

# LEADERSHIP TEAM

Dr. Paige Fenton Hughes,  
Superintendent

Dr. Andrea Gilbert,  
Assistant Superintendent

Penny Hawk,  
Special Education Director

Tracy Boner,  
Business Manager

197  
Certified Staff

173  
Classified Staff

7  
National Board  
Certified Teachers

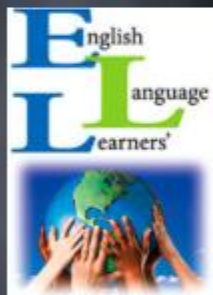
\$30,926,728  
2016-17 School  
Foundation Block Grant

\$17,712.46  
Guarantee Per Pupil in  
Funding Model

2017 Teacher of the  
Year  
Robyn Wilkinson



24.7% Receive  
Subsidized Meals



30 English  
Language  
Learners



18.2% Receive  
Special Education  
Services



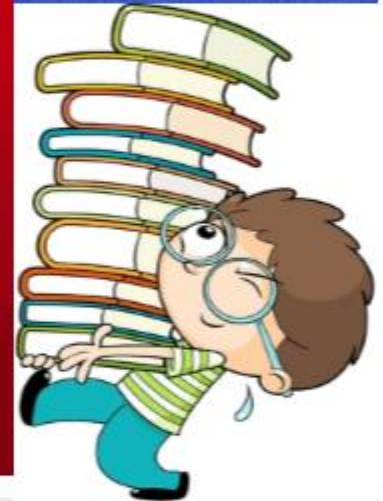
46 Homeless  
Students

## Converse County School

### District #1

# 2017

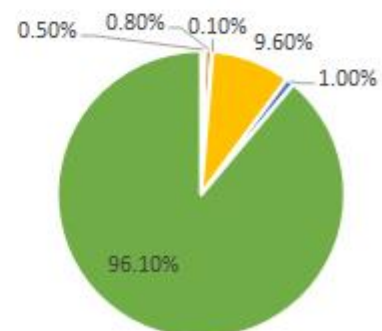
## Retreat Data



## PURPOSE STATEMENT

The Converse County School District #1 community will provide students with the skills needed to become productive citizens in a changing world and inspire all students to become lifelong learners by creating a safe, supportive learning environment.

### By the Numbers



■ Asian Race      ■ Black Race  
■ Pacific Islander Race      ■ Hispanic Ethnicity  
■ Indian Race      ■ White Race

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## 2016 Goals

Goals	Strategies	Performance Measures
Increase student achievement in reading, math, and writing.	<ul style="list-style-type: none"> <li>• Implement the district instructional process with fidelity.</li> <li>• Vertically align curricula.</li> <li>• Use multiple forms of data and curricular maps in PLCs to drive instructional improvement.</li> <li>• Align grading policies, processes, and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of all students will score at or above the 61st percentile on spring MAP reading, math, and language usage.</li> <li>• 80% of all students will meet their growth target on MAP as measured spring to spring.</li> <li>• DHS will score above the state average composite score on the ACT</li> <li>• DHS will be above the state average for percentage of students ready for college work in the 4 core areas.</li> </ul>
Recruit, train, and retain excellent staff.	<ul style="list-style-type: none"> <li>• District personnel will attend job fairs, extensively advertise, and make personal contact to recruit staff.</li> <li>• Align professional development efforts around high quality instruction and the PLC process.</li> <li>• Create a comprehensive mentoring and induction plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results for AdvancED standard indicator 3.7 regarding mentoring, coaching, and induction programs will be no less than 4 on every measure by 2018.</li> <li>• Retention of staff members will be 90% or higher from year to year.</li> </ul>

# Performance Measures Reports

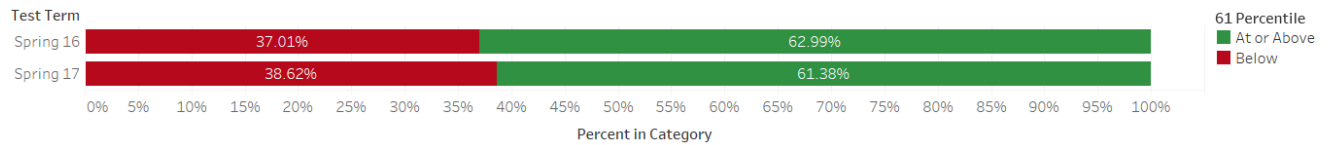
## Goal 1

**80% of all students will score at or above the 61st percentile on spring MAP reading, math, and language usage.**

### Reading

Reading MAP Met 61 Percentile

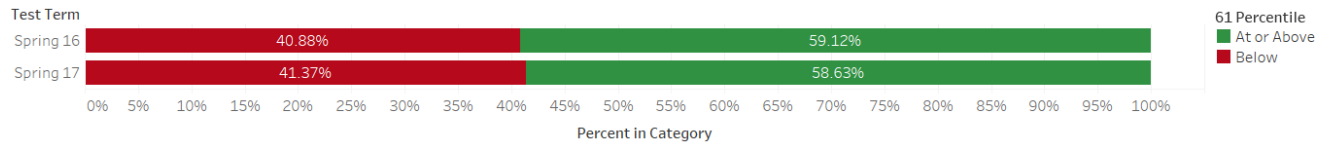
End-of-Year



### Mathematics

Mathematics MAP Met 61 Percentile

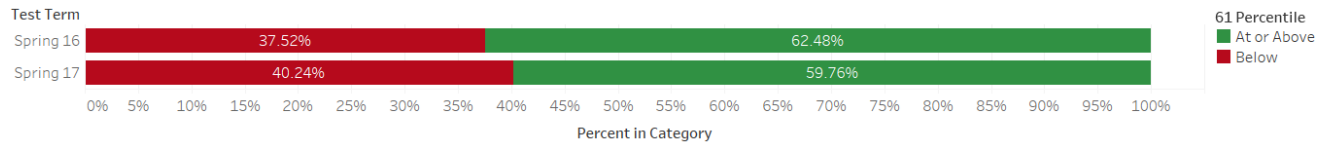
End-of-Year



### Language Usage

Language Usage MAP Met 61 Percentile

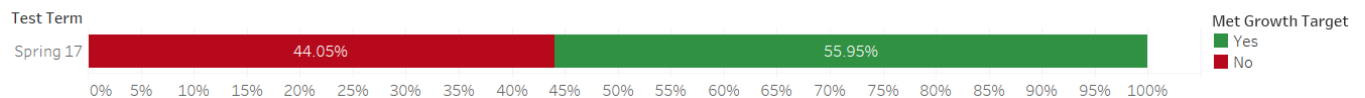
End-of-Year



**80% of all students will meet their growth target on MAP as measured spring to spring.**

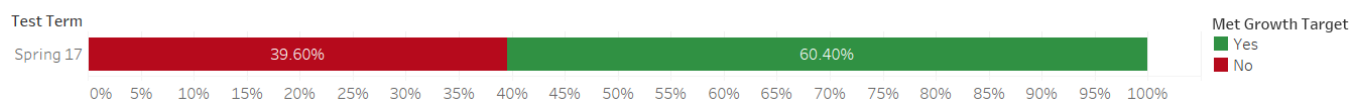
### Reading

Reading MAP Met Spring-to-Spring Growth Target



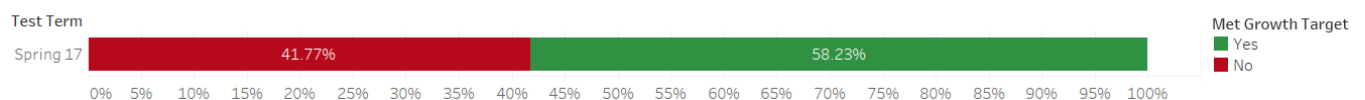
### Mathematics

Mathematics MAP Met Spring-to-Spring Growth Target



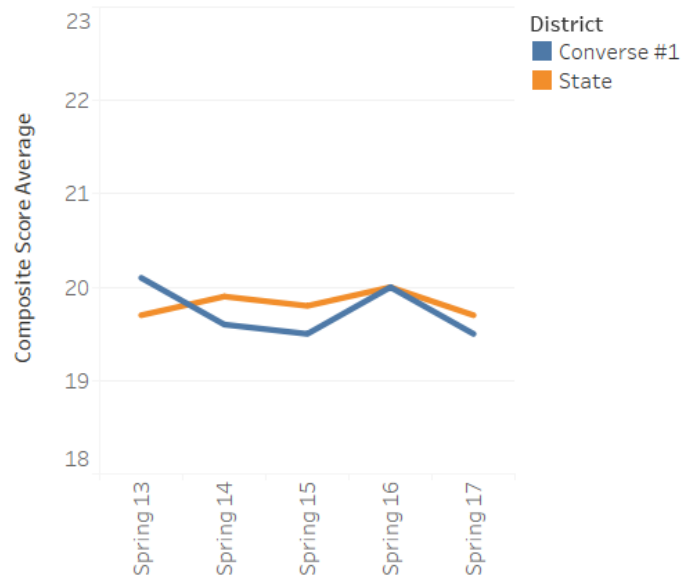
### Language Usage

Language Usage MAP Met Spring-to-Spring Growth Target



**DHS will score above the state average composite score on the ACT.**

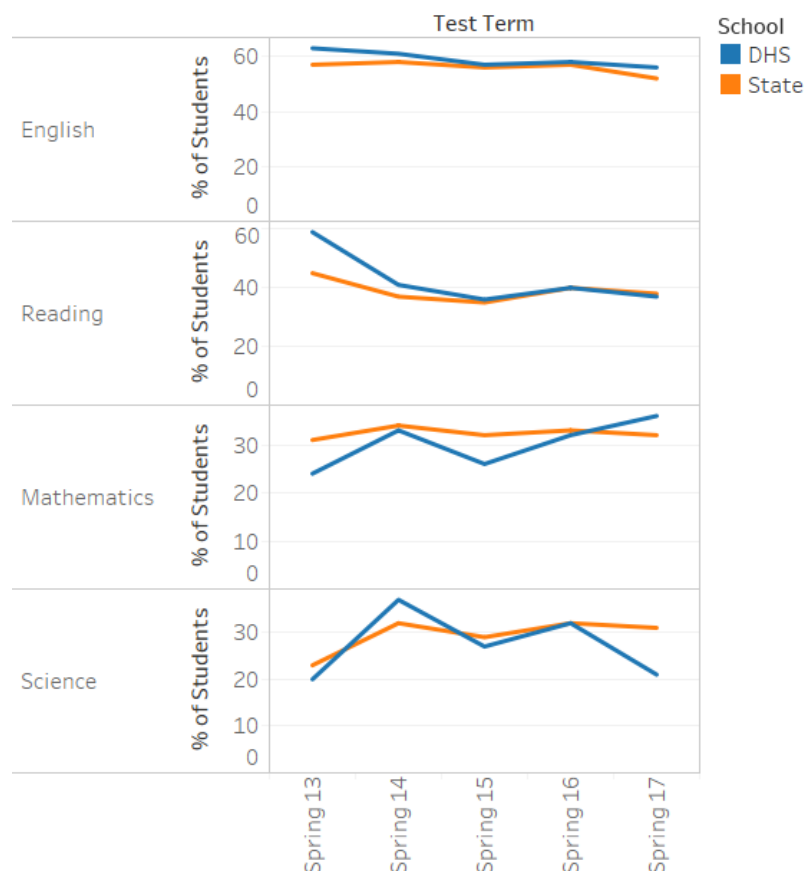
### ACT Composite Average Scores



**DHS will be above the state average for percentage of students ready for college work in the 4 core areas.**

### College Readiness Benchmark

Wyoming State Testing



## Goal 2

**Survey results for AdvancED standard indicator 3.7 regarding mentoring, coaching, and induction programs will be no less than 4 on every measure by 2018.**

Assistant Superintendent, Dr. Andrea Gilbert, is facilitating an induction and mentoring plan and program that will be aligned to the 2017 strategic goals.

**Retention of staff members will be 90% or higher from year to year.**

### Staff Retention Rate

(Resignations & Retirements)

Category	2014-15	2015-16	2016-17
All	88%	87%	85%
Certified	91%	94%	90%
Classified	85%	81%	81%

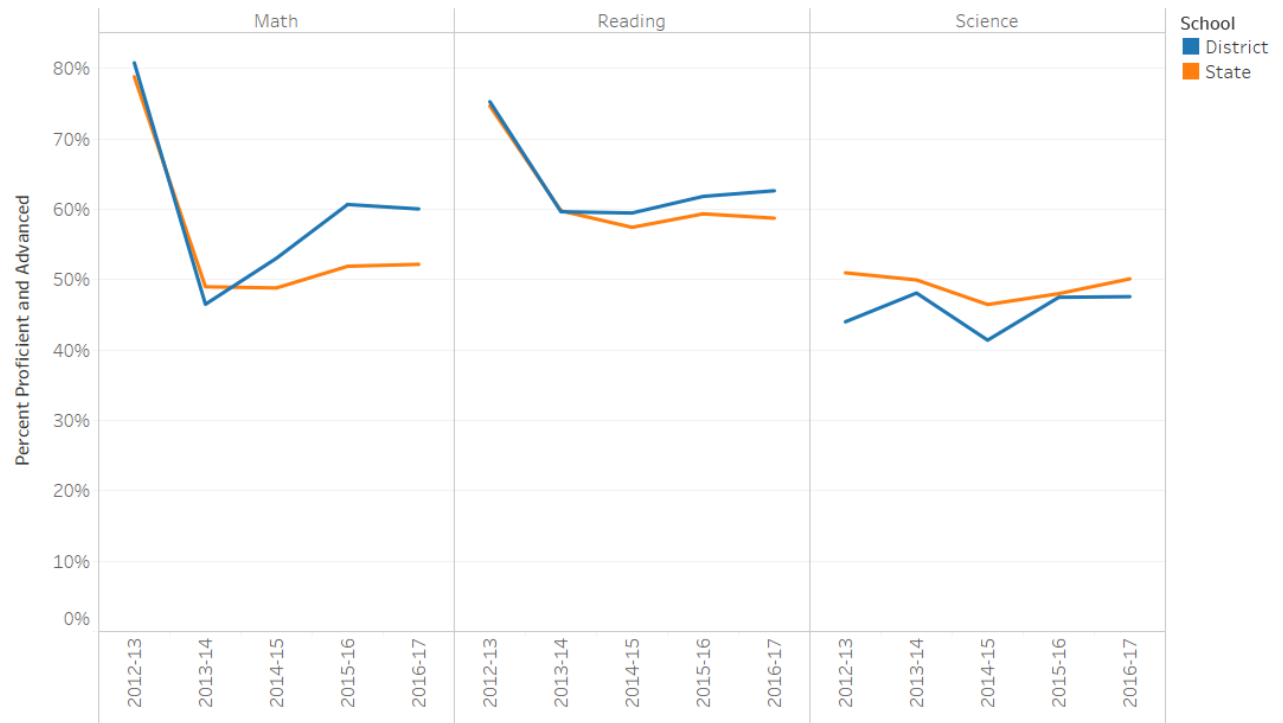
# Wyoming Accountability in Education Act (WAEA)

## WAEA Performance Level

School	Spring 14	Spring 15	Spring 16	Spring 17
Douglas High School	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
Douglas Intermediate School	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
Douglas Middle School	Exceeding Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
Douglas Primary School	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
Douglas Upper Elementary School	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations
Dry Creek Elementary	Exceeding Expectations	Exceeding Expectations	Approved	Under Review
Moss Agate Elementary	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations	Partially Meeting Expectations
Shawnee Elementary	Meeting Expectations	Exceeding Expectations	Exceeding Expectations	Under Review
Walker Creek Elementary	Approved with Recommendations	Approved	Approved	Under Review
White Elementary	Partially Meeting Expectations	Partially Meeting Expectations	Approved	Meeting Expectations



## PAWS Percent Proficient/Advanced

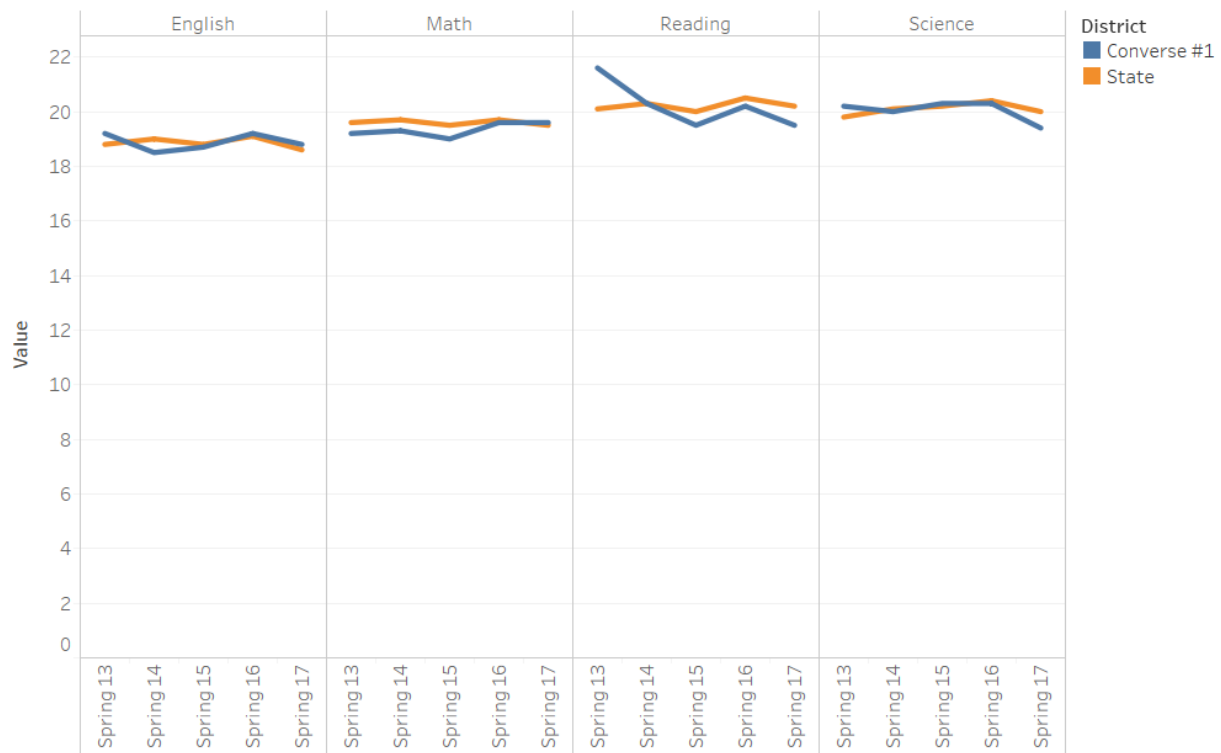




## PAWS Percent Proficient/Advanced 3A Districts

	District	Math	Reading	Science
2014-15	Carbon #1	32.88% 8	41.21% 8	38.75% 8
	Converse #1	53.07% 6	58.67% 5	41.34% 7
	Fremont #1	60.05% 3	67.42% 3	58.05% 5
	Goshen #1	50.62% 7	56.60% 7	50.57% 6
	Johnson #1	54.02% 5	57.82% 6	64.85% 1
	Park #1	66.73% 1	75.11% 1	61.66% 2
	Park #6	63.14% 2	70.34% 2	60.59% 3
	Washakie #1	59.84% 4	60.28% 4	60.36% 4
2015-16	Carbon #1	41.74% 8	45.12% 8	30.13% 8
	Converse #1	60.60% 5	61.25% 5	47.39% 6
	Fremont #1	61.71% 4	69.14% 3	57.80% 3
	Goshen #1	52.46% 7	59.91% 7	45.92% 7
	Johnson #1	58.96% 6	59.98% 6	54.73% 4
	Park #1	65.82% 2	69.45% 2	61.31% 2
	Park #6	68.88% 1	73.99% 1	66.03% 1
	Washakie #1	62.10% 3	66.53% 4	53.15% 5
2016-17	Carbon #1	42.98% 8	44.38% 8	35.06% 8
	Converse #1	60.85% 4	62.38% 5	47.83% 6
	Fremont #1	56.32% 5	66.21% 3	60.89% 4
	Goshen #1	50.07% 7	58.16% 7	47.70% 7
	Johnson #1	52.99% 6	58.82% 6	60.13% 5
	Park #1	64.01% 3	70.18% 2	64.17% 3
	Park #6	70.19% 1	74.93% 1	68.56% 1
	Washakie #1	68.52% 2	64.06% 4	64.56% 2

## ACT Average Scores



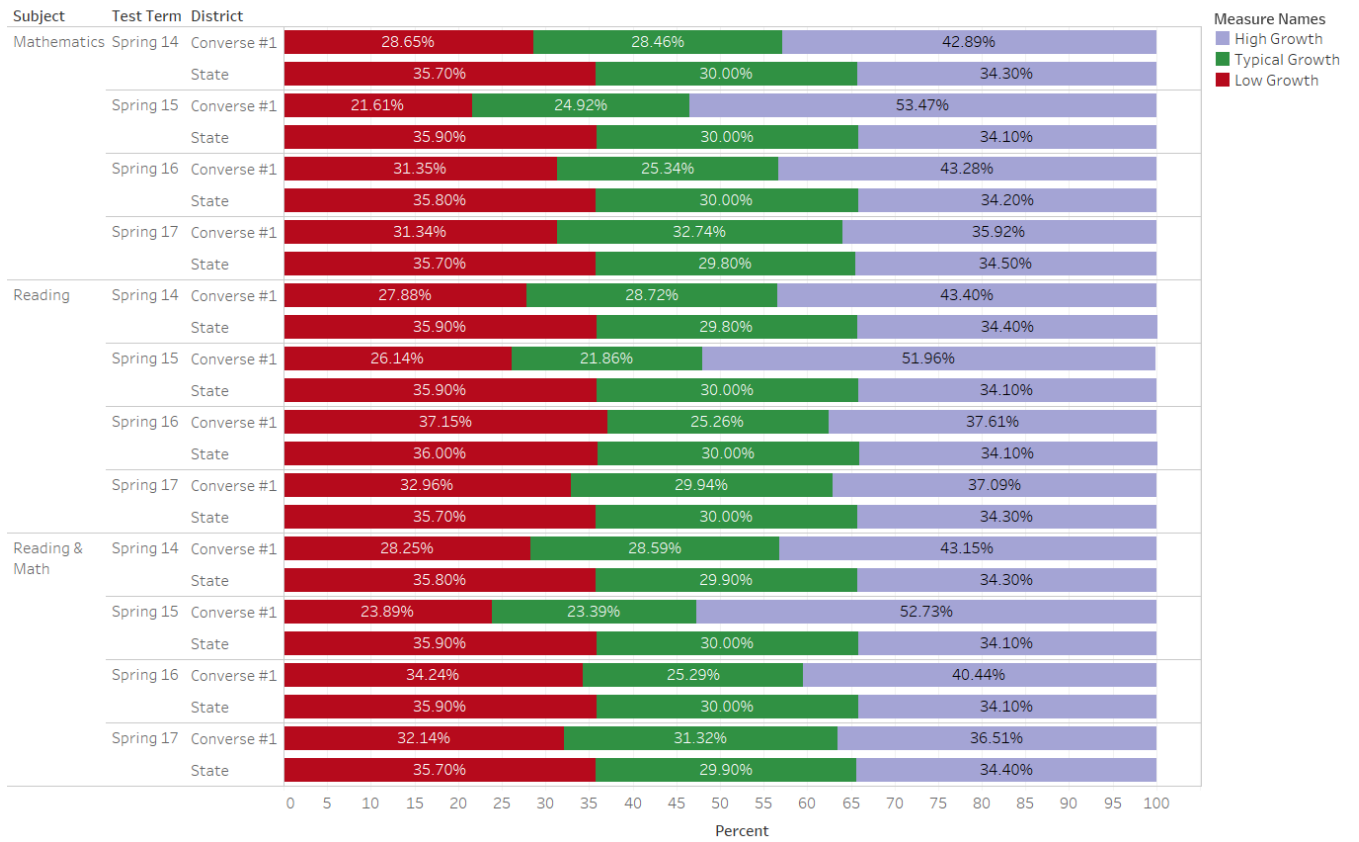
## ACT Average Scores

### 3A Districts

	District	Composite	Composite Ranking	English	English Ranking	Math	Math Ranking	Science	Science Ranking
2014-15	Carbon #1	18.3	8.0	17.8	8.0	18.0	8.0	18.6	8.0
	Converse #1	19.5	6.0	18.7	6.0	19.0	7.0	20.3	5.0
	Fremont #1	20.3	4.0	19.6	4.0	20.6	3.0	20.2	6.0
	Goshen #1	19.0	7.0	17.9	7.0	19.3	6.0	19.2	7.0
	Johnson #1	21.0	3.0	20.0	3.0	21.2	2.0	21.1	3.0
	Park #1	22.5	1.0	22.1	1.0	21.6	1.0	22.4	1.0
	Park #6	20.3	4.0	19.5	5.0	20.0	5.0	20.7	4.0
	Washakie #1	21.3	2.0	21.1	2.0	20.5	4.0	21.6	2.0
2015-16	Carbon #1	18.8	8.0	18.3	8.0	18.5	8.0	18.6	8.0
	Converse #1	20.0	5.0	19.2	5.0	19.6	6.0	20.3	5.0
	Fremont #1	20.7	3.0	19.3	3.0	20.8	1.0	20.6	4.0
	Goshen #1	18.9	7.0	18.4	7.0	18.9	7.0	19.0	7.0
	Johnson #1	21.0	2.0	20.3	1.0	20.8	1.0	20.7	3.0
	Park #1	20.0	5.0	19.2	5.0	20.2	5.0	20.0	6.0
	Park #6	21.3	1.0	20.3	1.0	20.8	1.0	21.6	1.0
	Washakie #1	20.4	4.0	19.3	3.0	20.3	4.0	21.0	2.0
2016-17	Carbon #1	17.8	8.0	16.8	8.0	17.4	8.0	18.4	8.0
	Converse #1	19.5	6.0	18.8	4.0	19.6	6.0	19.4	6.0
	Fremont #1	20.4	3.0	19.3	3.0	20.0	3.0	20.5	4.0
	Goshen #1	18.5	7.0	17.3	7.0	19.1	7.0	18.7	7.0
	Johnson #1	20.3	4.0	18.5	5.0	19.8	4.0	20.9	2.0
	Park #1	20.5	2.0	19.4	2.0	20.1	2.0	20.6	3.0
	Park #6	21.3	1.0	20.0	1.0	20.8	1.0	21.3	1.0
	Washakie #1	19.7	5.0	18.3	6.0	19.7	5.0	20.2	5.0

# Student Growth Distribution

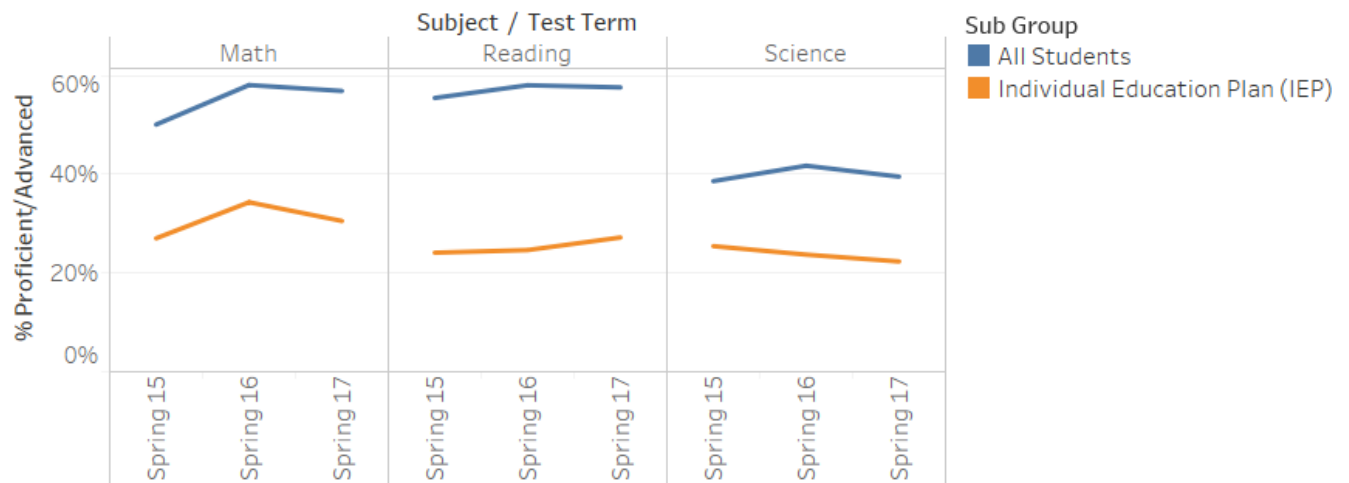
## PAWS Student Growth Distribution



## Subgroups (PAWS)

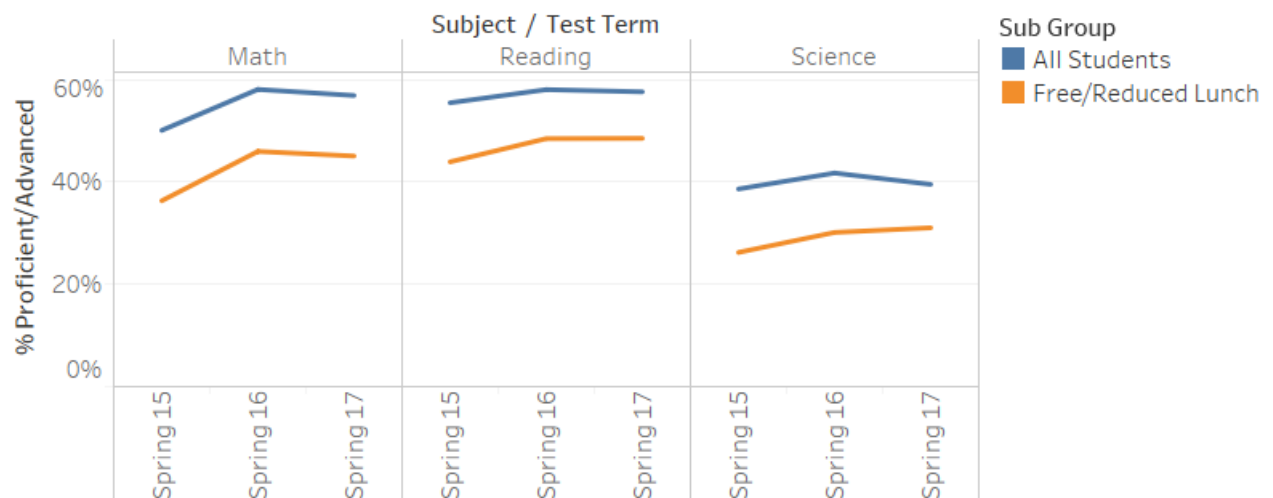
### Percent Proficient/Advanced

All Students & Individual Education Plan (IEP)



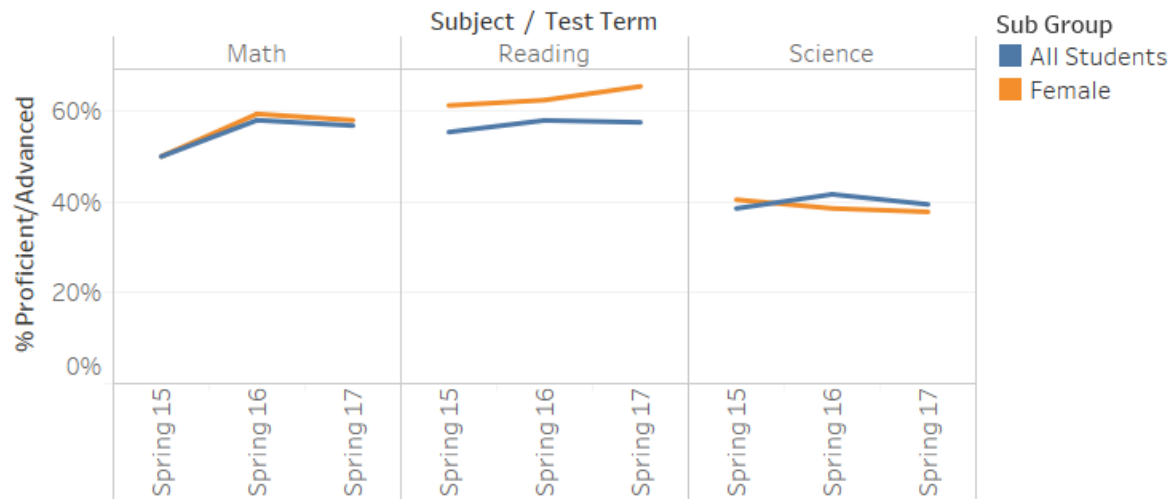
### Percent Proficient/Advanced

All Students & Free/Reduced Lunch



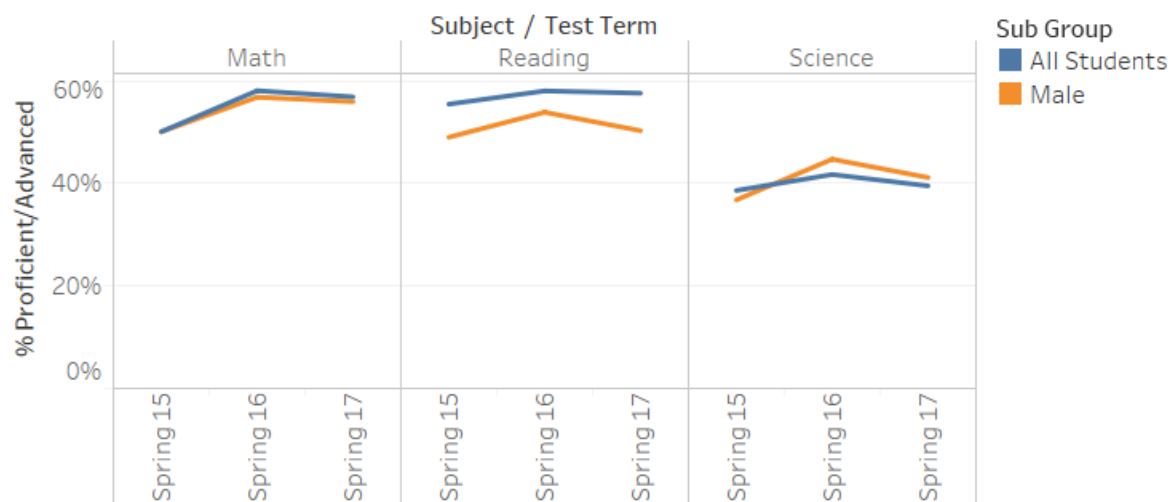
## Percent Proficient/Advanced

All Students & Female

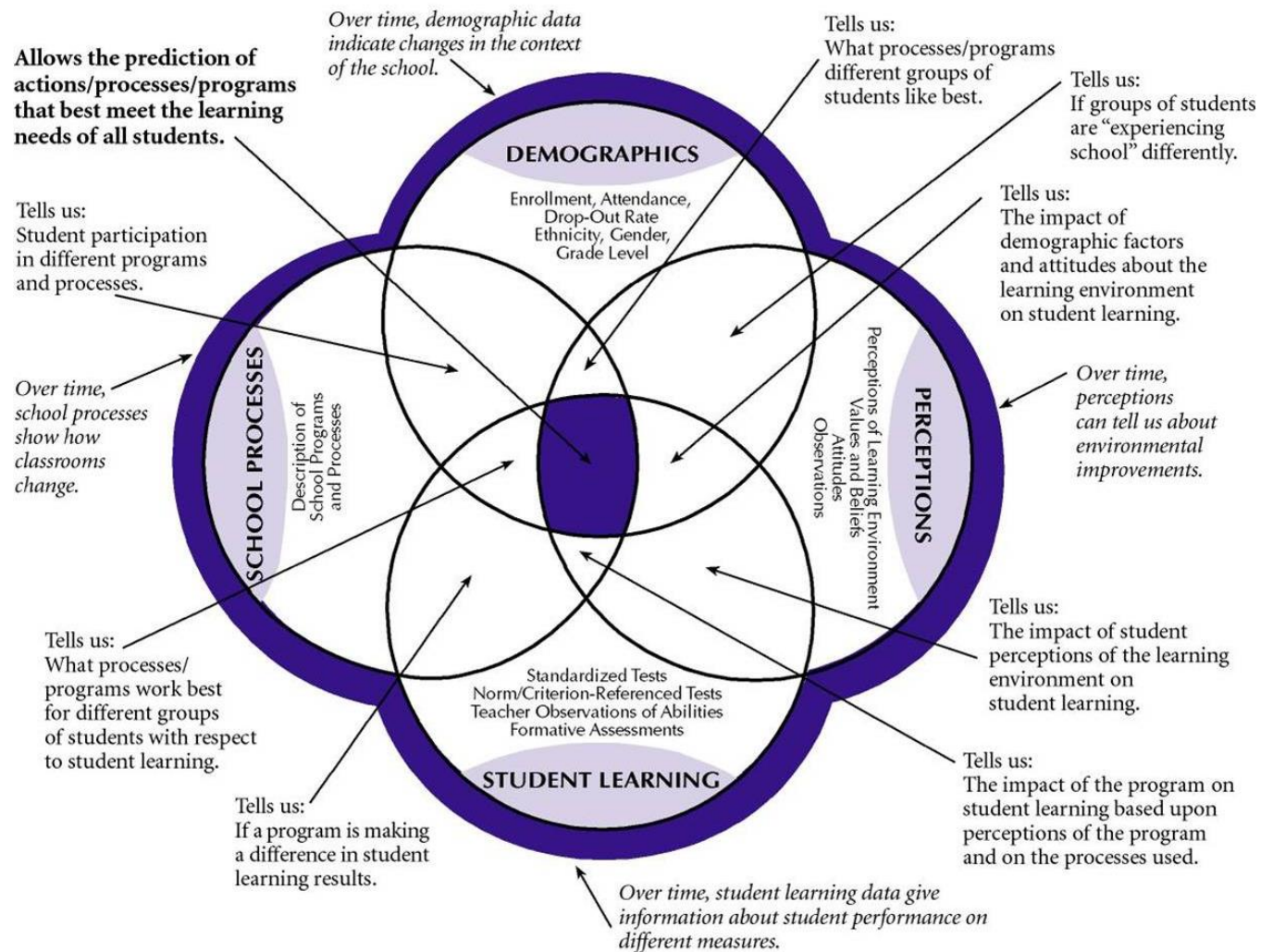


## Percent Proficient/Advanced

All Students & Male

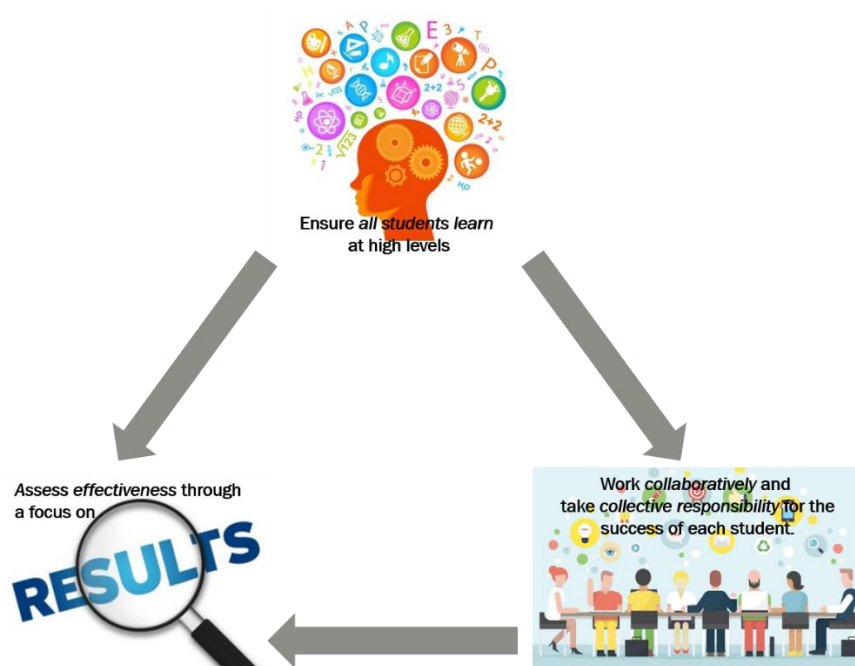


# 360 Data Platform



Bernhardt, V. L., (2013). *Data Analysis for Continuous School Improvement* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Academic Data	Program Evaluation
<ul style="list-style-type: none"> <li>2017 ACT Avg</li> <li>2017 ACT Avg-3A Ranking</li> <li>2017 ACT Avg-3A</li> <li>2017 ACT Avg-Composite</li> <li>2017 Aspire 9 Avg</li> <li>2017 Aspire 9 Avg-3A Ranking</li> <li>2017 Aspire 10 Avg</li> <li>2017 Aspire 10 Avg-3A Ranking</li> <li>2017 Disaggregated 3A Rank</li> <li>2017 Disaggregated 3A</li> <li>2017 Disaggregated Dist Avg</li> <li>2017 Disaggregated Free_Reduced</li> <li>2017 Disaggregated IEP</li> <li>2017 Disaggregated Number Tested-...</li> <li>2017 Disaggregated Number Tested-...</li> <li>2017 Early Literacy - by Grad Year</li> <li>2017 Early Literacy - by Grade</li> <li>2017 Early Literacy</li> <li>2017 Hathaway</li> <li>2017 MAP Language 61 Percentile</li> <li>2017 MAP Language Met Growth Target</li> <li>2017 MAP Math 61 Percentile</li> <li>2017 MAP Math Alg 1 Ready</li> <li>2017 MAP Math Met Growth Target</li> <li>2017 MAP Reading 61 Percentile</li> <li>2017 MAP Reading Grade Level RIT</li> <li>2017 MAP Reading Met Growth Target</li> <li>2017 PAWS 3A Average District</li> <li>2017 PAWS 3A Average School</li> <li>2017 PAWS 3A Ranking District</li> <li>2017 PAWS 3A Ranking School</li> </ul>	<ul style="list-style-type: none"> <li>What are the data telling about the need for the program or processes?</li> <li>What is the purpose of the program or process?</li> <li>What are the intended outcomes?</li> <li>Whom is the program/process intended to serve?</li> <li>How should the program be implemented to ensure attainment of intended outcomes?</li> <li>How is the implementation being monitored?</li> <li>How will results be measured?</li> <li>What are the results?</li> </ul>





# Douglas High School



*Douglas High School will ensure that students learn today and graduate tomorrow so they may be successful in the future!*

## Report on Goals

Increase student achievement in math and reading to rank above the state average on the ACT suite as rated on the Wyoming School Performance Report and ACT College Readiness as measured on the 2017 ACT suite.

- Since the 2010-2011 school year this is the first time DHS math scores have ranked above the state average in ACT College Readiness.
- Reading scores continue to slip below the state ACT college readiness average.

## We are proud of...

- Improved graduation rate.
- Improved class period attendance by 7,886 period absences which is an 8% improvement.
- Reducing the number of students failing 2 or more classes from 38 students in 2015-2016 to 33 in 2016-2017.
- Implementation of PLC weekly collaboration time and the movement to identifying priority standards; developing common formative assessments and implementation of student interventions.
- The effort to give DHS a facelift.

## Continued areas of work...

- Graduation rate
- Improve our ranking for statewide assessments.
- Embedding formative assessment.
- PLC collaboration
- Maintaining a safe learning environment.

# ***Douglas High School Activities***



## **We are proud of...**

- Improvement of sportsmanship and leadership within our teams.
- Improvement in ineligible students in co-curricular activities
- Improvement in community service within our programs

## **Continued areas of work...**

- Improve participation in co-curricular activities by 4%.
- Improve sportsmanship in our student section
- Recruit quality coaches in cheer, swim, and soccer
- Improvement in community service within our programs

# Douglas Middle School



*Our purpose at DMS is to meet the unique needs of early adolescents as they become lifelong learners!*

## Report on Goals

80% of all students will score at or above the 61<sup>st</sup> percentile in spring MAP reading, math, and language usage.

- Reading – 60% of the student body scored at or above the 61<sup>st</sup> percentile.
- Math – 55% of the student body scored at or above the 61<sup>st</sup> percentile.
- Language Usage – 58% of the student body scored at or above the 61<sup>st</sup> percentile.

80% of all students will meet their growth target on MAP as measured spring to spring.

- Reading – 53% of the student body met or exceeded their growth goal.
- Math – 59% of the student body met or exceeded their growth goal.
- Language Usage – 60% of the student body met or exceeded their growth goal.

95% of all students will score at least 11/15 possible points on their weekly citizenship grades as measured by LiveSchool during the 2016-17 school year.

Goal Met: 99% of the students met this goal on a weekly basis.

- This means 99% of our students met the behavioral expectations 73% (or more) of the time.
- The week with the most behavioral incidents was March 27-31.

## We are proud of...

- 91% of our 7<sup>th</sup> grade math students met or exceeded their growth goal on MAP.
- Our 7<sup>th</sup> and 8<sup>th</sup> grade teams scored above the state average in all domains of the PAWS Assessment.
- Our staff and their willingness to foster a growth mindset and instill that value in our students.

## Continued areas of work...

- Increase student achievement and growth in 6<sup>th</sup> grade math, as measured by the state assessment,
- Increase student achievement and growth in 6<sup>th</sup> grade reading, as measured by the state assessment.
- Score above the state average in Science on the state assessment.

# ***Douglas Middle School Activities***



## **We are proud of...**

- Participation numbers for Douglas Middle School were very high, with 93% of our students participating in at least one activity during the 2016-17 school year.
- Academic challenges continue to play a major role in our DMS activities and we have had a great deal of success: State champion students in 7<sup>th</sup> and 8<sup>th</sup> grade math competition, All students participating in the initial stages of academic bees.
- Many of our coaches are developing positive relationships with HS coaches, to help ensure consistency in athletics 7-12.

## **Continued areas of work...**

- Continue to promote & improve sportsmanship within the DMS athletes, parents, and coaches.
- Continue to collaborate with WHSAA leaders on officiating to help train and develop officials for the state of Wyoming through MS activities.
- Develop relationships with MS activity directors in the central and western side of the state, as their athletic seasons now align with our schedules

# Douglas Upper Elementary/Intermediate Schools



*The more we R.O.A.R. the more we'll soar!*

## **Report on Goals**

To Increase Student Achievement

### **a. In Reading**

- 65% of students on campus scored above the 60<sup>th</sup> percentile on the spring measure.
- Spring to spring growth shows the number of students meeting their growth target increase the longer they are on our campus.

### **b. In Writing (Language Usage)**

- 69% of students on campus scored above the 60<sup>th</sup> percentile on the spring measure.
- Student growth was lower in Lang. Usage than reading or math with 53% of students on campus meeting their goal.

### **c. In Math**

- 89% of 3<sup>rd</sup> grade students met their growth goal.
- 63% of students on campus scored above the 60<sup>th</sup> percentile on the spring measure.
- 4<sup>th</sup> grade achievement and growth lag behind the other grades on campus.

### **d. Implement the Rtl process with consistency**

- Providing added instruction and time for students who need it, within the established schedule.
- Utilizing common, formative assessment data to gauge the success of instructional delivery.
- Provide enrichment for students who've mastered the standards.

**We are proud of...**

- Scored above the state average in every, academic area in each of the four grade levels on PAWS.
- Reducing the number of students scoring below the proficient range (40<sup>th</sup> percentile) in all, grade levels on the spring MAP measure. 11 of the 12 measures showed more than 80% of students scoring above the 40<sup>th</sup> percentile (Previous goal).

**Continued areas of work...**

- 4<sup>th</sup> grade math achievement and growth.
- Assessing the assessments used in classrooms for appropriate rigor and standard alignment.
- Collaboration to improve the level of learning.

# Douglas Primary School

*Be Kind; Be Safe; Be Helpful; Be a Life Long Learner*



## Report on Goals

Increase school performance for growth and achievement in reading.

- 75% of first grade students met or exceeded their growth rate and 71% of kindergarten students met or exceeded their growth rate.
- 76% of first grade students met or exceeded the 61% on MAP reading and 66% of kindergarten students met or exceeded the 61% on MAP reading.

Increase growth school performance category.

- Rigby is used to assess student independent reading levels. In kindergarten, 83% of students achieved the spring benchmark and 88% of students in first grade achieved the spring benchmark.
- FAST is a progress monitoring tool which assesses foundational skills in reading. 65% of first grade students achieved the spring benchmark in reading fluency and 72% of kindergarteners achieved the spring benchmark for sight words.

Implement Rtl process with consistency for academics, behavior, and attendance.

- Weekly, regular meetings that followed the DuFour model of PLC. These meetings centered around student data, common assessments, attendance, professional development, and standard alignment.
- Not only did classroom teachers collaborate on a regular basis but special education teams, specials teachers and paraprofessionals collaborated on a regular schedule. The strong implementation and close monitoring of these collaboration meetings have led to great instructional alignment, improved staff communication and great student outcomes.

Professional development in reading, math, and writing.

The following professional developments were implemented at DPS:

- PLC Institute
- Solution Tree PLC Implementation
- Write Reflections – writing program
- DPS Instructional Improvement PTSB Class
- MyMath Curriculum Training
- Love and Logic in the Classrooms
- Ron Clark Book Study



**We are proud of...**

- Student growth and achievement in math, reading, and writing.
- Staff committed to reaching the needs of ALL students.
- Through the PLC process, professional reflection regarding student learning, instructional strategies, and classroom supports.
- Parent support as seen through 100% parent/teacher conference attendance, increased level of safety of the building, and positive parent contacts as documented in Silverback.
- Physical condition of our building – improved environment equals excitement for learning.

**Continued areas of work...**

- Improved documentation of in-class behavioral supports in Silverback.
- Continued common assessment work with aligned standards.
- Vertical alignment of standards to support students through grade-level transitions.
- Continued support of positive staff moral to improve learning environments.



## **Report on Goals**

Increase school performance for growth and achievement in reading.

MAP NWEA Reading Growth was 56% for all Rural students.

MAP Reading- 74% of students scored at the 61%tile

MAP Language- 63% of students scored at the 61%tile

Increase school performance for growth and achievement math.

Rural PAWS Math Growth from 57% proficient to 59%

MAP NWEA Math Growth was 76%

MAP NWEA Math – 67% of students scored at the 61%tile

Increase growth school performance category.

Rural schools averaged 52% growth on the PAWS test.

Rural schools averaged 79% growth on a NWEA Spring to Spring test.

Increase achievement school performance category.

Rural schools averaged 72% in the achievement category on the PAWS test.

## **We are proud of...**

All Rural schools that were rated were at least meeting targets in the growth category.

Majority of our Rural schools were meeting targets in the Achievement category.

Rural implements RTI with fidelity- 0 major disciplines- and 98% attendance.

## **Continued areas of work...**

Continue to improve ways to implement the PLC process into our Rural Schools to improve growth in reading, writing and math.

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# ***Business***

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## **We are proud of...**

At the beginning of the FY17 school year we were able to get all employees on electronic timesheets, including the transportation and food service departments. As part of this process, those departments received email addresses from the tech department which enabled us to email pay stubs and leave balances.

## **Continued areas of work...**

We continue to work on our business office website and transitioning that information to Office 365 to improve communication with employees and be more transparent.

# *Curriculum and Instruction*



## **We are proud of...**

- The implementation of professional learning communities.
- The WAEA achievement measures of schools.
- The collaborative work of the leadership teams.
- Beginning implementation of a 360 data platform.

## **Continued areas of work...**

- Vertically alignment of curriculum.
- Evaluate and improve system programs and processes.
- A focus on instructional strategies that improve growth for all students.
- Formalize a high-quality induction, mentoring, and professional development program.

# ***Facilities and Maintenance***



## **We are proud of...**

- Staff focusing on student learning and customer service
- Improvements to the schools
- Systems thinking and trying new processes
- Working cooperatively with schools and departments to meet their needs

## **Continued areas of work...**

- 5 year planning for major maintenance
- Focus on learning spaces
- Team work focus with other divisions
- Targeted work on defining processes and practices
- Planning and communication

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# ***Nutrition Services***

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## **We are proud of...**

The support from our ranching community and parents of the Farm to School program and the benefits our students will get by using Wyoming grown and raised products! Currently we have received 9 head of beef and 3 swine through this program. We have submitted our grant application for the School Nutrition Pilot Project program and are hopeful that we will receive funding to pay for half the processing cost.

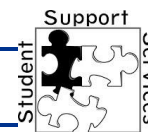
We are also excited to have our social media (Facebook) site up and running. This has reached out to our parents and students so they can see the meal that will be served that day. We will also promote the fresh produce and donated meat products that we are serving.

## **Continued areas of work...**

To increase participation, specifically at the High School. We will be offering three choices at the high school cafeteria. No longer will we offer a cold sandwich as an option every day. We have been tracking our participation rates at all our schools since last year, the school with the highest increase in participation each month receives a gift certificate to their favorite restaurant.

The new low/ negative balance lunch account policy has gone into effect. We are contacting parents every Wednesday through school messenger, reminding them that their child's account is at \$5.00 or in the negative, so far, its went well. We are hopeful this new approach will lower the overall negative lunch balances. This new policy has also allowed our employees to have a more positive conversation with students coming through the lunch line.

# ***Student Support Services***



## **We are proud of...**

Student Support Services is proud of the hard work done in the K-12 Positive Behavior Intervention System (PBIS) training and implementation of the research based Boy's Town Well Managed Classroom Model. Certified staff have been formally trained in this research based approach to increase staff focus and attention on positive student behaviors working to extinguish negative instances. Certified staff working in our Emotional/Behavioral Resource Rooms received extended training in this model creating a K-12 continuum of services for our behaviorally challenged students. This allows for smoother transitions while providing consistency in program structure, common language and predictable classroom expectations. Classified staff will receive training on September 15, 2017.

In addition, it was determined that the Boost It Up program was no longer needed in the district. This program was completely restrictive in nature offering no interaction with grade level peers. Due to now having staff trained in every building with the Boy's Town model, the district has the capability of offering similar services without pulling students from the buildings where they would normally be housed. This creates opportunities for students with behavioral concerns to have limited interactions with grade level peers keeping the district in compliance from an LRE perspective.

Lastly, the alternative curriculum track for students not taking the state alternate assessment has been eliminated. Students previously in this track are now mainstreamed within the general education setting for core subjects having support built within. This allows exposure to the general education curriculum and the much needed socialization process with grade level peers. This change is research based best practice proven to assist in closing the educational gap of students with special needs in conjunction with enhancing individual social skill development.

## **Continued areas of work...**

Continued areas of growth include transitioning K-12 Individual Education Plans(IEP) to grade level specific goal and objectives for students who do not take alternative state assessments. This transition is in line with upcoming ESSA reporting standards related to closing the educational gap. The transition to grade level goal and objectives not only raises the bar in our education programs, it increases teacher awareness of those expectations impacting the instruction by creating a clear road map to higher student achievement. This will be an area of continued training and growth throughout this school year.

Another area of growth is within the Least Restrictive Setting (LRE) component of programs offered within the district. It is the goal of the Student Support Services continuum of care to ensure that students receiving services have to the highest extent possible, access to grade level peers in all categories. This supports federal law regarding LRE and also assist with higher social skill attainment for our students. This will be an area of change and continued growth yearly.



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# Technology

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## **We are proud of...**

- Our hard work ethic,
- great teamwork,
- successful Google to Office 365 transition, and
- ability to jump in on new and unexpected technology problems.

## **Continued areas of work...**

- Maximizing our new infrastructure's capabilities,
- upgrading all staff to Windows 10,
- continued staff development with Office 365 and
- developing a 5-year plan.
  
- Focusing on our end user's collaborative experience using Office 365,
- extended technology replacement plans for our devices,
- networking and virtual storage/compute,
- discussing 1:1 with principals, and
- firming our security posture.

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# *Transportation*

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## **We are proud of...**

- Safe and dependable transportation
- Student accountability
- Safe work environment
- Staff retention

## **Continued areas of work...**

- Safe and dependable transportation
- Data collection and searchable data bases
- Simplistic methods to produce and deliver bus tags
- Solutions for state budget

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# Draft Strategic Plan

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## Goals, Strategies, & Deliverables

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### Learning Capacity

Increase the rate of achievement growth for all students.

Strategies	Deliverables
<ul style="list-style-type: none"><li>• Conduct and implement a Professional Learning Community (PLC) driven continuous school improvement framework.</li><li>• Adopt and implement an instructional framework.</li><li>• Vertically align curricula.<ul style="list-style-type: none"><li>• Priority standards</li><li>• Proficiency scales</li><li>• Common formative assessments</li></ul></li><li>• Align grading policies, processes, and procedures.</li></ul>	<ul style="list-style-type: none"><li>• The percentage of students with typical or high growth as measured by the WY-TOPP &amp; ACT student growth percentiles (math &amp; reading) will improve each year.</li><li>• The subgroup target for proficiency as defined by the Wyoming Accountability in Education Act (WAEA) will be met or exceeded at all grade levels each year.</li><li>• Converse County School District #1 will rate as one of the top three 3A schools in the state on all achievement measures on the WY-TOPP &amp; ACT.</li><li>• Grades K-3 will demonstrate 90% proficiency on the WY-TOPP early literacy measure.</li></ul>

### Leadership Capacity

Execute a robust process of continuous improvement.

Strategies	Deliverables
<ul style="list-style-type: none"><li>• Utilize a Professional Learning Community (PLC) framework to drive our collaborative culture and collective responsibility.</li><li>• Evaluate and improve system programs and processes.</li><li>• Engage stakeholders through outreach &amp; communication.</li></ul>	<ul style="list-style-type: none"><li>• Develop and deploy frameworks and expectations for operating as a Professional Learning Community (PLC).</li><li>• Document programs and processes, monitor the implementation, and measure outcomes.</li><li>• Revise and implement a family engagement action plan.</li></ul>

### Resource Capacity

Increase organizational efficiencies and effectiveness.

Strategies	Deliverables
<ul style="list-style-type: none"><li>• Adopt a resource allocation plan.</li><li>• Implement a budget aligned with resource allocation plan.</li><li>• Recruit and retain highly effective staff.</li></ul>	<ul style="list-style-type: none"><li>• Share the resource allocation plan with stakeholders.</li><li>• Budget report card is aligned to the resource allocation plan.</li><li>• All schools will meet or exceed performance level expectations on the Wyoming Accountability in Education Act (WAEA) measures.</li></ul>