and strategies will be used to provide consistent small group and individual assistance on targeted literacy skills and strategies in order to improve student reading and writing achievement.	Academic Support Program	08/22/2011	05/30/2014	\$0	No Funding Required	Margaret Hudson (School Principal), Meredith McLaughlin (English Department Head), Julie Norris (Instructional Facilitator), and All Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Literacy Support	A variety of resources and strategies will be used to provide consistent small group and individual assistance on targeted literacy skills and strategies in order to improve student reading and writing achievement.	Academic Support Program	08/22/2011	05/30/2014	\$0	Margaret Hudson (School Principal), Meredith McLaughlin (English Department Head), Julie Norris (Instructional Facilitator), and All Teachers
Math Data Meetings	Teacher teams will meet to review and analyze multiple data measures reflected on grade level data charts, and grade level/individual student data summaries. Teachers will collaboratively develop action plans with intervention or enrichment instruction to meet identified needs of individuals and groups.	Professional Learning	08/22/2011	05/30/2014	\$0	Margaret Hudson (School Principal), Jill Walford (Math Instructional Facilitator), Math Teachers
Literacy Data Meetings	Teacher teams will meet to collaboratively analyze multiple assessment measures. A variety of data tools will be used to reflect and monitor student proficiency levels based on multiple data measures including: grade level data charts, and grade level/individual student data summaries. Teachers will collaboratively develop action plans with intervention or enrichment instruction to meet identified needs of individuals and groups.	Professional Learning	08/22/2011	05/30/2014	\$0	Margaret Hudson (School Principal), Meredith McLaughlin (English Department Head), Julie Norris (Instructional Facilitator), and All teachers of writing in the building

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**Total**     

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Tutoring and Additional Time/Support	Certified teachers will be available to provide tutoring as well as additional time/support to complete Math assignments and learning activities.	Tutoring	08/22/2011	05/30/2014	\$6000	Homework Club/Tutoring Teachers, Math Teachers, Margaret Hudson (School Principal)
Math Professional Development	Teachers will extend their understanding of teaching math concepts and skills by participating in state and district trainings/meetings as well as Professional Learning Community meetings/work in order to apply the learning and improve student achievement. Professional development opportunities include: Building level Professional Learning Community team meetings (grade level and vertical), In-depth study of the Common Core State Standards for Mathematics, Math Recovery, AddVantage Math, Counting On, District Grade Level and Vertical Meetings, Graduate Course Work - UW Science & Math Teaching Center Middle Level Math Program, WDE WYSIS training, Quantum Learning training and coaching, etc.	Professional Learning	08/22/2011	05/30/2014	\$2000	ACSD#1 Professional Development Team, Jill Walford (Instructional Faciliator), Math teachers, Margaret Hudson (School Principal)
Literacy Tutoring and Additional Time/Support	Certified teachers will be available to provide tutoring as well as additional time/support for targeted students to improve reading and writing skills and strategies.	Tutoring	08/22/2011	05/30/2014	\$6000	Homework Club/Tutoring Teachers, Teachers, Margaret Hudson (School Principal)
<b>Total</b>					<input style="width: 80px;" type="text" value="\$14000"/>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Literacy Professional Development	Teachers will participate in a variety of professional development opportunities to increase their knowledge of literacy instruction and assessment, particularly in the areas of informational reading and writing. Professional development opportunities include: Professional Learning Community meetings/work, In-depth study of the Common Core State Standards for English/Language Arts, district and state-level vertical curriculum meetings, Quantum Learning Training, PLC trainings and refresher trainings, professional book study, UW Literacy Conference, WDE 3+8 Literacy Training, etc.	Professional Learning	08/22/2011	05/30/2014	\$1000	ACSD#1 Professional Development team, Julie Norris (Instructional Facilitator), Meredith McLaughlin (English Department Head), Margaret Hudson (School Principal), All Teachers
<b>Total</b>					\$1000	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Math Support	A variety of resources and strategies such as Origo Stepping Stones, Connected Mathematics, Add+Vantage MR, Do The Math, IXL, Math XL, and Fast Math along with flexible groups, cooperative learning, etc. will be used to address the learning needs and provide pre-teaching, re-teaching, and extension of math concepts identified through assessments to lead to proficiency of grade level math concepts and beyond.	Academic Support Program	08/22/2011	05/30/2014	\$20000	Margaret Hudson (School Principal), Jill Walford (Instructional Facilitator), Math teachers
<b>Total</b>					\$20000	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in their understanding of number sense and operations in Mathematics by 05/30/2014 as measured by state testing (PAWS); MAP testing; and other assessments.	Not Met	The 2013-2014 goal of a 2% increase of proficient achievement was not met. Kindergarten through 9th grade MAP results show a 3% decrease. PAWS results were not used to determine the change in proficiency since the scores are not comparable to previous years as test items were changed to address Common Core State Standards and new cut scores for proficiency were implemented. A new goal of a 5% increase has been set for the 2014-2015 school year.	October 29, 2014	Dr. Margaret A Hudson
Activity	Math Professional Development	Completed	Professional Learning Academy Work was revisited during staff development. This training emphasizes high levels of learning be ensured for all students through building/maintaining a collaborative culture.	October 29, 2014	Dr. Margaret A Hudson
Activity	Math Professional Development	Completed	Teachers received professional development focusing on the connection between the CCSS, Bloom's Taxonomy, and Depth of Knowledge to increase their understanding of the language and cognitive demands of the CCSS. Teachers also worked in grade level/content teams to analyze learning tasks and match the tasks to the content standard(s).	October 29, 2014	Dr. Margaret A Hudson

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Activity	Math Professional Development	Completed	Two school teams (an elementary and a middle school team) participated in a multi-day Building Common Assessments training. This training was followed by additional training over the past two years. Teachers read and discussed "Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning," "The Teacher as Assessment Leader," and many articles focusing on effective grading practices. Teachers worked to collaboratively create unit overviews, identify essential learnings from the CCSS, re-write the essential learnings as student friendly "I Can" statements, and create common assessments to provide feedback to students and teachers on the learning goals. During this process, attention was also focused on horizontal and vertical alignment of curriculum.	October 29, 2014	Dr. Margaret A Hudson
Activity	Math Professional Development	In Progress	Middle School teachers have been piloting a standards-based grading system using proficiency rankings rather than letter grades within the Power Grade system for the past two years. During the fall of 2014, middle school teachers are also piloting the use of Edmodo to support regular communication with students and parents.	October 26, 2014	Dr. Margaret A Hudson
Activity	Student Math Support	In Progress	A variety of curriculum resources are being implemented in K-5. Engage New York curriculum is being implemented as a primary classroom resource to address CCSS and replace the Origo Stepping Stones curriculum.	October 24, 2014	Dr. Margaret A Hudson
Activity	Student Math Support	In Progress	Intervention and Enrichment time was added to the 2014-2015 school schedule for 4th and 5th grade. Options include additional small group instruction from the classroom teachers or math specialist, the opportunity to utilize IXL software for math practice, participation in Math Counts, or participation in iGame/uCompute (gaming and robotics instruction).	October 19, 2014	Dr. Margaret A Hudson
Activity	Student Math Support		Origo Stepping Stones Curriculum was implemented in K-2 and piloted in grades 3, 4, and 5 last during the 2012-1013 school year and is now being implemented K-5 in the 2013-2014 school year. During the 2013-2014 school year, updated Connected Mathematics resources are being implemented for grades 6 and 7.	September 20, 2013	Dr. Margaret A Hudson
Activity	Student Math Support		An on-line Algebra class is being implemented during the 2013-2014 school year to provide a delivery option for students who were identified as those who would benefit from more individualized pacing and to simultaneously maintain a class size to better support the students in the more traditional classroom option.	September 15, 2013	Dr. Margaret A Hudson
Activity	Math Tutoring and Additional Time/Support		Based on student results, an Algebra support class is being implemented during the 2013-2014 school year for students identified as needing additional support to be successful in this foundational mathematics class. Additional algebra and math intervention times have also been added to the schedule to provide flexible support for students as needed.	September 15, 2013	Dr. Margaret A Hudson

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Objective	A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on grade level reading and writing indicators in English Language Arts by 05/30/2014 as measured by multiple measures including the state tests (PAWS/SAWS), Measures of Academic Progress (MAP), and classroom performance.	Not Met	The 2013-2014 goal of a 2% increase of proficient achievement was not met. Kindergarten through 9th grade MAP results show no change. PAWS results were not used to determine the change in proficiency since the scores are not comparable to previous years as test items were changed to address Common Core State Standards and new cut scores for proficiency were implemented. A new goal of a 4% increase has been set for 2014-2015.	October 29, 2014	Dr. Margaret A Hudson
Strategy	Classroom Literacy Instruction		The Units of Study in Opinion, Information, and Narrative Writing series (Calkins, 2013) was purchased as a curriculum resource for K-5 teachers for the 2013-2014 school year.	September 19, 2013	Dr. Margaret A Hudson
Activity	Literacy Data Meetings	In Progress	Teachers are utilizing Looking at Student Work protocols and Calibration Protocols for Scoring Student Work to build consistency in interpreting the CCSS upon which the rubrics and scoring are based.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Data Meetings	In Progress	Language Arts Curriculum maps have been created and implemented for K-5 and 6-9. CCSS aligned rubrics are used to assess student progress on narrative, argumentative, and informative writing.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	Teachers received professional development focusing on the connection between CCSS, Bloom's Taxonomy and Depth of Knowledge to increase their understanding of the language and cognitive demands of CCSS. Teachers also worked in grade level/content teams to analyze learning tasks and match the tasks to the content standard(s).	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	Teachers received professional development to support their understanding of qualitative and quantitative text measures and how they are used to identify appropriately complex texts as defined by the CCSS. Teachers worked collaboratively to use an exemplar complex text to design and teach a close reading lesson addressing standards from the CCSS.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	Primary grade teachers received professional development focusing on Narrative Language Instruction, Intervention, and Assessment.	October 29, 2014	Dr. Margaret A Hudson

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Activity	Literacy Professional Development	In Progress	Middle School teachers have been piloting a standards-based grading system using proficiency rankings rather than letter grades with the Power Grade system for the past two years. During the fall of 2014, middle school teachers are also piloting the use of Edmodo to support regular communication with students and parents.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	Two school teams (an elementary and a middle school team) participated in a multi-day Building Common Assessments training. This training was followed up on with additional training over the past two years. Teachers read and discussed "Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning," "The Teacher as Assessment Leader," and many articles focusing on effective grading practices. Teachers worked to collaboratively create unit overviews, identify essential learnings from CCSS, re-write the essential learnings as student friendly "I Can" statements, and create common assessments to provide feedback to students and teachers on the learning goals. During this process, attention was also focused on horizontal and vertical alignment of curriculum.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	Professional Learning Academy Work was revisited during staff development. This training emphasizes high levels of learning be ensured for all students through building/maintaining a collaborative culture.	October 29, 2014	Dr. Margaret A Hudson
Activity	Literacy Professional Development	Completed	The community was involved in the development of the 2013-14 School Improvement Plan and the plan was communicated through the school website, the school newsletter, faculty meetings and in-services, parent meetings, and site council meetings. The process included input from the following stakeholder groups: the school improvement leadership team, school staff, parents, student and University of Wyoming representatives (pre-service teachers and College of Education faculty/administration).	October 26, 2014	Dr. Margaret A Hudson