

Converse County School District #1

October 22, 2018



Report to the Board



- CCSD1 students demonstrated proficiency well above state average on the state WY-TOPP assessment in English Language Arts, math, and science.
- CCSD1 students scored above state average on the state ACT assessment in English, math, reading, science, and on the composite score.
- CCSD1 students ranked in the top three of 3A school on WY-TOPP English Language Arts and math and ACT English Language Arts and the composite score.

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.

About Our District



English Language Learners

29 (1.7%) Students are English Language Learners



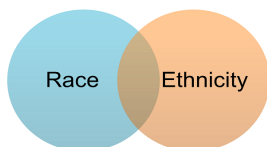
536 (31.2%) Students Receive Subsidized Meals



27 (1.6%) Homeless Students



251 (14.6%) Receive Special Education Services



12 (0.07%) Asian	6 (0.3%) Pacific Islander	18 (1%) Indian
20 (1.2%) Black	154 (9%) Hispanic	1680 (97.7%) White

201 Certified Staff

186 Classified Staff

6 National Board Certified Teachers

\$30,251,340.67

School Foundation Block Grant

\$17,663.63

Guarantee Per Pupil in Funding Model

2019 Teacher of the Year
Emily Haught

Leadership Team

Dr. Paige Fenton Hughes
Superintendent

Dr. Andrea Gilbert
Assistant Superintendent

Penny Hawk
Special Education Director

Tracy Boner
Business Manager

Dan Edward,
DHS Principal

Steve Walker
DHS Assistant Principal

Justin Carr
6-12 Activities Director

Ryan Mackey
DMS Principal

Chad Johnson
DRS Principal,
DMS Assistant Principal

Brent Notman
DIS/DUES Principal

Wes Gamble
DIS/DUES Assistant Principal

Tanya Seeds
DPS Principal

Mitch Johnson
Facilities Director

John Bartling
Transportation Director

Tony Witbrod
Technology Director

Monty Gilbreath
Rec/Nutrition Services Director

Strategic Plan

2017-2021

Strategies

Deliverables

Learning

Increase achievement growth for all students

- Conduct and implement a Professional Learning Community (PLC) driven continuous school improvement framework.
- Adopt and implement an Instructional framework.
- Vertically align curricula.
 - Priority standards
 - Proficiency scales
 - Common formative assessments
- Align grading policies, processes, and procedures.

- The percentage of students with typical or high growth as measured by the WY-TOPP & ACT student growth percentiles (math & reading) will improve each year.
- 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.
- 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 & ACT.
- Grades K-3 will demonstrate 85% proficiency on the WY-TOPP early literacy measure.

Leadership

Execute a robust process of continuous improvement.

- Utilize a Professional Learning Community (PLC) framework to drive our collaborative culture and collective responsibility.
- Evaluate and improve system programs and processes.
- Engage stakeholders through outreach & communication.

- Develop and deploy frameworks and expectations for operating as a Professional Learning Community (PLC).
- Document programs and processes, monitor the implementation, and measure outcomes.
- Revise and implement a family engagement action plan.

Resource

Increase organizational efficiencies and effectiveness.

- Adopt a resource allocation plan.
- Implement a budget aligned with resource allocation plan.
- Recruit and retain highly effective staff.

- Share the resource allocation plan with stakeholders.
- Budget report card is aligned to the resource allocation plan.
- All schools will meet or exceed performance level expectations on the Wyoming Accountability in Education Act (WAEA) measures.

Learning Capacity

Increase achievement growth for all students.

At the time of this report, accountability results are embargoed. Preliminary information for overall growth performance indicates:

- 2 schools exceeding targets
- 6 schools meeting targets
- 2 schools not measured (small size)

Deliverables

- The percentage of students with typical or high growth as measured by the WY-TOPP & ACT student growth percentiles (math & reading) will improve each year (*note: this information has not yet been communicated to the districts by the Wyoming Department of Education*).
- 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.
 - 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 & ACT.
 - Grades K-3 will demonstrate 85% proficiency on the WY-TOPP early literacy measure (*note: the new baseline measure has not yet been communicated by the Wyoming Department of Education*).

At the time of this report, accountability results are embargoed. Preliminary information for subgroup (equity) performance indicates:

- 4 schools exceeding targets
- 2 schools meeting targets
- 4 schools not measured (small size)

The new assessment system was implemented in the 2017-18 school year, with students in grades 3-10 taking the WY-TOPP summative assessments for math and English language arts through an adaptive online platform. Grade 4, 8, and 10 students were assessed in science through a fixed-form online assessment. Students in grades 3, 5, 7, and 9 were also assessed in writing.

The 2018 WY-TOPP results represent a new baseline for statewide assessment results. Proficiency rates from WY-TOPP will not be comparable to proficiency rates from the Proficiency Assessment for Wyoming Students (PAWS).

The WY-TOPP results will be used to inform accountability determinations, which will be released on November 1, 2018.

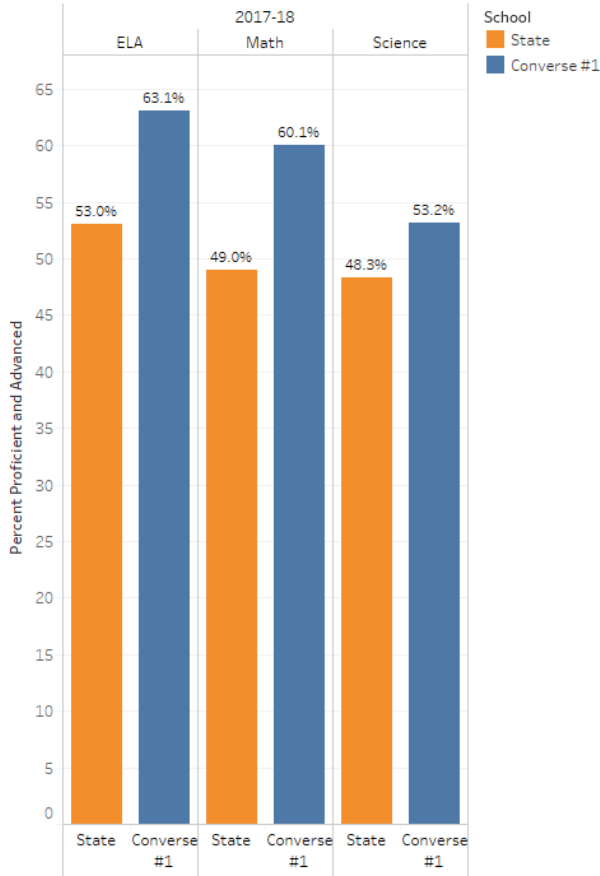
Learning Capacity

Increase achievement growth for all students.

WY-TOPP

Grades 3-10

WY-TOPP Percent Proficient and Advanced



WY-TOPP Percent Proficient and Advanced
3A Districts

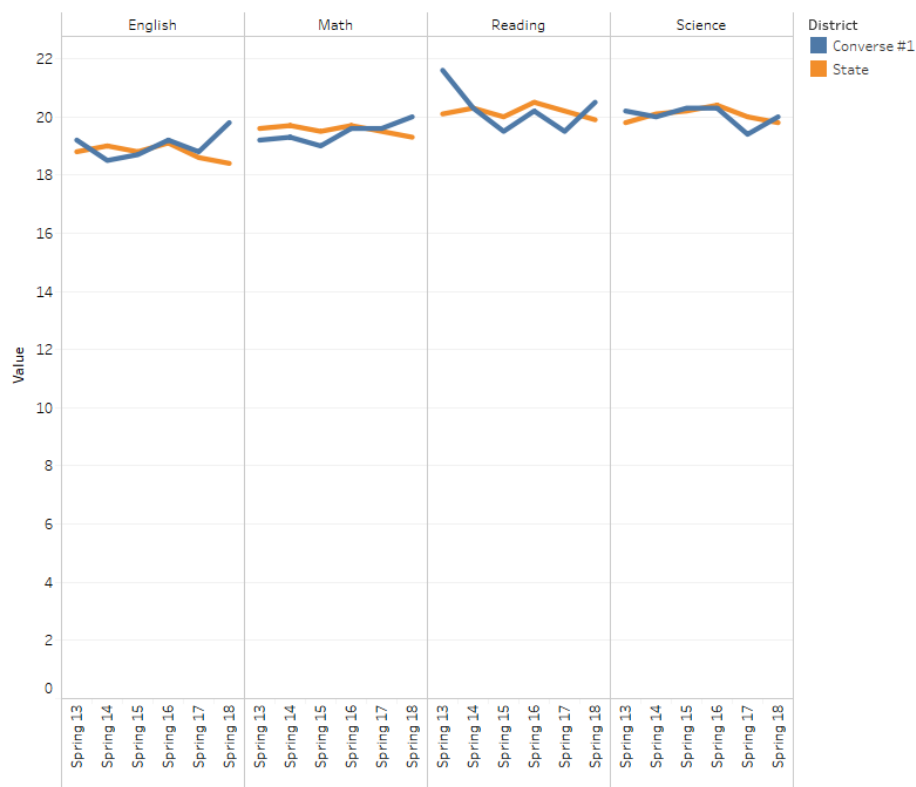
School		ELA	Math	Science
2017-18	Converse #1	63.1% 1	60.1% 2	53.2% 4
	Carbon #1	38.9% 8	38.8% 8	39.9% 8
	Fremont #1	59.3% 5	53.7% 5	57.6% 1
	Goshen #1	53.2% 6	46.8% 7	50.9% 5
	Johnson #1	50.4% 7	48.2% 6	49.9% 6
	Park #1	61.3% 4	60.2% 1	56.9% 2
	Park #6	62.2% 3	53.9% 4	55.2% 3
	Washakie #1	62.7% 2	57.5% 3	45.5% 7

Learning Capacity

Increase achievement growth for all stu-

ACT Grade 11

ACT Average Scores
Grade 11

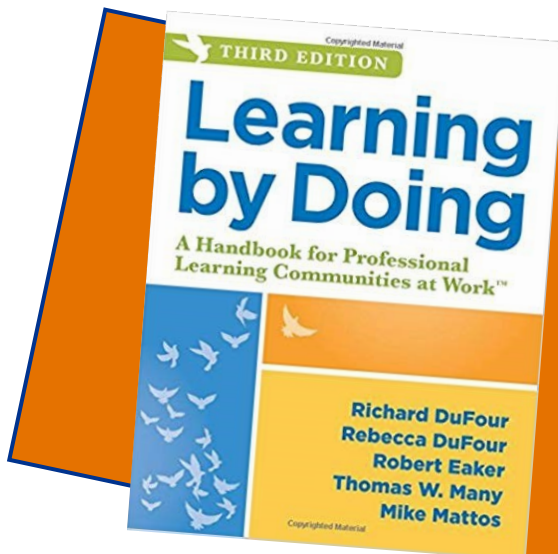


ACT Average Scores
3A Schools

Year	School	Composite	Composite Ranking	English		Math		Science	
				English	English Ranking	Math	Math Ranking	Science	Science Rank
2017-18	Douglas High School	20.2	3.0	19.8	2.0	20.0	4.0	20.0	6.0
	Buffalo High School	21.0	1.0	20.0	1.0	20.2	2.0	21.2	1.0
	Cody High School	20.1	5.0	18.5	5.0	19.8	5.0	20.4	3.0
	Lander Valley High School	20.2	3.0	19.6	3.0	19.6	6.0	20.2	4.0
	Powell High School	20.4	2.0	19.3	4.0	20.5	1.0	20.6	2.0
	Rawlins High School	18.2	8.0	16.9	8.0	18.4	8.0	18.8	8.0
	Torrington High School	19.5	7.0	18.3	7.0	20.1	3.0	20.1	5.0
2016-17	Worland High School	19.6	6.0	18.5	5.0	19.4	7.0	19.9	7.0
	Douglas High School	19.5	6.0	18.8	4.0	19.6	6.0	19.4	6.0
	Buffalo High School	20.3	4.0	18.5	5.0	19.8	4.0	20.9	2.0
	Cody High School	21.3	1.0	20.0	1.0	20.8	1.0	21.3	1.0
	Lander Valley High School	20.4	3.0	19.3	3.0	20.0	3.0	20.5	4.0
	Powell High School	20.5	2.0	19.4	2.0	20.1	2.0	20.6	3.0
	Rawlins High School	17.8	8.0	16.8	8.0	17.4	8.0	18.4	8.0
	Torrington High School	18.5	7.0	17.3	7.0	19.1	7.0	18.7	7.0
	Worland High School	19.7	5.0	18.3	6.0	19.7	5.0	20.2	5.0

Leadership Capacity

Execute a robust process of continuous improvement.



Deliverables

- Develop and deploy frameworks and expectations for operating as a Professional Learning Community (PLC).
- Document programs and processes, monitor the implementation, and measure outcomes.
- Revise and implement a family engagement action plan.

- Learning by Doing established as PLC handbook.
- Best practices researched and template designed. Template created in Atlas (software) to facilitate meetings and provide documentation of work.
- Establishing mission, vision, and norms for all collaborative teams.

Programs & Processes

- The continuous improvement process was applied to district programs. Through this work, we have identified a lack of formal, documented processes and procedures.
- The operations team will lead the district through this documentation. The operations leadership team is receiving comprehensive training in process and performance improvement as well as knowledge management with APQC (American Productivity & Quality Center).

We are currently revisiting the plan for 2018-19.

Overall Goal: Increase family engagement through meaningful connections with every family.

Standard 1—Welcoming All Families: Ensure each school campus fosters a welcoming and information – rich environment for families.

Standard 2—Communicating effectively: Effectively share information between school and families

Standard 3—Supporting Student Success: Sustained family engagement from early childhood through secondary school

Standard 4—Speaking up for every child: Empower families to advocate for their child and support student success

Sample of Current Engagement Activities:

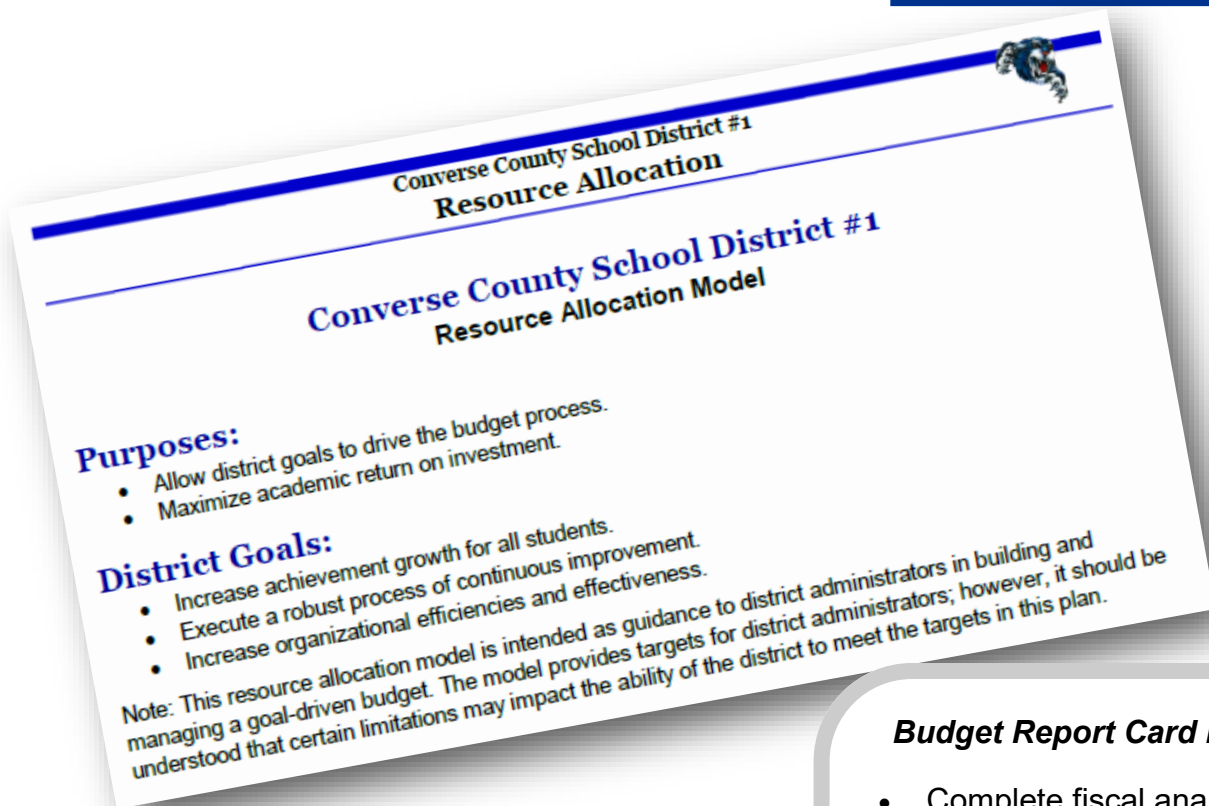
- Staggering open houses
- Social media
- Purposeful communication through many types of media
- Participation on community boards

Resource Capacity

Increase organizational efficiencies and effectiveness.

Deliverables

- Share the resource allocation plan with stakeholders.
- Budget report card is aligned to the resource allocation plan.
- All schools will meet or exceed performance level expectations on the Wyoming Accountability in Education Act (WAEA) measures.



Budget Report Card next steps:

- Complete fiscal analysis; establish baseline data.
- Update resource allocation plan.
- Create aligned report plan.

At the time of this report, accountability results are embargoed. Preliminary information for school performance level indicates:

- 2 schools exceeding expectations
- 6 schools meeting expectations
- 2 schools under small school review

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 2018 ACT suite.

- DHS exceeded the state average on ACT Math, Reading, English, Science and Composite score.



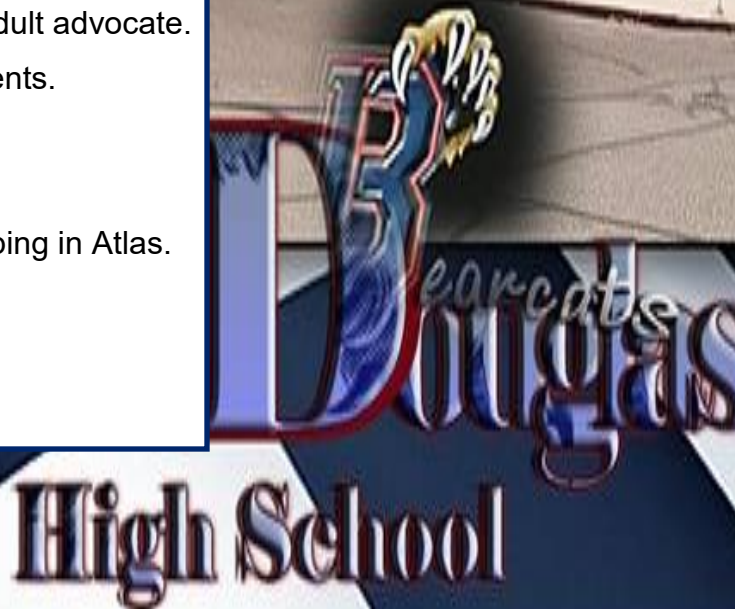
We are proud of...

- Improved graduation rate.
- Increase in co-teaching opportunities.
- Implementation of an AP course with more to come.
- Surviving homecoming!
- Implementation of common planning time for PLC weekly collaboration.
- The effort to give DHS a facelift.



Continued areas of work...

- Graduation rate – each student having an adult advocate.
- Improve our ranking for statewide assessments.
- Embedding formative assessment.
- PLC collaboration.
- Building proficiency scales, curriculum mapping in Atlas.
- Building a culture of reading.
- Staff/parent communication.
- Maintaining a safe learning environment.



Douglas Middle School Activities



We are proud of...

- Participation within our student body in co-curricular activities.
- Continued partnership between the high school and the middle school coaching staffs.
- Improvement in our sportsmanship among our athletes.



Continued areas of work...

- Continue to promote & improve sportsmanship within the DMS athletes, parents, and coaches.
- Continue to recruit quality officials.
- Develop relationships with middle school activity directors in our area.
- Develop a schedule that will continue to minimize travel and protect class time.



Douglas High School Activities



We are proud of...

- Improvement of sportsmanship and leadership within our teams.
- Improvement in co-curricular activities participation among our underclassmen.
- Improved sportsmanship in our student section.

Continued areas of work...

- Improve participation in co-curricular activities by 4%.
- Improve sportsmanship in our student section.
- Recruit quality coaches and event workers.
- Develop a schedule that will continue to minimize travel and protect class time.
- Improve our registration process for both the middle school and the high school.

Douglas Upper Elementary/Intermediate Schools

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



We are proud of...

- WY-TOPP scores
- Identification of priority standards
- Beginning to create/implement proficiency scales for English Language Arts/math
- Chosen to participate in WDE's Professional Learning Community (PLC) Coaching Academy Cohort
- Implementation of new reading resource, ARC core.
- Successful family engagement events (Books 'n Bacon, BINGO, P.T. Conferences)



We are working on...

- Improve our performance on the WY-TOPP in comparison to other 3A schools.
- Refine our PLC practices through the WDE Coaching Academy.
- Complete and implement proficiency scales in English Language Arts/math.
- Create and refine common assessments, focused on priority standards, in each grade level.
- Effectively utilize ARC core to deliver English Language Arts curriculum
- Provide targeted, professional development for staff.

Douglas Middle School

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



WHAT ARE WE PROUD OF:

- 6th grade math improved from 33% proficient and advanced on the state assessment in 2017 to 61% in 2018.
- 6th grade English Language Arts improved from 41% proficient and advanced on the state assessment in 2017 to 61.5% in 2018.
- 8th grade science improved from 39% proficient and advanced on the state assessment in 2017 to 59.9% in 2018.
- DMS scored above the state average in every grade level content category as measured by WY-TOPP.
- How DMS ranked compared to the other middle schools across the state:
 - 6th ELA – 15th
 - 6th Math – 11th
 - 7th ELA – 4th
 - 7th Math – 5th
 - 8th ELA – 5th
 - 8th Math – 2nd
 - 8th Science – 5th
- How DMS ranked compared to the other comparable 3A middle schools within the state:
 - 6th ELA – 3rd
 - 6th Math – 2nd
 - 7th ELA – 2nd
 - 7th Math – 1st
 - 8th ELA – 1st
 - 8th Math – 1st
 - 8th Science – 1st



WE ARE WORKING ON...

- Increase the training and knowledge for special education/English Language Arts co-teaching within the new ARC core curricular resource.
- Increase parent engagement and community relations between DMS and our local constituents.
- Continue to increase student achievement as measured by WY-TOPP.

Douglas Primary School

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



WE HAVE GOALS...

1. Students will take charge of their own learning by tracking academic and behavior progress through the use of data notebooks.
 - a. Deliverables: Student will share out and explain their own notebook.
 - b. Measurables: All students will participate and lead a student-driven parent-teacher conference in the spring of 2019.
2. Through the use of technology, the Primary School will implement new strategies to educate and support parents in the area of academics and school readiness.
 - a. Deliverables: The staff will use Facebook, district webpage and other forms of technology to send out information and videos.
 - b. Measurables: Parent surveys in spring 2019 and tracking the number of "Likes" and "Follows".
3. Creating a culture of high engagement during reading and promoting a love of reading within the entire building.
4. Ensuring a safe and secure learning environment for all students and staff.



WE ARE PROUD OF...

1. The Jumpstart Program continues to be a huge success with 99% of students attending the program this summer. For one week, new kindergarteners have the opportunity to experience school in a smaller setting. They learn where the classes are located, meet the staff, practice transitions, eat lunch/snack and most importantly build an excitement for school.
2. To support teachers in developing instructional strategies and improving the engagement of the classroom, a video-cycle program will continue with all certified staff members. With help from a SWIVL camera, each teacher selects a lesson or lessons to be videoed. The instructional facilitator and staff member analyzes the video to identify strengths and areas of focus. The team reviews various aspects of the lesson from engagement, to delivery of content, levels of questioning, and learning targets.
3. DPS continues to offer family supports from academic open house nights, an active parent activities committee, parents observing and assisting during writing lessons, 100% attendance during fall and spring parent teacher conferences, and numerous celebrations. Two Love and Logic parenting classes were offered in the fall and spring free of charge. The FAST program also supported parent engagement by offering math/science and literacy nights in the spring.
4. To support student social skills the Boys Town model was implemented into the special education social skills program as well as into our regular education classrooms. To build on this behavior matrix, the LiveSchool positive behavior tracking program was adopted for the 2018-2019 school year. Students now earn points based on positive behavior choices, with points exchanged for various rewards.
5. To end the 2017-2018 school year, reading levels were assessed using the Rigby reading assessment. For kindergarten, 89% of students were at or above the grade level benchmark and in first grade 84% were at or above grade level in reading.





WE ARE PROUD OF:

- 100% of the students at Dry Creek were proficient/advanced in all three content areas of the WY-TOPP state assessment.
- All students combined, our DRS schools scored above the state average in all three content areas on the WY-TOPP state assessment.
- DRS students continue to demonstrate exemplar behavior with zero major disciplinary incidents for the 2017-18 school year.



WE ARE STILL WORKING ON...

- Implement a plan for instructional coaching that allows consistent observation and collaboration between an instructional facilitator and classroom teachers.
- Continue to align the DRS curriculum and curricular resources with the rest of the CCSD1 schools.
- Implement a transition plan for standards-referenced grading in the DRS schools to ensure our district is fully aligned in grading practices (K-8) by the start of the 2019-20 school year.
- Continue to utilize the PLC process to ensure that best instructional practices are being utilized in every DRS classroom.

We are proud of:

- **100% of the nine content areas have prioritized standards.**
- **A culture of reading is being cultivated across the district.**
- **Teachers are working vertically and horizontally in all content areas to expand highly effective teaching and learning.**
- **Teachers have received comprehensive training and practice and are authoring and implementing proficiency scales.**
- **A systemic process for documenting and clarifying the guaranteed and viable curriculum has been established and instituted.**
- **A curriculum resource improvement cycle has been launched.**
- **CCSD1 demonstrates high proficiency levels in the WY-TOPP assessment compared to other 3A schools.**
- **As a district, CCSD1 scores above state average in English Language Arts, mathematics, and science on the WY-TOPP and ACT assessments.**



Curriculum



We are working on:

- **Collaborative work on the guaranteed and viable curriculum.**
- **Establishing and implementing technology and computer science priority standards.**
- **Continuing training and support in the development and deployment of the guaranteed and viable curriculum.**
- **Aligning all systems into a comprehensive instructional playbook.**
- **Designing and delivering professional learning in support of highly effective instructional practices.**



Student Support Services



- The transition to grade-level priority standard goal and objective writing is taking place which is in line with our district standard prioritization process. Staff training took place in August with the full transition to grade-level aligned goal and objectives for our students in special education.
- The Boy's Town Well-Managed Classroom training was completed in August for the K-12 positive behavior intervention program. This creates consistency for our students within this program creating better transition processes.
- Our behavior programs have expanded to now include a fully self-contained classroom setting to allow for our students with intense mental health needs to have an additional setting prior to any kind of treatment recommendation. Training on the newly defined level system took place in August with programs K-8 utilizing the new system.
- Student Support Services has added two additional mental health counselors to assist with the individual social/emotional needs of our students. This includes the addition of a graduation coach to assist with helping our special education students graduate.
- Special education staff members have transitioned to a push-in model of support for our new ARC core program. This allows for greater student engagement within the general education setting while exposing struggling students to grade level content.
- We now have two district crisis prevention training instructors on staff. All paraeducators have been trained as well as all special education teachers.



Business

We are proud of...

Over the summer we were able to select and implement the electronic timesheet program, the substitute management software, and the new electronic personnel file software. Phew!

Continued areas of work...

We will also continue to work on getting all the fixed asset records in Software Unlimited. We also strive to improve the accuracy of budgeting and reporting

Facilities & Maintenance

FACILITIES & MAINTENANCE

- School improvement with an emphasis on energy efficiency and cost reductions
- Building efficient processes
- Continued support for all students and staff

- Continuous improvement plan that includes input from all staff members so that they have ownership in it as well
- Continued work on the district's 5-year plan
- Continue a cooperative working environment with all departments

TECHNOLOGY

We are proud of:

- New district and individual school websites
- Online registration for parents and students
- Piloted and implemented a new WDE state-wide data solution
- Implemented a new antivirus solution to be proactive to threats
- Summer 2018 upgrades, resets and new deployments
- Canvas Learning Management System (LMS) rollout
- Phone and voicemail upgrade
- Helping other departments with their new tech projects



Continued Areas of work:

- Student rollover process for next summer
- New version of PowerSchool 12
- Defining new technology department processes
- Continued work for a stronger cybersecurity posture

Updates from last year (last year's continued areas of work):

- Developed a multi-year tech budget/plan
- Offered and completed multiple Office 365, OneDrive and Cybersecurity trainings throughout the year
- Upgraded VMWare for our virtual servers, hardware upgrades coming in the next 24 months
- Continuing 1:1 discussions with principals
- Continued work with cybersecurity and guidelines
- Windows 10 upgrades are 96%

Douglas



Recreation Center

WHAT ARE WE MOST PROUD OF!

- ◇ New direction with community recreation.
- ◇ Excellent communication with community using various social media, radio, newspaper of recreational opportunities and activities.
- ◇ The NIDA field project.
- ◇ New communication tools to inform our community of recreational activities, programs, and events.
- ◇ Surveys done on all recreational programs to gather feedback data on community recreation programs.
- ◇ City of Douglas monetary investment in community recreation.
- ◇ To facilitate the joint effort in creating the new Chad Garls Skate Park!
- ◇ The Douglas Recreation Board awards.
- ◇ Great equipment provided for community recreation.



CONTINUOUS IMPROVEMENT PROCESS...

- ◇ Begin ballot process with joint committee for a new Douglas Recreation Center.
- ◇ Provide operational consistency in community recreation programs.
- ◇ Create a new recreation activities handbook and coaches handbook.
- ◇ Align our classified pay scale and the City of Douglas pay scale (example lifeguards).
- ◇ Continue to improve the “One Stop Shop model” for community recreation activities and information.
- ◇ Create more adult, senior citizen and teen activities.





CCSD #1

Nutrition Services Department

WHAT ARE WE MOST PROUD OF...

- * We lead the state in Farm to School participation. 50 cows and counting!!
- * Our new Farm to School freezer! Thank you school board for the much needed freezer space!
- * Statewide acknowledgement-Cow Country Magazine article and Wyoming Stock Growers Association.
- * Sending staff to new training opportunities to better themselves and our department.
- * Asked to speak at the National Farm to School Conference in Cincinnati, Ohio.
- * Our staff being recognized as the finest in the State of Wyoming
- * Two year legislative funding for the nutritional pilot project.

CONTINUOUS IMPROVEMENT PROCESS....

- * Create daily nutritional breakdown on the menu posted the day before.
- * Continue to track lunch participation and award staff for increases in participation.
- * Creating new process with classified evaluations.
- * Do well on the WDE nutrition review November 26th and 27th.

THINGS WE ARE PROUD OF AT TRANSPORTATION

1. We have fully implemented Travel Tracker and scheduled 379 activity trips, 384 field trips and 163 staff trip. We have nearly 100% participation from CCSD#1 employees and did not miss one trip due to scheduling. Travel Tracker was able to block dates at the end of the school year to limit the number of field trips on certain days to assure all of our activity needs were met.
2. We traveled 355,044 miles with zero accidents causing injury.
3. We prosecuted 26 stop arm violations. We were 100% successful with the violations that were turned over to law enforcement.



AREAS THAT WE WILL FOCUS ON IN 2018-2019

1. We will provide effective monthly trainings for ALL transportation staff.
2. We will implement an effective preventative maintenance program.
3. We will implement an effective and efficient pre-trip procedure.

