

Statewide System of Support Guidebook

WYOMING
DEPARTMENT OF EDUCATION

JANUARY 2019

MESSAGE FROM SUPERINTENDENT BALOW

Dear Education Stakeholders,

The vision of the Wyoming Department of Education (WDE) is to significantly increase the percentage of Wyoming students who are college, career, and military ready. To that end, the WDE strives to do everything possible to help students and districts succeed in the education process.

State and federal accountability laws provide a framework for measuring school performance and success. Both the Wyoming Accountability in Education Act and the Every Student Succeeds Act help us determine which schools need support for improvement.

This guide is designed to help schools and districts understand how the WDE uses data to differentiate schools by tiers of support and why those tiers exist. This guide explains the approach for addressing the needs of different schools, as well as the protocol for placing schools into tiered levels. It also lays out the five primary pillars of school effectiveness designed by the Statewide System of Support team. The resources and information in this guide provide background on how each key program or resource that the WDE offers fits into these five primary pillars, which are crucial for student success.

I believe in our schools, our educators, and our students. It is my hope that this guide will be a resource as we all work together to meet the needs of our students, our districts, and every Wyoming community.

Sincerely,



Jillian Balow
State Superintendent of Public Instruction

PURPOSE OF THIS GUIDEBOOK

The Wyoming Accountability in Education Act (WAEA) establishes performance ratings for all public schools. It identifies schools using a range of performance, from those at the highest levels (Exceeding Expectations) to those that are underperforming (Not Meeting Expectations). Additionally, the Every Student Succeeds Act identifies school for different areas of support.

The Wyoming Statewide System of Support (SSOS), established by Wyoming Statute §21-2-204(h), is designed to support schools at all levels by matching the intensity of each school's need to an array of programs and resources that will assist with the implementation of effective practices. Just as schools support learners who demonstrate multiple and varied needs, the SSOS supports schools by differentiating services and serving as a partner in achieving improved outcomes for all students.

The SSOS is led by a Wyoming Department of Education (WDE) cross-divisional team that works collaboratively to design and implement a statewide system of support which effectively utilizes both state and federal resources. This guidebook is designed to provide information about SSOS programs, services, and resources, and will continue to evolve as the WDE responds to identified needs across the state.

SSOS MODEL

In 2018-19, the WDE will identify appropriate tiered levels of support and intervention for each Wyoming school based on a comprehensive screening protocol. The WDE will administer five pillars of support, wherein the agency can take an increasingly active support role with districts and schools demonstrating the most intense and persistent needs.

SCREENING PROTOCOL

TRADITIONAL SCHOOLS

In 2018-19, the WDE will adopt a statewide comprehensive screening protocol to determine each traditional school's tiered level of support need. Each data set described below will be considered in this process of determining an appropriate tier of support need for each school. This information will be used to prioritize services and resources in support of schools, as seen in Appendix A.

Indicator One: *WAEA School Performance Report (SPR) designation.* The WAEA SPR depicts an annual measurement of school performance. The current year SPR and the previous year's results serve as the first screening measures for each school. Generally, schools that are Not Meeting Expectations have a higher need for support than schools that are Partially Meeting Expectations. In turn, Partially Meeting schools have greater needs than schools that are Meeting and Exceeding

Expectations. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have even higher levels of support need.

Indicator Two: Every Student Succeeds Act (ESSA) designation. In accordance with the Every Student Succeeds Act (ESSA) §1111(d) requirements, schools may be identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). An Average Indicator Category Score (AICS) will be calculated to identify these schools. The CSI designation is primarily for Title I Schools; all schools regardless of Title status can be identified as TSI. However, the traditional school screening protocol will prioritize CSI, TSI, and non-Title I schools with similar AICS values into a higher level of support.

Indicator Three: Special Education designation. The WDE's Special Education Programs team monitors the implementation of the Individuals with Disabilities Education Act (IDEA) through a Results Driven Accountability (RDA) system. Within this federal law, Part B Performance and Compliance Indicators are considered for review at the district level. The traditional school screening protocol will give priority to schools, in part, based on districts identified for monitoring of selected indicators. The RDA places a greater emphasis on performance indicators and results in a district-level designation that describes the needs of each district.

The comprehensive screening protocol functions as a decision-tree and is illustrated in Appendix A.

ALTERNATIVE SCHOOLS

For alternative schools, a school's performance as defined by the Alternative School Accountability Model will be used to determine the tier level in which each alternative school in the state will fall. The school's overall performance rating, in combination with the number of years a particular rating is observed, will be considered in identifying the appropriate tier level. Those schools with multiple years of Not Meeting Expectations or Partially Meeting Expectations are deemed to have higher levels of support need. This information will be used to prioritize services and resources in support of alternative schools.

The alternative school protocol is illustrated in Appendix B.

SMALL SCHOOLS

In order to receive a WAEA School Performance Report (SPR) designation [Indicator One], and the Every Student Succeeds Act (ESSA) designation [Indicator Two], a school serving grades three through eight must meet the minimum number of students on both the achievement and growth indicators. High schools must meet the minimum number of students on both achievement and graduation indicators. Small schools that do not meet these minimum number of students, undergo a small school review process. This small number of schools (2017-18 = 19 schools) will be considered on an individual basis.

THREE-TIERED LEVELS

Wyoming Statute §21-2-204(h) directs the development of a “progressive multi-tiered system of support and intervention to assist schools” that is appropriate for both traditional and alternative schools. The screening protocol (described above) for traditional schools, and as modified for alternative schools, effectively categorizes all schools into a tiered level of support need. These designations will guide the WDE as it adapts the posture of support that best meets the needs of each school. The goal is to develop a partnership with each school to build capacity, as well as to refine the progressive system of support that will appropriately address both traditional and alternative school needs.

Tier I schools are those which have very little need for external support. With basic guidance and some support from the state, they generally perform according to expectations. Programming currently in place at this statewide level is deemed to be appropriate for both traditional and alternative schools designated as Tier I.

Tier II schools are those that have a moderate need for external support. These schools typically have clear areas of strength with intermittent performance challenges. The primary focus for current SSOS Tier II programming relates to understanding WAEA school data, using it to identify the root cause of low performance on indicators within the model, and developing school improvement plan goals and strategies to address the low performance. This Tier II support is appropriate for both traditional and alternative schools.

Tier III schools have a higher intensity of need, which is typically indicated by multiple measures in which they persistently struggle to meet the needs of their students. Tier III supports are specifically differentiated based on an individual school’s identified need. Currently, the differentiated support provided to individual schools has focused on classroom instructional strategies, classroom assessment, data analysis, and root cause identification for small schools and districts. These differentiated supports will continue to evolve and develop based on need and resources available.

The alternative school accountability model includes additional indicators of performance, and the support provided to these schools will be modified as appropriate to address the unique needs of these students.

Appendix C illustrates the intensity of support for each tier, as well as the adaptive postures of the WDE.

PILLARS OF SUPPORT

The SSOS Model designates five pillars of support based on the three-tiered system. For those schools with the most intense support needs, the department will collaborate with school leadership teams to identify specific needs. A differentiated support plan will be developed within the parameters of available school and department resources. All programming will be aligned to assist school improvement within the areas defined by the five pillars of support.

1. CULTIVATING EXCEPTIONAL LEADERSHIP

Leaders create the conditions for others to be successful in the system by setting vision, focus, and goals that address the other pillars. The SSOS aims to cultivate effective leadership among administrators as well as collective formal and informal leadership that is distributed throughout the system.

2. IMPROVING TEACHING AND LEARNING

Addressing the school's core business (e.g., curriculum, instruction, and assessment), this pillar addresses teachers knowing what to teach, how to teach, and whom they are teaching. Teachers must know what to teach by selecting material and resources that are aligned with state content and performance standards. They must know how to teach in ways that reflect evidence-based methods, including appropriate scope and sequence. Additionally, teachers must know how to adapt their materials, resources, and pedagogy, based on whom they are teaching, in ways that are both culturally and contextually sensitive as well as differentiated by student needs. The SSOS will provide resources and programs that focus on improving teacher and leader practices around teaching and learning.

3. DEVELOPING A HIGH-PERFORMANCE CULTURE

A high-performance culture hinges on the human-centered individual and collective aspects of the school (e.g., high expectations, relationships, trust, collaboration, monitoring of teaching and learning). This also includes creating a supportive school environment as it relates to safety (physical and emotional) for students. All decisions are made in support of the goal of advancing student learning. SSOS programs will empower teachers, principals, and district leaders to engage in change processes that enhance a high-performance culture.

4. ESTABLISHING EFFECTIVE STRUCTURES & PROCESSES

This pillar includes the more technically oriented structures and standard operating procedures established in schools, including policies and allocation of tangible and intangible resources. This includes, for example, setting schedules, creating processes, and providing tools for collaboration, such as through Professional Learning Communities. The SSOS will assist schools and districts in implementing structures and processes that lead to improved teaching, learning, and leading.

5. ENGAGING FAMILIES AND THE COMMUNITY 🏠

The role of the school goes beyond the transmission of content. The role of the school is also to manifest community values within the next generation. To carry out both roles, schools must effectively engage families and their communities as leaders, partners, and allies in educating children. From working with community representatives, such as elected school boards, tribal elders, or other community leaders to creating programs that support and provide a welcoming environment for families, schools need to both serve and enlist the service of their stakeholders. The SSOS will come alongside schools and districts to empower them and their partnerships with the community.

SSOS programs and resources will be administered in relation to these five key pillars. Some programs and resources emphasize one pillar more than others, while some programs will cut across multiple pillars. The reason for this is that school change is complex. Sometimes, there is a need to target professional learning in a specific pillar, while other times it is important to amplify all the pillars at the same time.

Historically, the WDE's Statewide System of Support has operated four core programs across these pillars, targeted to different schools across tiers of need.

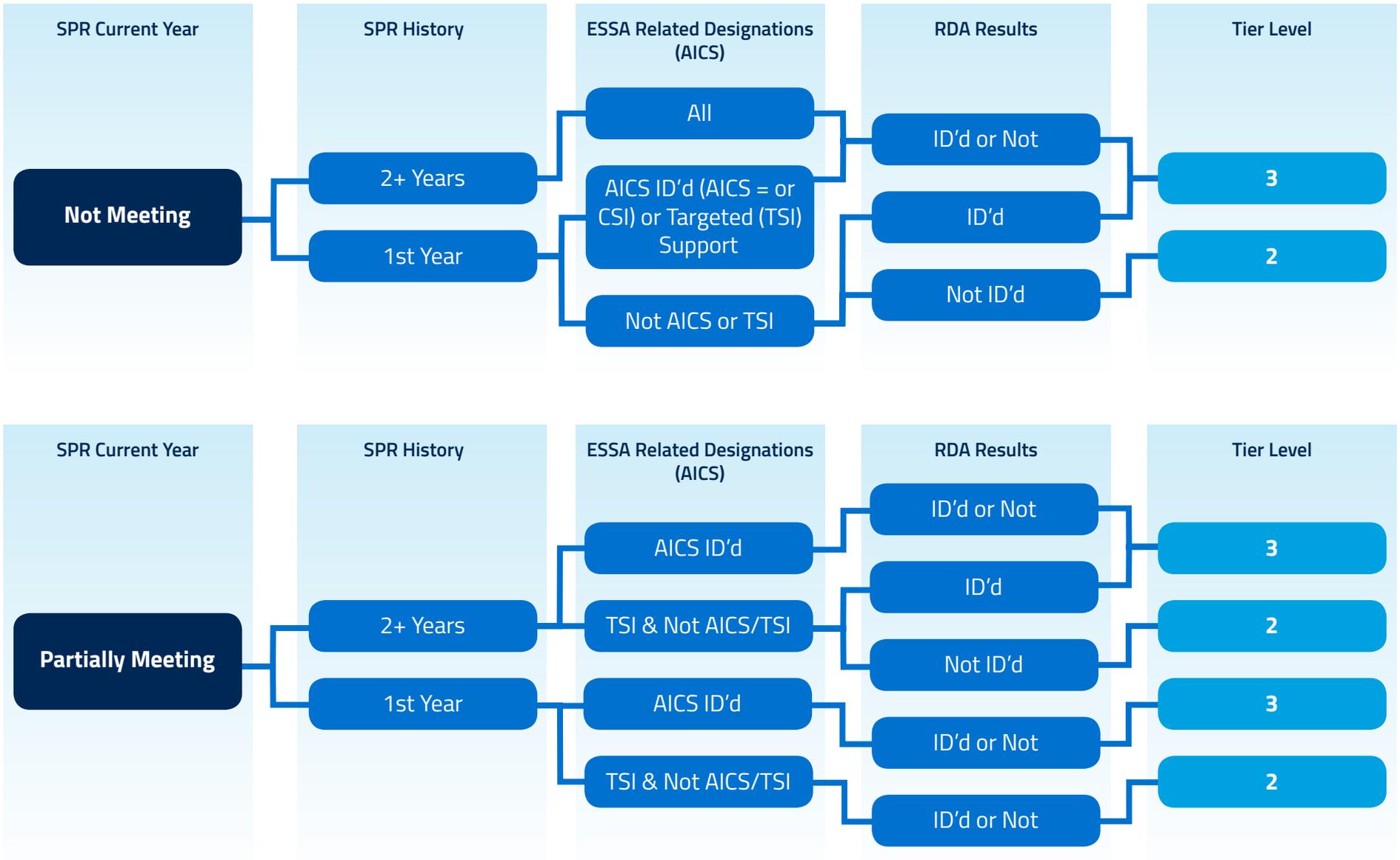
- Assessment Literacy and Formative Assessment Resource Development
- Data Retreats including Root Cause Analysis and School Improvement Plan Development
- Professional Learning Community Process Understanding and Implementation
- District and School Leadership Topic Presentation and Networking

The WDE considers all of its current state- and federally-funded programs and resources to be its complete Statewide System of Support. Appendix D includes a more comprehensive list of the programs available from the WDE, and Appendix E catalogs the resources, along with contact information and web links where available. Appendix F includes the school improvement plan requirements for WAEA and ESSA.

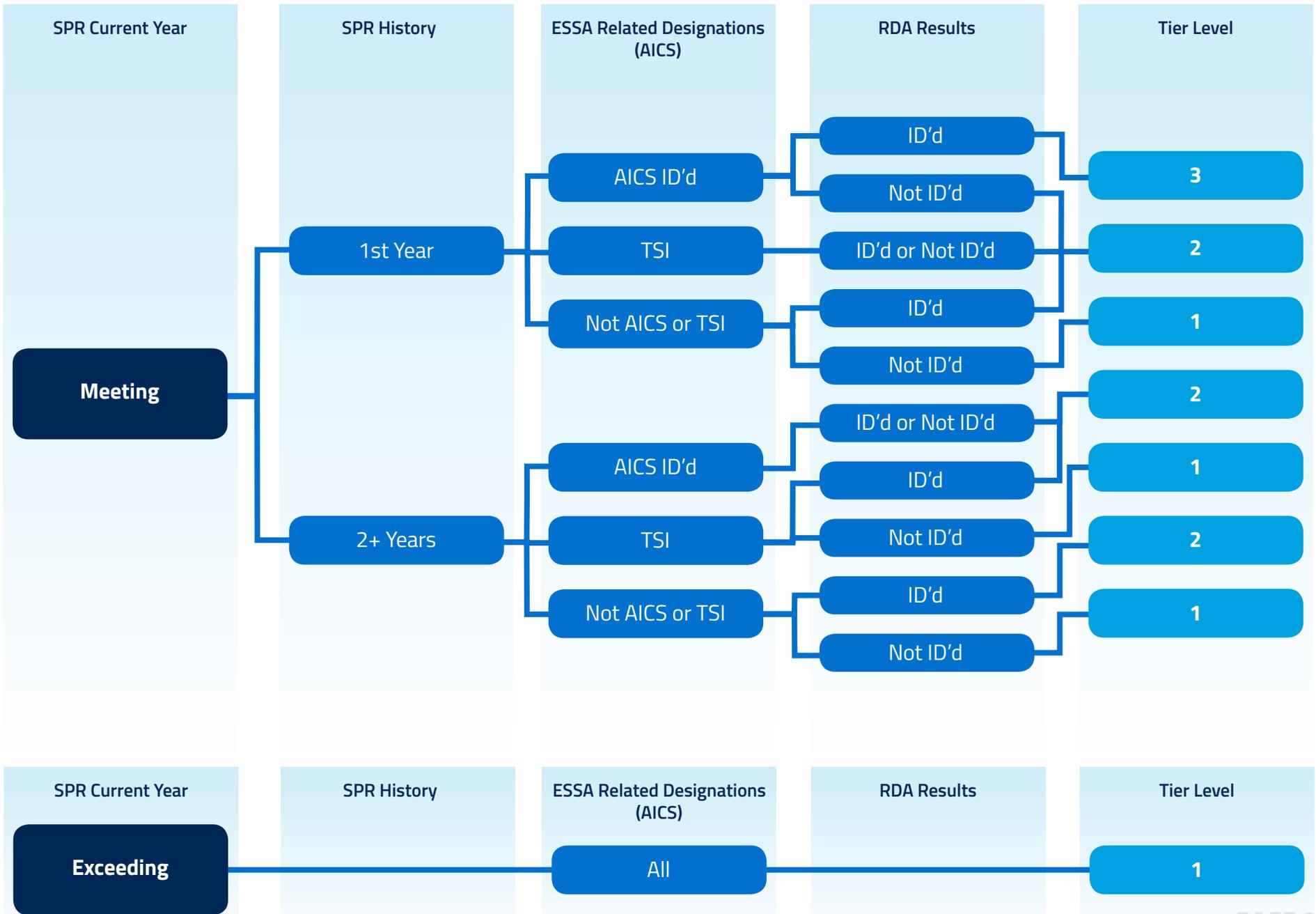
Programs and resources may support one or more Pillar of Support. This is indicated with the corresponding icon identified in the descriptions above. Most programs are open to all schools statewide, and these are identified as Tier I level of support. Programs are also designed to specifically address Tier II level support needs and/or Tier III level support needs. This is indicated by listing one or more Tier level of support (i.e., Tiers I, II, III). Please contact the person listed next to each program if you have questions about any of the programs or resources.

Additional information is also available on the [WDE website](#).

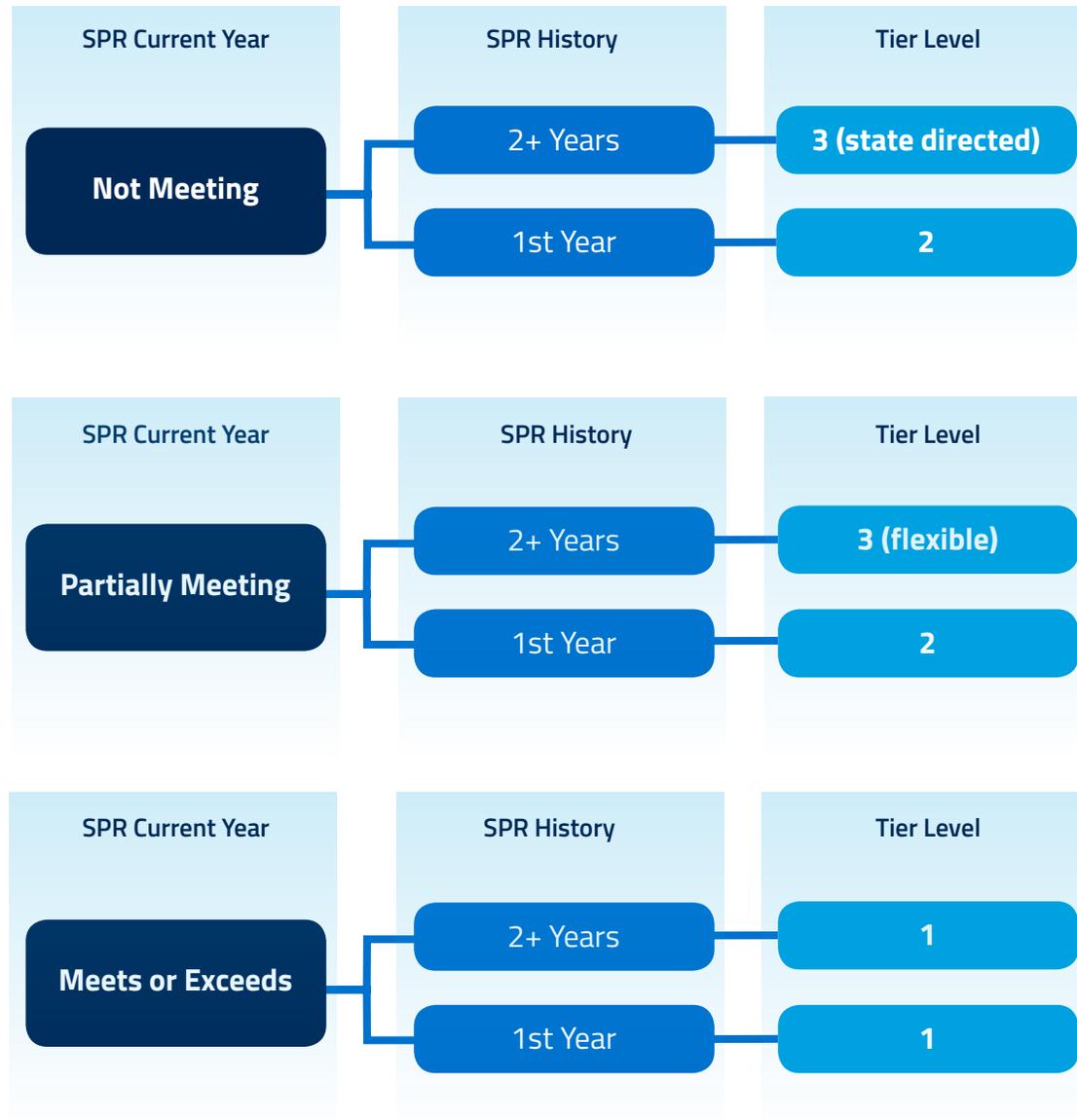
Appendix A: Screening Protocol for Traditional Schools



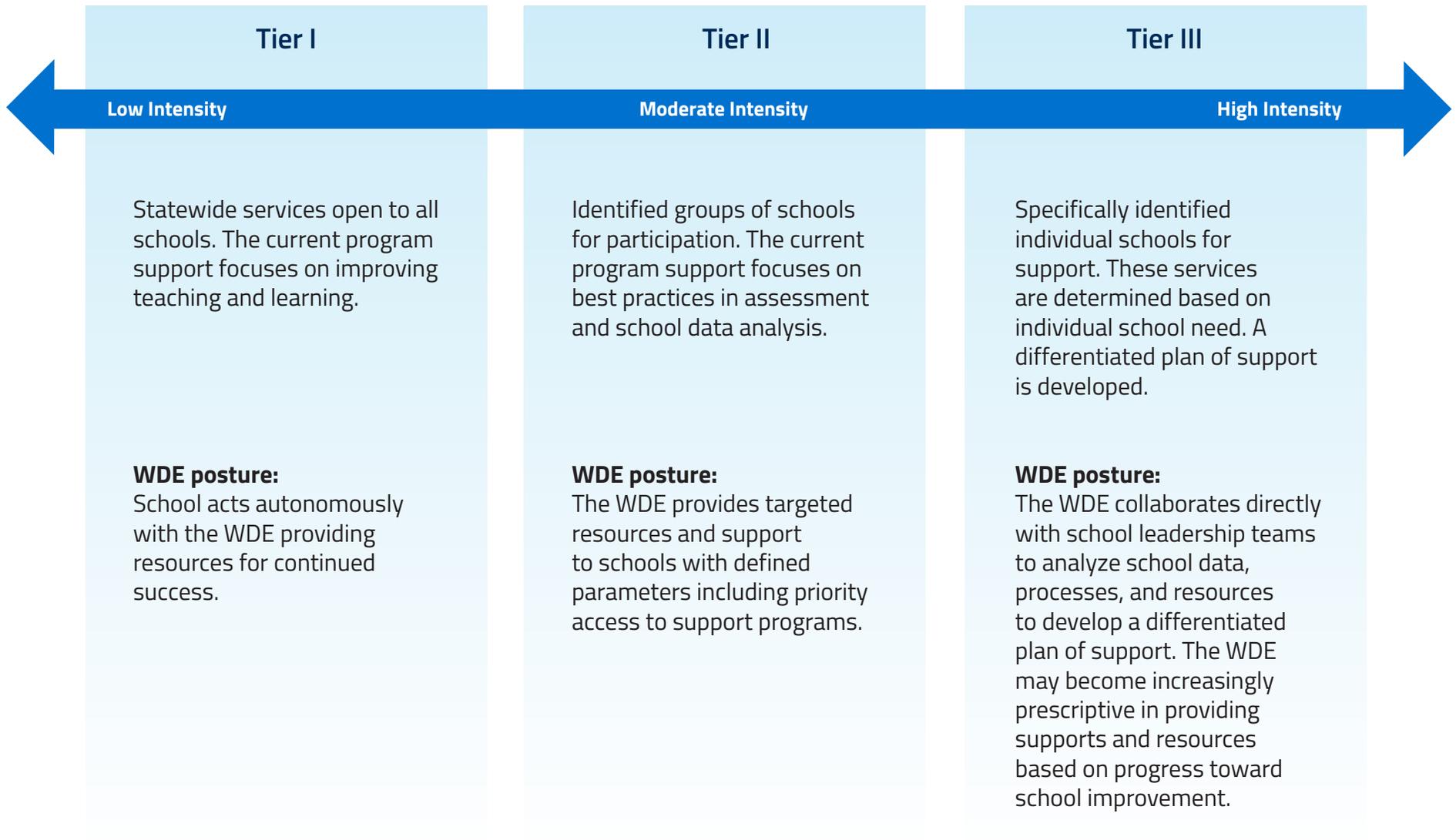
Appendix A: Screening Protocol for Traditional Schools



Appendix B: Screening Protocol for Alternative Schools



Appendix C: Adaptive Postures - Intensity of Support



Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
  <i>Tiers I, II, III</i>	<p>Marzano - Phase I & II Assessment Literacy and Formative Assessment Development</p> <p>This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. This is a two-day intensive training on assessment literacy, formative assessment, and the development of proficiency scales. This program is open to all schools. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
  <i>Tiers I, II, III</i>	<p>Marzano - Phase III The New Art and Science of Teaching</p> <p>This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. The focus of this intensive training is high-quality classroom instruction. A two-day training in the fall, and a two-day training in the spring (4 days total). A one-year subscription to an on-line resource (Marzano Compendium of Instructional Strategies) is provided to participants. Completing Phases I & II beforehand is helpful, but not required. Intended audience: District staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
  <i>Tiers I, II, III</i>	<p>Marzano - Phase IV Standards-Based Grading</p> <p>This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will learn the what, why and how of proficiency scale development; how to create or refine quality classroom-based assessments; ways to figure meaningful grades; and how to connect standards-based grading to the bigger picture. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
  <i>Tiers I, II, III</i>	<p>Marzano - Phase IV Proficiency Scales for Exceptional Learners</p> <p>This program is designed to support improved teaching and learning, and the development and establishment of effective structures and processes. Participants attending this one-day training will explore three groups of exceptional learners; gain enhanced understanding of how to determine appropriate accommodations and modifications based on proficiency scales; and discover how to offer accurate information about achievement to exceptional learners and their parents. This program is open to all schools in the state. Participation in Phases I & II, and Phase III prior to participation in Phase IV is recommended, but not required. Intended audience: district staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>

KEY

 - Cultivating Exceptional Leadership  - Improving Teaching and Learning  - Developing a High-Performance Culture

 - Establishing Effective Structures & Processes  - Engaging Families and the Community

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 <p style="text-align: center;">Tier III</p>	<p>Marzano - Differentiated Support</p> <p>Marzano expertise utilized through this support is centered on the development of proficiency scales to support teaching and learning of content and performance standards to mastery, assessment development to ensure alignment with curriculum and instruction, and the use of instructional strategies in the classroom for effective teaching and learning by all students. The support will be based on an individual school's identified need and will be prioritized through collaboration between the school, the consultant, and the WDE.</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
 <p style="text-align: center;">Tiers I, II, III</p>	<p>Solution Tree - PLC At Work™ - Statewide Training</p> <p>Four one-day intensive trainings on implementing the PLC process, using the Solution Tree PLC At Work program. Topics include culture, singletons, leadership, and RTI at Work™. Intended audience: District leadership (superintendent, curriculum and assessment directors,) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
 <p style="text-align: center;">Tiers I, II, III</p>	<p>Solution Tree - PLC At Work™ Initiative - Cohorts</p> <p>Schools are chosen for this program through a competitive application process. Up to 15 schools are selected each year, and a five-member leadership team is identified to lead this work within the school. This intensive Solution Tree program spans an entire school year and includes an on-site needs assessment, three two-day leadership implementation academies, web-based coaching, and four days of statewide training covering topics from the PLC At Work program, with emphasis on data compiled from schools' participation in the PLC At Work survey. Participation in this program funded by the state is by application/selection. This program is also made available to an additional 24 schools (five-member teams) at the expense of the school or district.</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
 <p style="text-align: center;">Tier III</p>	<p>Solution Tree - PLC At Work™ - Differentiated Support</p> <p>Solution Tree expertise is centered on the PLC at Work process and as such will be the foundation of the support provided. The support will be based on an individual school's identified need and could range from leadership and governance, school culture, and improving teaching and learning.</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
 <p style="text-align: center;">Tiers II, III</p>	<p>WDE - Data Analysis and School Improvement Planning</p> <p>This program is designed to support improved teaching and learning (Pillar #2), and the development and establishment of effective structures and processes (Pillar #4). School improvement teams led by the building principal will benefit from this two-day workshop. The agenda includes a drill down into WAEA school data, a root cause analysis process, and the development of School Improvement Plan goals and strategies to support the urgent facts identified through this process. This training is required of all schools not meeting expectations.</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 <p>Tiers I, II, III</p>	<p>WDE – Educational Leadership Network</p> <p>This program will focus on current and relevant topics facing both district and building leadership. This will be provided in 90 minute Zoom sessions once per week by state education experts. Sample topics will include: 1) developing a collaborative culture; 2) school and district best practices; 3) professional learning community support from district school boards; 4) the superintendent’s role in supporting professional learning communities. Intended audience: district leadership and staff (curriculum and assessment directors) and building leadership and staff (principals, teachers, and instructional facilitators).</p>	<p>Accountability Shelly Andrews shelly.andrews@wyo.gov 307-777-3781</p>
 <p>Tiers I, II, III</p>	<p>Data Based Individualization (DBI) wyominginstructionalnetwork.com</p> <p>Data-based individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This document introduces and describes the DBI process and how it can be used to support students who require intensive intervention in academics and/or behavior. DBI is the state selection innovation to support the Systemic State Improvement Plan (SSIP).</p>	<p>Special Education Programs Thom Jones thom.jones@wyo.gov 307-777-5674</p>
 <p>Tiers I, II, III</p>	<p>Multi-Tiered Systems of Support Framework (MTSS) wyominginstructionalnetwork.com</p> <p>Multi-Tiered Systems of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The Wyoming MTSS project is funded through the State Professional Development Grant (SPDG).</p>	<p>Special Education Programs Thom Jones thom.jones@wyo.gov 307-777-5674</p>
 <p>Tiers I, II, III</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p> <p>This program is a prevention-oriented framework for school personnel to organize evidence-based practices, improve the implementation of those practices, and maximize academic and social behavior outcomes for students. The WDE-supported training and follow-up coaching is designed to support school teams in their implementation of a school-wide PBIS system. School teams generally include administrators, teachers, PBIS coaches, counselors, paraprofessionals, and others.</p>	<p>Special Education Programs Gail Eisenhower gail.eisenhauer@wyo.gov 307-777-8909</p>
 <p>Tiers I, II, III</p>	<p>SpEd Director Mentoring/Coaching (New Director’s Academy)</p> <p>SpEd Director Mentoring/Coaching is designed to communicate with first and second year Special Education Directors and school districts determined to be in the “Needs Intervention” status. Mentors will perform district visits and attend central meetings to assist and support first and second year directors and their school districts.</p>	<p>Special Education Programs Jenny Krause jennifer.krause@wyo.gov 307-777-3320</p>

Appendix D: SSOS Programs

Pillars of Support & Tier Level	Program Description	Contact
 <p><i>Tiers I, II, III</i></p>	<p>UW ECHO This program is a lifelong learning and guided practice model that revolutionizes education and exponentially increases workforce capacity to provide best practices. The project is led by expert teams who use multi-point videoconferencing to conduct virtual clinics with community providers. UW Project ECHO hosts virtual clinics in Behavior Supports, Early Childhood, School Leadership, Autism/Autism for Families, and Secondary Transition.</p>	<p>Special Education Programs Jenny Krause jennifer.krause@wyo.gov 307-777-3320</p>
 <p><i>Tiers I, II, III</i></p>	<p>Native American Education Conference This conference is designed to support engaging families and communities, improving teaching and learning, and developing a high culture of performance. Teachers, principals, districts, tribes and community members may benefit from this two-day conference, which includes over 60 workshops with a focus on suicide prevention skills, understanding of and appreciation for the history and culture of the Eastern Shoshone and Northern Arapaho tribes, cultural sensitivity for educators and other adults who impact Native American students, instructional and learning needs of Native American students, emotional and social needs of Native American students, successful transitions for students between school levels, empowering youth to develop leadership skills and choose healthy lifestyles, promoting understanding, building relationships and generating ideas for engaging families and the community in education of the whole child.</p>	<p>Standards & Assessment Rob Black rob.black1@wyo.gov 307-777-3747</p>
 <p><i>Tiers I, II, III</i></p>	<p>STAR Conference This conference offers federal grant technical assistance to teachers, principals, superintendents, and other school and district personnel via training, resources, and technical assistance on federal grant compliance. Programs include: ELL education, neglected and delinquent student education, homeless education, improving the academic achievement of the disadvantaged, teacher and leader training needs, after-school programs, and student support and academic enrichment grants. This resource is for school districts with identified needs who require training, particularly federally-funded programs.</p>	<p>School Support Jessica Binning jess.binning@wyo.gov 307-777-6208</p>
 <p><i>Tiers I, II, III</i></p>	<p>Week of Academic Vision and Excellence Conference (WAVE) The Week of Academic Vision and Excellence Conference (WAVE) is an annual conference that brings together national and state leaders in education to share knowledge and expertise on best practices, quality instruction, regulations and law requirements.</p>	<p>Special Education Programs Deb Montoya deb.montoya@wyo.gov 307-777-7708</p>

Appendix E: SSOS Resources

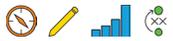
Pillars of Support & Tier Level	Resource Description	Contact
 <i>Tiers I, II, III</i>	<p>ACCESS - English Learner Toolkit</p> <p>The Office of English Language Acquisition's (OELA) English Learner (EL) Toolkit was published in 2015 as a companion to support the 2015 Dear Colleague Letter produced by the U.S. Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. The English Learner Toolkit helps state and local education agencies help ELs by fulfilling these obligations and helping ensure that English Learners and immigrant students attain English proficiency and achieve academic success.</p>	<p>Standards & Assessment Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217</p>
 <i>Tiers I, II, III</i>	<p>ACT - OpenEd Educator Instructions</p> <p>This resource offers information from a variety of publishers, including: Flocabulary, NASA, Khan Academy, Crash Course, GeoGebra, PBS, and others. Intended audience: students, parents, teachers, and principals.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>ACT - OpenEd Student Instructions</p> <p>This resource offers instruction on how to personalize the user interface on OpenEd. Intended audience: students, parents, teachers, principals.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>ACT - Understanding Your WorkKeys Scores</p> <p>This resource explains types of scores and reports. ACT® WorkKeys® National Career Readiness Certificate® assessments (Applied Math, Workplace Documents, Graphic Literacy) have both Level and Scale Scores. These types of scores indicate an ability to perform more complex skills as the scores increase.</p> <ul style="list-style-type: none"> ▪ Level Scores are often used in hiring and advancements decisions. They are based on ACT WorkKeys job profiles which are a snapshot of the skills needed for a particular job. ▪ Scale Scores are used by educators to track growth in skills over time. They aren't used for hiring or advancement decisions. The Scale Score Interpretation Guide (PDF) helps to explain what the score is, how it can be used, and how it was developed. 	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>ACT - Using Your WorkKeys Scores</p> <p>This resource shows how ACT® WorkKeys® scores can help job seekers and students, including using the scores on resumes or applications and giving employers the National Career Readiness Certificate® number or unique web address to verify a certificate.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>

KEY

 - Cultivating Exceptional Leadership  - Improving Teaching and Learning  - Developing a High-Performance Culture

 - Establishing Effective Structures & Processes  - Engaging Families and the Community

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 Tiers I, II, III	<p>Edmodo</p> <p>This resource supports teachers and administrators by providing an opportunity to interact in statewide professional learning communities offering a place to view available professional development opportunities, a forum to ask questions, and a chance to share lessons and best practices. There are 12 different groups (one for each content area). This resource is on a free Edmodo platform and is moderated by the WDE.</p>	<p>Standards & Assessment Barb Marquer barb.marquer@wyo.gov 307-777-5506</p>
 Tiers I, II, III	<p>Standards Newsletter</p> <p>This resource is designed to support teachers and administrators by updating them on professional development activities available at the state and national levels. It covers all subject areas and is produced monthly, except during the months of June and July. This resource is free and is produced by the WDE standards team.</p>	<p>Standards & Assessment Barb Marquer barb.marquer@wyo.gov 307-777-5506</p>
 Tiers I, II, III	<p>Understanding Student Growth</p> <p>This resource offers an explanation of how student growth percentiles indicate the amount of growth a student made in a testing subject over the course of one year, relative to their academic peers. The student growth percentile allows us to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if she is not yet meeting standard. Intended audience: students, parents, teachers, schools, districts.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 Tiers II, III	<p>SPECIAL EDUCATION PROGRAMS - Family Engagement</p> <p>Family Engagement is the deliberate, systematic inclusion of families in all activities and programs that promote and reinforce children's learning, development and wellness in multiple settings. It is based on respectful relationship and collaborative communication between schools and families and embraces families as equal partners, advocates and decision makers for their student.</p>	<p>Special Education Programs Jenny Krause jennifer.krause@wyo.gov 307-777-3320</p>
 Tiers I, II, III	<p>SPECIAL EDUCATION PROGRAMS - K-3 Early Literacy Guidance</p> <p>The K-3 Early Literacy Guidance is to provide information, resources, guidance, and support to schools, families, and caregivers in order to better understand early literacy. The K-3 Literacy Guidance is designed around W.S. 21-3-401 and provides information for the identification and remediation of reading difficulties, including dyslexia.</p>	<p>Special Education Programs Thom Jones thom.jones@wyo.gov 307-777-5674</p>
 Tiers I, II, III	<p>SPECIAL EDUCATION PROGRAMS - Results Driven Accountability (RDA)</p> <p>As part of Individual Learning's general supervision requirement, the division will monitor LEA's for both compliance and results-driven accountability. This will primarily support student outcomes but also families, teachers, administrators, and related service providers.</p>	<p>Special Education Programs Jenny Krause jennifer.krause@wyo.gov 307-777-3320</p>

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 <i>Tiers I, II, III</i>	<p>WIDA - Grades 1-12 EL Determination Flowchart (W-APT)</p> <p>This flowchart assists teachers, instructional facilitators and other school personnel with determining whether students in grades 1-12 are eligible to receive English Learner services. Intended audience: teachers, schools, districts.</p>	<p>Standards & Assessment Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217</p>
 <i>Tiers I, II, III</i>	<p>WIDA - Pre-K EL Determination Flowchart (W-APT)</p> <p>The purpose of this flowchart is to assist teachers, instructional facilitators and other school personnel with determining whether a Pre-K or Kindergarten student is eligible to receive English Learner services. Intended audience: teachers, schools, districts.</p>	<p>Standards & Assessment Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217</p>
 <i>Tiers I, II, III</i>	<p>WIDA - Wyoming English Learner Guidebook</p> <p>This guidebook sets forth the conditions and methods for identifying, serving, and reporting, to the Wyoming Department of Education (WDE), a student as an Active English Learner (EL) or as a Monitor Status Year 1 or 2 student. This reporting is used to determine eligibility for the Wyoming Funding Model and Federal Title III – EL funding. Only Active ELs (those currently identified as Active ELs based on this guidebook) are eligible for Federal Title III – EL funding. Students that are Active ELs, and those that are in the federally mandated two years of Monitor Status, are eligible for state funding through the Wyoming Funding Model. Intended audience: teachers, parents, schools, and districts.</p>	<p>Standards & Assessment Antoinette Hallam antoinette.hallam@wyo.gov 307-777-5217</p>
 <i>Tiers I, II, III</i>	<p>WY-ALT - Fact Sheet</p> <p>This resource is designed to support those involved with the WY-ALT assessment by improving understanding of the assessment, leading to better test administration. This fact sheet helps those who work with this special population double check their understanding of the test prior to administration.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <i>Tiers I, II, III</i>	<p>WY-ALT - Family FAQ</p> <p>This resource supports families involved with students with the most significant cognitive disabilities by improving their understanding of the WY-ALT assessment. By addressing possible misunderstandings and providing information to parents, this resource helps families prepare their children for optimal performance on the assessment.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <i>Tiers I, II, III</i>	<p>WY-ALT - FAQ</p> <p>This resource is designed to improve understanding of the WY-ALT assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with this special education population may double check their understanding of frequently addressed topics for alternate assessments.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 <p>Tiers I, II, III</p>	<p>WY-ALT - Online Reporting System Guide</p> <p>This user guide describes the features of the Online Reporting System (ORS), a web-based system that provides score reports for each student who takes the Wyoming Alternate Assessment (WY-ALT). Intended audience: teachers, instructional facilitators, curriculum directors, other school personnel.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <p>Tiers I, II, III</p>	<p>WY-ALT - Participation Guidelines</p> <p>These guidelines are intended for teachers, curriculum directors, and members of the student’s IEP team to determine if a student is appropriate to take the alternate assessment.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - FAQ for Teachers</p> <p>This resource is designed to improve understanding of the assessment for families with students in grades 3-10, leading to better home preparation for the assessment by addressing possible misunderstandings and providing information. By offering this question and answer document, families who have students within this population may double check their understanding of frequently addressed topics for the summative assessment.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Acceptable Use Modular and Interim Assessment Items</p> <p>This resource outlines both acceptable and non-acceptable uses of WY-TOPP modular and interim assessment items.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Accommodations and Accessibility Manual WY-TOPP</p> <p>This resource provides comprehensive guidance for WY-TOPP accessibility and accommodations.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - AIR Ways Reporting User Guide</p> <p>This resource offers guidance on how to access the tools, as well as functionality of the assessment tool, AIR Ways. It is designed to support teachers, building coordinators, district coordinators, and other staff with report viewing capabilities within the assessment system at www.wyoassessment.org in order to make instructional adjustments throughout the year.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Artificial Intelligence Scoring for WY-TOPP Webinar</p> <p>This webinar provides information on artificial intelligence scoring for the WY-TOPP assessment. Intended audience: teachers, instructional facilitators, principals.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Assessment Best Practices</p> <p>This resource provides an outline of practices intended to prepare students and building personnel for secure and successful statewide assessment administration. Intended audience: teachers, test administrators, principals, building coordinators, districts test coordinators.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Assessment Blueprints and Writing Rubrics</p> <p>This resource is designed to support schools, particularly building coordinators and teachers, in determining to what extent each content area is being assessed. It may also be used to examine what measures they should be looking for from the assessment. The rubrics afford individuals the capability to see what the expectations look like at various performance levels. This document was created by WDE and AIR, through the assessment contract, to provide a blueprint and framework for building the assessment.</p>	<p>Standards & Assessment Barb Marquer barb.marquer@wyo.gov 307-777-5506</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Braille Requirements Manual</p> <p>This resource is designed to support those administering the WY-TOPP using Braille. Test Administrators and teachers of blind or visually impaired students may use this resource to help make assessment administration mimic the Braille testing environment as closely as possible. This resource was created by AIR and WDE through the WY-TOPP assessment system contract.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - DESMOS Calculator Webinar (video)</p> <p>The webinar provides instruction on the functions and uses of the DESMOS online calculator as it relates to the WY-TOPP assessment. Intended audience: teachers, principals, and other personnel who provide direct student support.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - FAQ for Parents</p> <p>This resource is designed to improve understanding of the assessment, leading to better administration of the assessment by addressing possible misunderstandings. By offering this question and answer document, those who work with the assessment can double check their understanding of frequently addressed topics for the summative assessment.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>
 <p>Tiers I, II, III</p>	<p>WY-TOPP - Lexiles and Quantiles</p> <p>This resource offers information, based on a student's performance, as to his or her level of education in math (quantiles) and reading level (lexiles). Information provided by the summative assessment, or captured by other educational tools that collect quantiles and lexiles, can be put into a site to help determine educationally appropriate materials to help further a student's education. This is provided by the WDE, through the contract with AIR, for the state assessment system.</p>	<p>Standards & Assessment Barb Marquer barb.marquer@wyo.gov 307-777-5506</p>

Appendix E: SSOS Resources

Pillars of Support & Tier Level	Resource Description	Contact
 <i>Tiers I, II, III</i>	<p>WY-TOPP - Modular Previewing System User Guide</p> <p>This resource offers guidance on how to access the tools, as well as functionality of the viewing tool, at www.wyoassessment.org It is designed to support teachers, building coordinators, district coordinators, and other staff with item reviewing capabilities within the modular assessment system.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>WY-TOPP - Performance Level Descriptors</p> <p>PLDs give teachers, parents/guardians, and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level (Below Basic, Basic, Proficient, and Advanced). PLDs are linked to state-adopted content standards and are used as guides by standard-setting committees as they make recommendations for the scores needed to achieve performance on statewide assessments.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>WY-TOPP - Technical Specifications for Manual Online Testing</p> <p>This resource is designed to support Technology Coordinators in their efforts to ensure that the technology is set up, ready for test administration, and their machines are capable of handling the assessments. This document provides details surrounding the technical requirements of the assessment. Personnel familiar with these specifications can troubleshoot testing situations to further ensure quality data.</p>	<p>Standards & Assessment Jessica Steinbrenner jessica.steinbrenner@wyo.gov 307-777-8568</p>
 <i>Tiers I, II, III</i>	<p>WY-TOPP - Test Security PowerPoint Slides</p> <p>The Test Security Webinar provides information on how to keep test items secure and to ensure test reliability on the statewide assessments. Intended audience: WY-TOPP Test Administrators.</p>	<p>Standards & Assessment Michelle Carroll michelle.carroll@wyo.gov 307-777-3618</p>
 <i>Tiers I, II, III</i>	<p>WY-TOPP - Training Tests</p> <p>This resource offers an opportunity to work within the student's platform for testing. This resource may be used by students to gain security and grow their understanding of functionality. It may be used by parents to help them understand the look and feel of the assessment in order to support their child. It may be used by the school to support the student and get a feel for what they may see when trying to test a student. This resource was created in order to allow for trials and for student accessibility to the platform. This resource was created by funds from the assessment system contract with AIR.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>
 <i>Tiers I, II, III</i>	<p>WY-TOPP/ACCESS - Quality Assurance Checklist</p> <p>This resource offers an explanation of the documents, procedures, and settings that must be in place for viable testing to occur. This includes security alongside good practice. It also allows the school to know in advance the criteria which those who observe their testing will be using to analyze its effectiveness. This resource was developed by the WDE to ensure quality testing and proper procedures are taking place.</p>	<p>Standards & Assessment Catherine Palmer catherine.palmer@wyo.gov 307-777-5296</p>

Appendix F: School Improvement Plan Requirements

Plan Requirements	Wyoming Accountability in Education Act W.S.21-2-204(h)(v-viii)	ESSA Comprehensive Support and Improvement (CSI) 1111(d)(1)(B)	ESSA Targeted Support and Improvement (TSI) 1111(d)(2)(B)
Developed by:	School	District	School
Improvement goals based on:	WAEA Indicators	ESSA Indicators	Subgroup Performance
Interventions include:	Evidence-based improvement strategies	Evidence-based improvement strategies	Evidence-based improvement strategies
Resources	Justification for resources identified in the plan	Identifies inequities	
Link to district's improvement plan page submitted to:	State	State	District
Improvement plan approval by:	District (and local board for "Not Meeting" schools), State	School, District, and State	District
Monitoring or assistance provided by:	District/Representative	State	District

Note: Schools submit one improvement plan that meets all applicable state and federal requirements.