



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



**October 28, 2019**

# **Converse County School District #1**

**Report to the Board**



# About Our District



47 (2.6%) Students are English Language Learners



36 (2.0%) Homeless Students



535 (30%) Students Receive Subsidized Meals



271 (15.2%) Receive Special Education Services



14 (08%) Asian	8 (0.4%) Pacific Islander	33 (1.9%) Indian
23 (1.3%) Black	157 (8.8%) Hispanic	1,734 (97.3%) White

199 Certified Staff

176 Classified Staff

8 National Board Certified Teachers

\$29,864,572  
School Foundation Block Grant

\$17,469.93  
Guarantee Per Pupil in Funding Model

2020 Teacher of the Year  
Chris Collins

## Leadership Team

**Dr. Paige Fenton Hughes**  
Superintendent

**Dr. Andrea Gilbert**  
Assistant Superintendent

**Penny Hawk**  
Special Education Director

**Steve Walker**  
Human Resources Director

**Tracy Boner**  
Business Manager

**Ryan Mackey**  
DHS Principal

**Justin Carr**  
DHS Assistant Principal

**Doug Hughes**  
6-12 Activities Director

**Jessica McGuire**  
DRS/DMS Assistant Principal

**Haylei Butler**  
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

# Converse County School District #1

2018-2022

Roadmap  
to  
Excellence



## #LifeReady

Learning Capacity

Leadership Capacity

Resource Capacity

### Objective 1:

Increase achievement and growth for all students.

### Objective 2:

Execute a robust process of continuous improvement.

### Objective 3:

Increase organizational efficiencies and effectiveness.

Working together to  
achieve excellence.

615 Hamilton Street  
Douglas, WY 82633  
<http://www.converse1schools.org>

## 2018-2019 Strategic Initiatives

### Learning Capacity Objective Increase achievement and growth for all students.

Critical Initiatives	Key Measures	Intended Outcomes
Optimize the Professional Learning Community (PLC)-driven continuous school improvement framework.	Atlas template	<ul style="list-style-type: none"> <li>Meet or exceed expectations on the WAEA* student growth and equity measures</li> <li>Meet or exceed the subgroup target for proficiency</li> </ul>
Implement the instructional framework.	Walkthrough data	<ul style="list-style-type: none"> <li>Rate as one of the top three 3A schools in the state on all achievement measures on the WY-TOPP &amp; ACT</li> </ul>
Design, implement, and monitor guaranteed and viable curricula. Adjust curricula in response to data from the district assessment system.	District assessment system	<ul style="list-style-type: none"> <li>Meet or exceed all categories of WAEA*</li> <li>Meet or exceed proficiency and growth goals for early literacy</li> </ul>
Foster an inclusive K-12 culture that engages students in courses and activities that prepare them for post-secondary opportunities.	K-12 framework for postsecondary success	<ul style="list-style-type: none"> <li>Meet or exceed targets on the post-secondary readiness indicator on WAEA*</li> </ul>

### Leadership Capacity Objective Execute a robust process of continuous improvement.

Critical Initiatives	Key Measures	Intended Outcomes
Utilize a Professional Learning Community (PLC) framework to drive our collaborative culture and collective responsibility.	PLC frameworks and expectations	<ul style="list-style-type: none"> <li>Meet or exceed performance level expectations on all WAEA* measures.</li> </ul>
Create, improve, and evaluate system programs and processes.	Process framework	<ul style="list-style-type: none"> <li>Programs and processes are documented and monitored</li> </ul>
Engage stakeholders through outreach and communication.	Engagement plan	<ul style="list-style-type: none"> <li>Improved climate survey data</li> </ul>

### Resource Capacity Objective Increase organizational efficiencies and effectiveness.

Critical Initiatives	Key Measures	Intended Outcomes
Review the resource allocation plan.	Refined resource allocation plan	<ul style="list-style-type: none"> <li>Budget supports the resource allocation plan.</li> </ul>
Monitor the alignment of the budget with resource allocation plan.	Fiscal analysis and personnel classification and compensation study	<ul style="list-style-type: none"> <li>Budget accuracy and transparency.</li> </ul>
Sustain a quality workforce by recruiting and retaining a highly effective staff.	Highly competitive staffing plan	<ul style="list-style-type: none"> <li>Increased applicant pool.</li> <li>Improved retention rate.</li> </ul>

\*Wyoming Accountability in Education Act



# Learning Capacity

Increase achievement growth for all students.

## Deliverables

- Meet or exceed expectations on the WAEA\* student growth and equity measures
- Meet or exceed the subgroup target for proficiency
- Rate as one of the top three 3A schools in the state on all achievement measures on the WY-TOPP & ACT
- Meet or exceed all categories of WAEA\*
- Meet or exceed proficiency and growth goals for early literacy
- Meet or exceed targets on the post-secondary readiness indicator on WAEA\*

\*Wyoming Accountability in Education Act. The measures for the WAEA were reset in the 2017-18 school year. For more information see: <https://edu.wyoming.gov/downloads/accountability/AccountabilityFAQ.pdf>

Wyoming Accountability in Education Act (WAEA) Subgroup Proficiency Targets

	English Language Arts Current Year Proficiency Target				Math Current Year Proficiency Target			
	English Learner	Free or Reduced Lunch	Hispanic	IEP	English Learner	Free or Reduced Lunch	Hispanic	IEP
Douglas High School		Yes	No	No		Yes	Yes	No
Douglas Middle School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Douglas Upper Elementary School	No	No	No	No	No	No	No	No
Douglas Intermediate School (paired with DUES)	No	No	No	No	No	No	No	No
Douglas Primary School (paired with DUES)	No	No	No	No	No	No	No	No

\*2018-19 is the baseline year for this measure

Note: Douglas Upper Elementary, Douglas Intermediate, and Douglas Primary schools are "paired" schools in the WAEA model.

Wyoming Accountability in Education Act (WAEA) Achievement Measures

	School Performance Rating		Growth Target Level		Equity Target Level		Achievement Target Level		English Language Proficiency Target Level		Extended Graduation Target Level		Post Secondary Readiness Target Level		Grade 9 credits Target Level	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Douglas High School	Meeting Expectations	Partially Meeting Expectations	Meets Target	Below Target	Meets Target	Meets Target	Meets Target	Meets Target			Meets Target	Meets Target	Below Target	Below Target	Exceeds Target	Exceeds Target
Douglas Middle School	Exceeding Expectations	Exceeding Expectations	Exceeds Target	Exceeds Target	Exceeds Target	Exceeds Target	Meets Target	Exceeds Target		Below Target						
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Dry Creek Elementary	Exceeding Expectations	Exceeding Expectations	Exceeds Target	Exceeds Target			Exceeds Target	Exceeds Target								
Moss Agate Elementary	Meeting Expectations	Exceeding Expectations	Meets Target	Exceeds Target	Meets Target	Exceeds Target	Meets Target	Meets Target								
Shawnee Elementary	Small School Decision: Approved						Meets Target	Exceeds Target								
Walker Creek Elementary	Small School Decision: Approved															
White Elementary	Meeting Expectations		Meets Target				Meets Target	Meets Target								

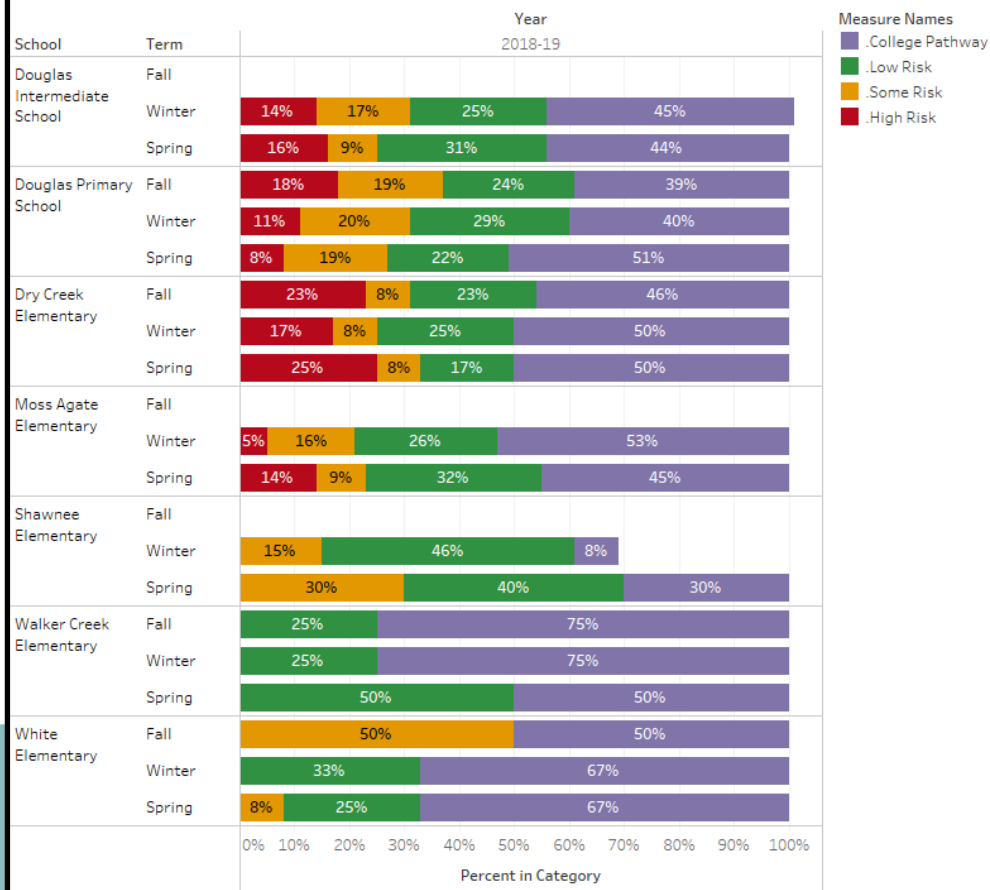
### WY-TOPP Percent Proficient and Advanced 3A Districts

School	ELA		Math		Science	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Converse #1	63.1% 1	63.5% 3	60.1% 2	60.3% 3	53.2% 4	43.7% 8
Carbon #1	38.9% 8	44.6% 8	38.8% 8	43.5% 8	39.9% 8	44.1% 7
Fremont #1	59.3% 5	59.6% 5	53.7% 5	53.1% 6	57.6% 1	56.6% 3
Goshen #1	53.2% 6	54.8% 7	46.8% 7	50.0% 7	50.9% 5	49.9% 5
Johnson #1	50.4% 7	58.3% 6	48.2% 6	60.2% 4	49.9% 6	53.0% 4
Park #1	61.3% 4	67.4% 2	60.2% 1	66.4% 1	56.9% 2	62.6% 1
Park #6	62.2% 3	62.5% 4	53.9% 4	58.9% 5	55.2% 3	49.8% 6
Washakie #1	62.7% 2	70.6% 1	57.5% 3	65.0% 2	45.5% 7	58.0% 2

### ACT Average Scores 3A Schools

School	Composite	Composite Ranking	English	English Ranking	Math	Math Ranking	Science	Science Rank
Douglas High School	19.1	5.0	17.9	5.0	18.8	6.0	19.3	5.0
Buffalo High School	19.6	4.0	18.5	4.0	19.5	4.0	20.1	3.0
Cody High School	20.9	2.0	19.9	2.0	20.7	1.0	20.9	2.0
Lander Valley High School	21.4	1.0	20.3	1.0	20.5	2.0	21.8	1.0
Powell High School	20.3	3.0	19.9	2.0	20.1	3.0	19.9	4.0
Rawlins High School	18.1	8.0	16.9	8.0	17.9	8.0	18.7	8.0
Torrington High School	18.7	6.0	17.4	7.0	18.9	5.0	19.3	5.0
Worland High School	18.4	7.0	17.6	6.0	18.5	7.0	19.1	7.0
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
Worland High School	19.6	6.0	18.5	5.0	19.4	7.0	19.9	7.0

### FastBridge aReading



FastBridge may provide results slightly above or below 100% when reporting groups. Results reported are for students in attendance during the particular testing term.

# Leadership Capacity

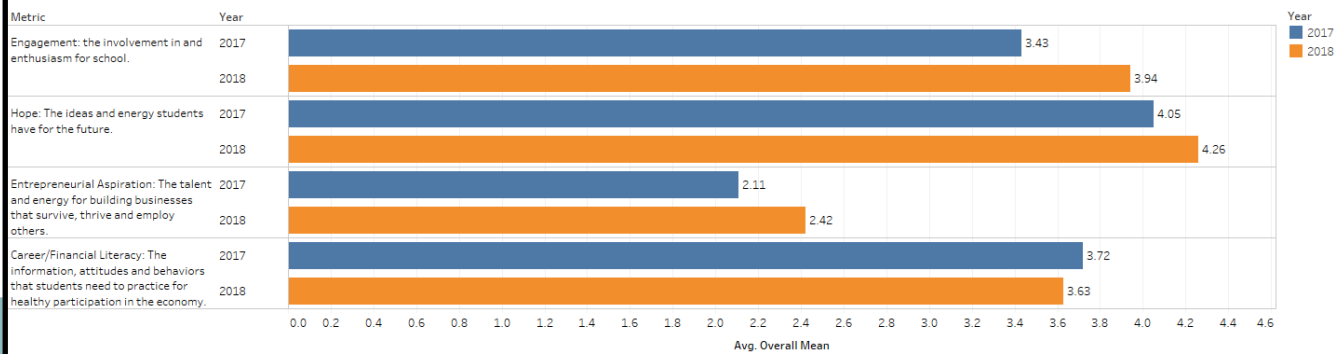
*Execute a robust process of continuous improvement.*

## Deliverables

- Meet or exceed performance level expectations on all WAEA\* measures.
- Programs and processes are documented and monitored
- Improved climate survey data

Wyoming Accountability in Education Act (WAEA) Achievement Measures																
	School Performance Rating		Growth Target Level		Equity Target Level		Achievement Target Level		English Language Proficiency Target Level		Extended Graduation Target Level		Post Secondary Readiness Target Level		Grade 9 credits Target Level	
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White Elementary	Meeting Expectations		Meets Target				Meets Target	Meets Target								

## Gallup Poll

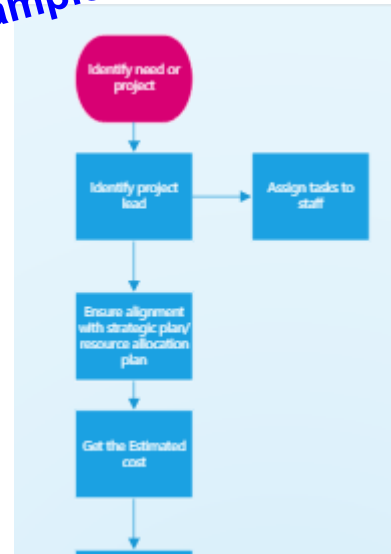




### Programs & Processes

Operations team has been trained in process development and deployment. Several major processes have been updated and mapped such as the budget cycle, procurement, hiring, and evaluation of employees. Each operations director is working on processes in his/her own division. These and other processes are housed in a shared admin folder. Process monitoring is in its infancy. Consultant support is available as we build out more processes and begin to monitor their effectiveness.

*For Example...*



### Cognia Survey Data

Every three years the district gives a series of perceptions surveys provided by Cognia (formerly AdvancED). Those surveys are given to students, staff, and parents. Cognia has also added what they call inventories. The surveys remain much like the ones given in the past which ask about how those surveyed feel about a particular issue or topic (all stakeholders are involved in setting the vision for the district). The inventories are just a factual question about how often something occurs (I have homework 1-2 nights per week, 3-4 nights per week, more than 4 nights per week). We will be able to compare some of these data with our old surveys because the questions are either exactly the same or very close, and some of this information will provide a new baseline. The surveys and inventories will be given throughout the year, beginning in October.

## Resource Capacity

*Increase organizational efficiencies and effectiveness.*

### Resource Allocation Plan

#### Deliverables

- Budget supports the resource allocation plan.
- Budget accuracy and transparency.
- Increased applicant pool.
- Improved retention rate.

- The resource allocation plan was used to build the budget.
- Salary and benefits package was increased to stay competitive; 81.6% of the budget is allocated to salaries and benefits.
- Resources were allocated first to the core. For instance, a teacher was added at the elementary to try to meet the class size guidelines. A core teacher was added at DHS. We are a little above the class size guidelines in some instances.
- Our reserve amount exceeds the minimum in the resource allocation plan of 13% (after our delinquent taxes come in).
- If our expenditures exceed our revenues, the health insurance fund will be used to pay the insurance increase.
- We have provided curriculum resources to the core by upgrading our ELA and social studies curricula last year and science this year. We have also prioritized professional development to select priority standards, develop proficiency scales, and now align assessments. Work remains to determine the effectiveness of these programs and to determine their cost effectiveness.
- The activities personnel guidelines have been followed for two years.
- Safety concerns and code violations in our facilities have been addressed as soon as feasible. For instance, upgrades to ADA with our playground and SPED facilities as well as bathrooms.
- Preventive needs are addressed in the five-year plan (and are sometimes addressed immediately if needed). An example is the water intrusion project at the high school last year.
- Learning spaces are being upgraded. The focus has been on DHS. But the five-year plan includes upgrades to all buildings. Prioritized site needs are addressed in that plan as well.
- We have also been working on parking (redo of central office this last summer and DMS last summer), entrances (DPS and DHS), wayfinding (all new signs at DHS, upcoming project for the athletic complex at DHS and DPS, new signs out front of DMS).
- In "further considerations," we are developing a process review.
- We have upgraded many of our systems including phones, door access, radios, timecard/absence program, onboarding of new employees, and compliance training for all employees.
- We do have "rotations" for some things. Others are being developed. Some we have no set plan such as FF&E. We just don't have funds for that right now.

## Budget Accuracy and Transparency

- In the past two years, the budget to actual has been the closest its been in the past 10 years.
- The budget process/cycle has been developed and shared with all admins.
- The use of SUI is districtwide, and training on its use continues.
- Admins and secretaries have access to their budgets in real time.
- Monthly updates on the percentage of budget spent in each category is shared with the board.

Observations from a review of application data for the years 2014 to 2019:

- Numbers of elementary applicants are highest, yet there has been a decrease in application numbers from a high of 42, other numbers in the mid to low 30's to 20 last year.
- Number of math applicants has gone from 17 and 20 to 8. We currently have one math teacher working toward full certification.
- Numbers of ELA applicants have remained slim over all five years--11, 9, and 6 last year. Recall we sought two teachers last year, but only hired one.
- Social studies numbers (23 to 18) and PE numbers (11/13 to 11/25) have remained fairly steady.
- Science applicants decreased from 17 in 2015 to 7 and 0 last year (we advertised twice).
- There has been a precipitous fall in SPED applicants from 32/17 to 16 to 7/1. Some of these applicants are not qualified to teach SPED.
- Other special content areas (art, music, CTE, business, library, etc.) have had small numbers of applicants over all years.



## Staff Retention

### 2018-19 school year to 2019-20

191 Classified Employees	46 not retained	76% retention
189 Certified Employees	15 not retained	92.1% retention
16 Administrators	1 not retained	93.8% retention



# Douglas High School



**Parents**  
**Douglas**  
**High School**



***Focused on building a safe, supportive, and collaborative culture for staff and students.***

• **Guiding Coalition:**

- ♦ Mission, vision, values (collective commitments), and goals
- ♦ Implement, evaluate, and adjust processes

• **Mindset:**

- ♦ Aligned to mission
- ♦ ALL STUDENTS CAN LEARN AT HIGH LEVELS

• **360 Data Review:**

- ♦ Demographics
- ♦ Perceptions
- ♦ Student Learning
- ♦ Processes

• **Collaborative Master Schedule:**

- ♦ Common team time separate from planning
- ♦ PLC process with common expectations and a focus on enduring student and staff growth
- ♦ Intervention and extension
- ♦ Restructured math offerings to ensure all students are on track for Algebra II by junior year and post-secondary readiness



**Build a comprehensive school improvement plan with clearly defined key measures and intended outcomes.**

**Wyoming Accountability in Education Act (WAEA) Achievement Measures**

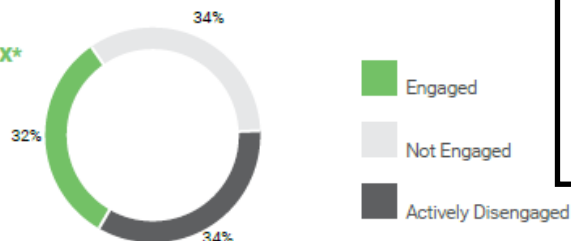
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	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
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Douglas High School	Meeting Expectations	Partially Meeting Expectations	Meets Target	Below Target	Meets Target	Meets Target	Meets Target	Meets Target	Meets Target	Meets Target	Below Target	Below Target	Exceeds Target	Exceeds Target



**Engagement**

The involvement in and enthusiasm for school.

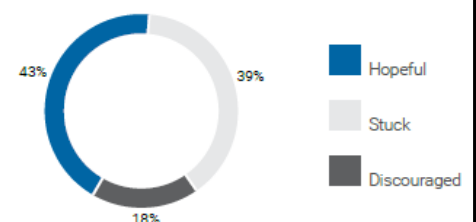
**ENGAGEMENT INDEX\***  
N=241



**Hope**

The ideas and energy students have for the future.

**HOPE INDEX\***  
N=241



## **6-12 Athletics & Activities**

### **Middle school activities goals from last year:**

#### **Participation within our student body in co-curricular activities.**

- Last year there was a total of 523 participants in all activities.

#### **Continued partnership between the high school and the middle school coaching staffs.**

- Football program continues to have a unified offensive and defensive philosophy. Our freshmen come into the program and are able to progress quickly. Camps are held where the seniors act as mentors for elementary and middle school students. Middle school coaches are at that camp and work with the varsity to teach the unified Douglas system.
- MS volleyball has had coaching turnover, but some coaches work in tandem with the varsity head coach. Camps are held for youth with participation of both high school and middle school coaches.
- In the spring, the middle school golf coach partnered with the high school coaches and basically had unified practices. They hold youth events over the summer, and having our golf pro part of our program offers consistency.
- Boys' and girls' basketball coaches invite middle school students to open gyms and to travel to summer camps. At least one of our middle school coaches is a volunteer in the high school program.
- Wrestling coaches work very closely together, even practicing together for part of December. There are competitions scheduled where the MS and HS wrestle at the same time.
- Soccer coaches hold camps for MS and HS athletes together.
- Track also holds a camp for both MS and HS athletes. HS coaches and MS coaches meet and talk about technique and develop some workout programs together.

#### **Improvement in our sportsmanship among our athletes.**

- To our knowledge, we have not received any flags or flagrant fouls for unsportsmanlike behaviors.





### **High school activities goals from last year:**

#### **Improvement of sportsmanship and leadership within our teams.**

- FB and VB raised \$10,000 for the injured Powell quarterback to show sportsmanship and support for a fellow athlete.
- The VB team showed support to the Torrington coach's child by wearing t-shirts and making a donation.
- Teams have cancer awareness nights.
- The DHS activities handbook was revised, and coaches and sponsors constantly remind students of making the right choices, being responsible, and being good role models to our younger students.
- AJ Yeaman is on the WHSAA Join the Ride advisory committee.

#### **Improvement in co-curricular activities participation among our underclassmen.**

- This continues to be an area of focus because the goal of increasing these numbers was not met.

#### **Improved sportsmanship in our student section.**

- Administration talks to students and monitors their behaviors during contests.
- We continue to have good student support in our student section at home and at tournaments.
- When corrections are needed, the students take the direction well and respond positively.

### **6-12 Activities Goals 2019-20 (Proposed)**

Develop unified MS/HS activities programs with the head varsity coach taking the lead as measured by documented meetings, mutual attendance by coaches at practices and/or camps, the development of unified systems, and deployment of those systems at all levels.

Improve modes of communication with stakeholders regarding activities and events as measured by engagement on social media, updates to websites, use of Remind, and numbers of calls fielded by the activities office.

# Douglas Middle School



Learning	Leadership
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Increase achievement and growth for all students.</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>• Execute a robust process of continuous improvement.</li> </ul>
<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>• Continue to develop and enhance proficiency scales in all content areas that directly tie to priority standards outlined in the GVC.</li> <li>• Utilize PLC process in order to ensure collaboration allows for best practices to be implemented within the classroom.</li> </ul>	<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>• Continue to build our ATLAS warehouse that serves as a map of our guaranteed and viable curriculum (GVC).</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>• ATLAS Curriculum Map</li> <li>• Walkthrough Data</li> <li>• Walkthrough Data</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>• ATLAS Curriculum Map</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>• PLC Team Minutes</li> <li>• WY-TOPP Data</li> </ul>	

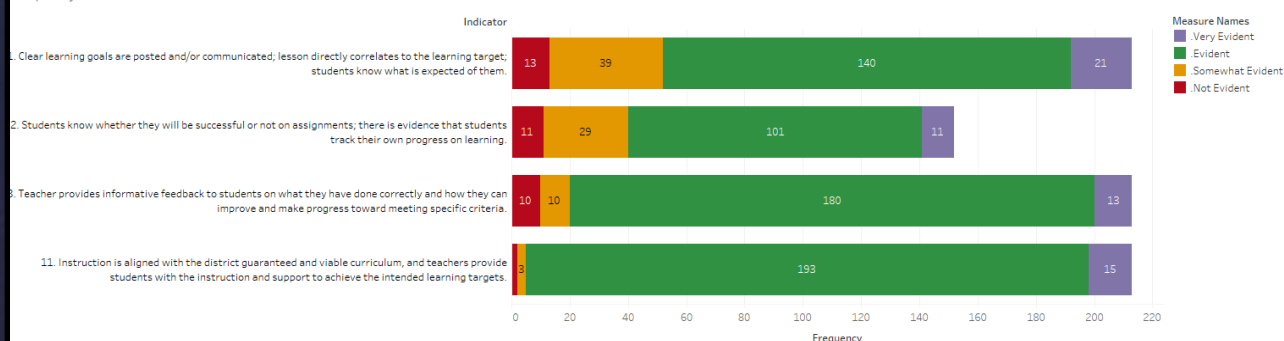
## Examining Our Key Measures



Douglas Middle School collaborative teams utilize Atlas as a shared, living document that houses curriculum maps, resources, assessments, and proficiency scales for each unit. Teams are continuing the work of enhancing proficiency scales. One way we can track this work is through Atlas. We are also measuring work with scales with classroom walkthrough data.

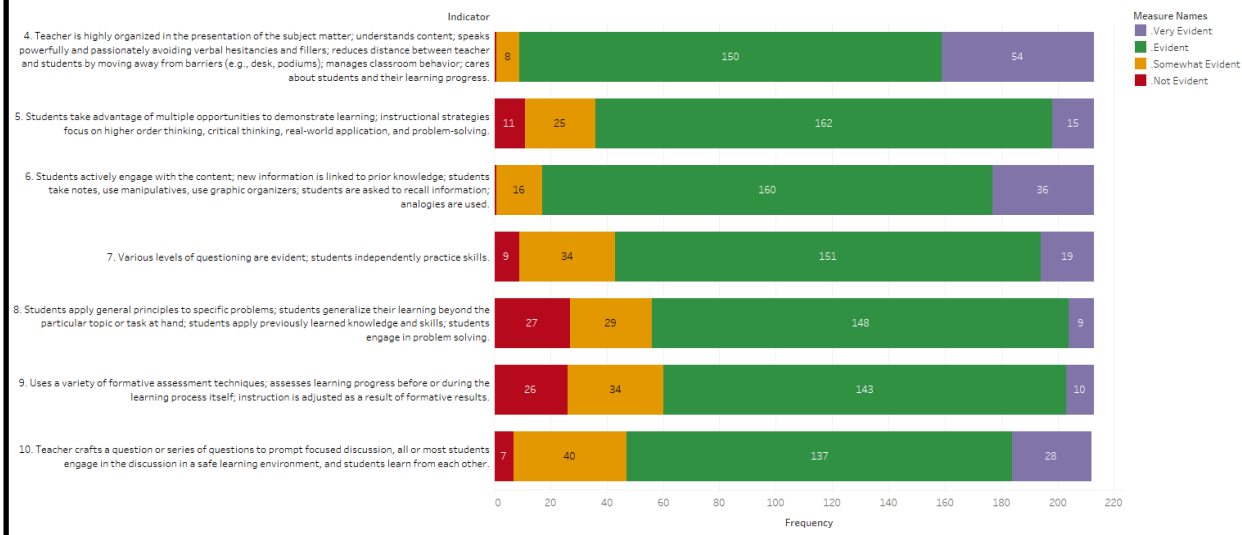


Instructional Framework Evidence 2018-19  
Frequency Distribution



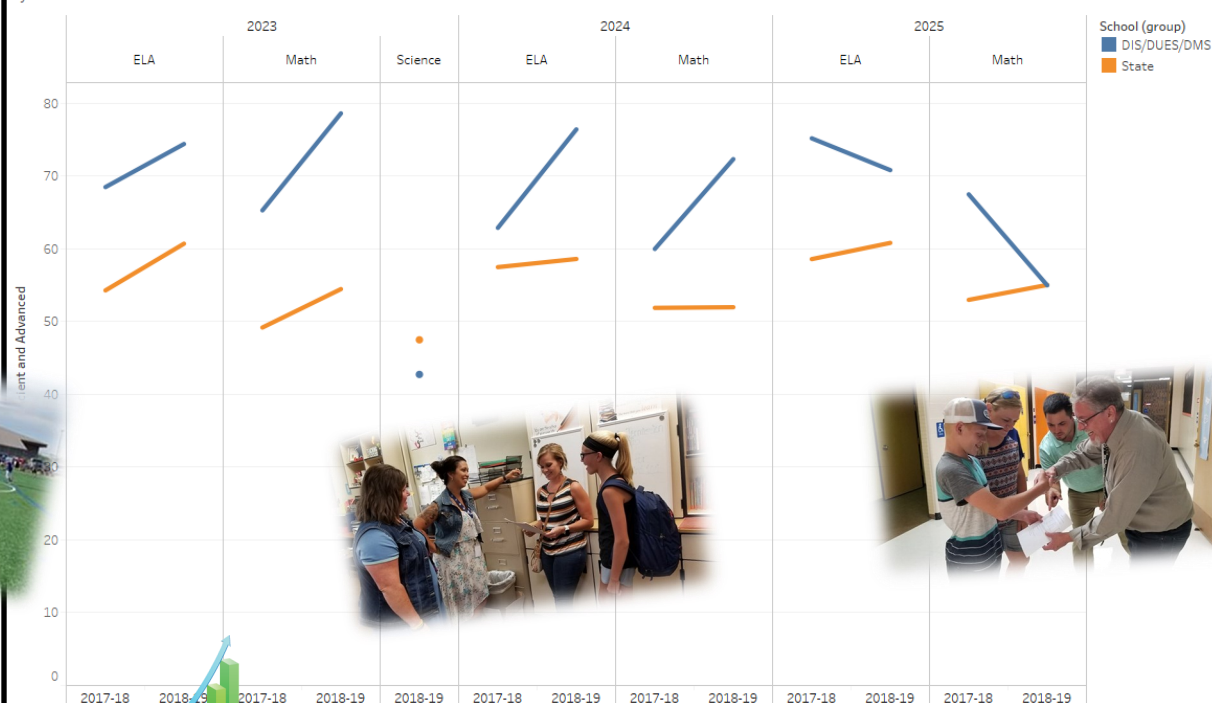
Teams at DMS have time to meet horizontally and vertically, on a regular basis. This collaboration time is tracked through online, shared team agendas and minutes. This keeps teams on track and helps to hold teams accountable.

## Instructional Framework Evidence 2018-19 Frequency Distribution



In addition to using Atlas as a guide to map work and conduct PLC conversations, teams are using the instructional cycle to guide their agenda for each horizontal and vertical meeting.

## WY-TOPP Percent Proficient and Advanced By Graduation Year



## What's Next?

- Bring Unified Arts on board with mapping
- Document and share best practices at DMS
- Conduct data walks of our DMS perceptions, processes, and resource capacity data
- Use data walks to inform our building goals and to establish a DMS vision
- Add accommodations to our proficiency scales
- Explore models to maximize differentiated instruction in the core





# Douglas Upper Elementary/Intermediate Schools



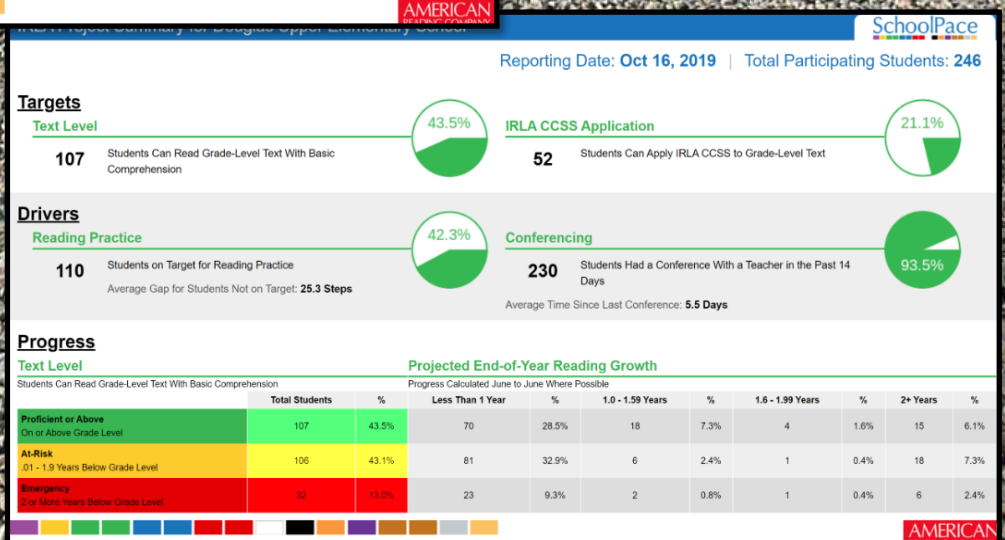
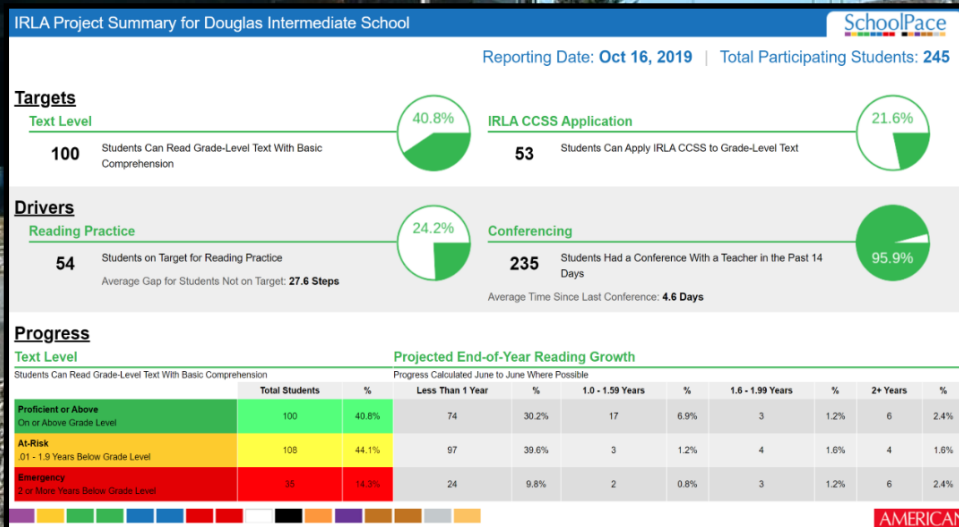
Learning	Leadership
<b>Objectives</b> <ul style="list-style-type: none"> <li>Increase achievement and growth for all students.</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>Execute a robust process of continuous improvement.</li> </ul>
<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>Creation and implementation of a guaranteed and viable curriculum.</li> </ul>	<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>Ensure alignment of professional development with current goal areas.</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>Wy-TOPP data</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>ATLAS curriculum mapping program to be populated.</li> </ul>

## Accomplishments:

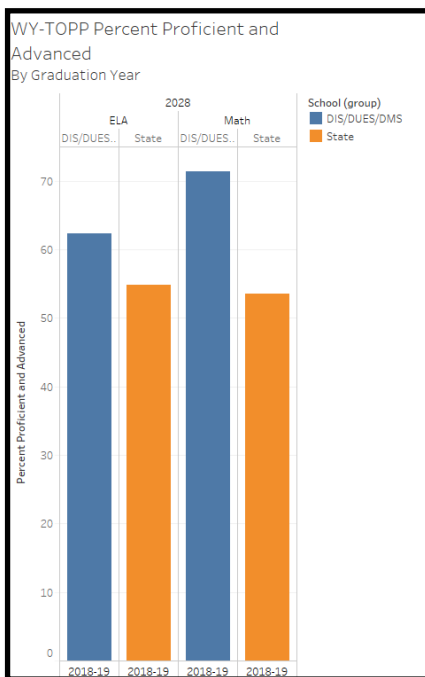
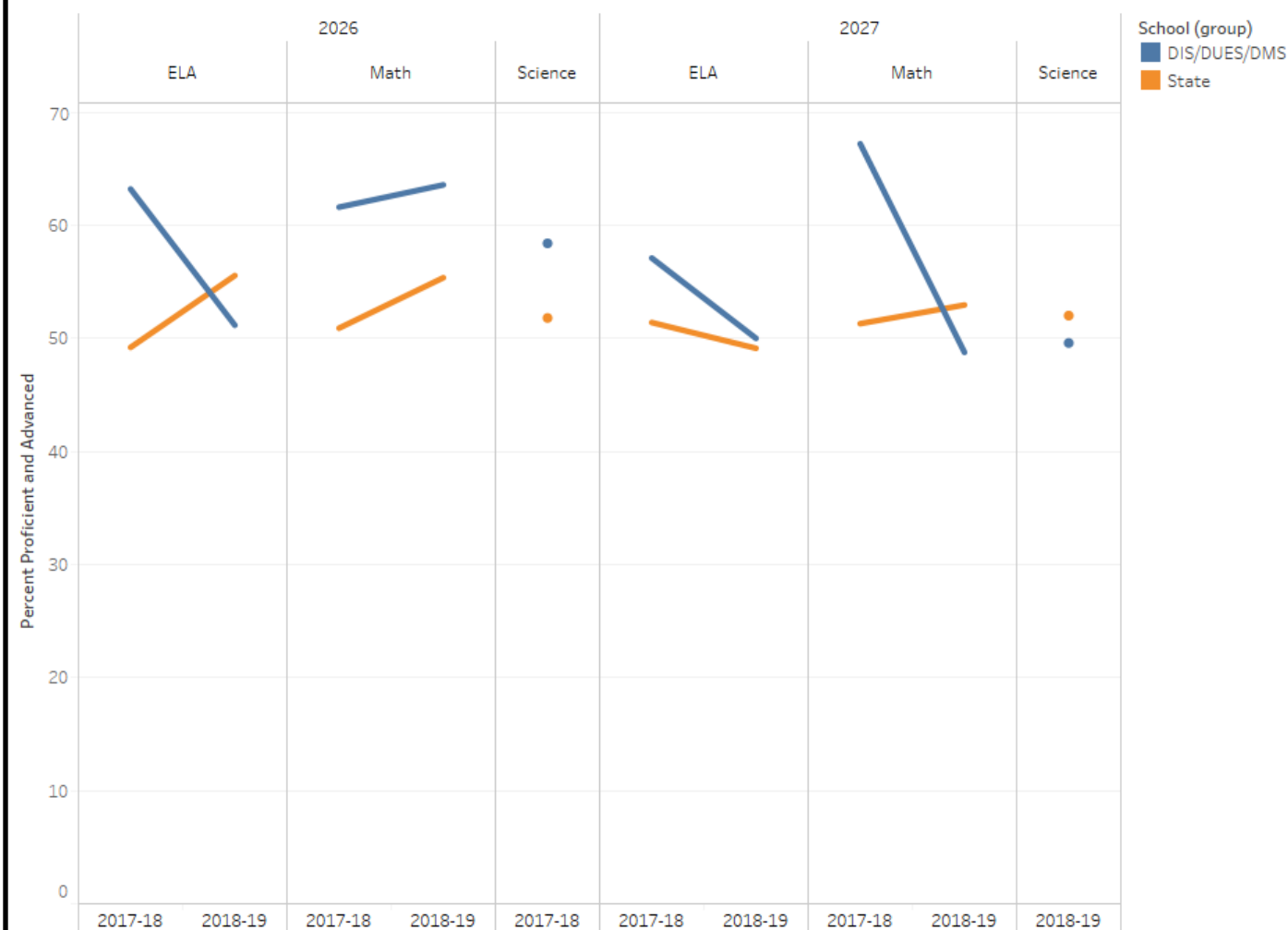
- Creation and implementation of proficiency scales tied to priority standards in ELA and math
- One of fifteen schools selected for participation in WDE's PLC Coaching Academy Cohort
- Completing, implementing, and refining learning cycles for ELA and math

## Challenges:

- Improve student growth and achievement as measured by WY-TOPP
- Refine our PLC practices through the WDE Coaching Academy
- Target ARC coaching to focus on practices that promote student growth
- Utilize training from the Marzano Institute to refine grade-level assessments and ensure appropriate levels of rigor that parallel WY-TOPP



# WY-TOPP Percent Proficient and Advanced By Graduation Year



# Douglas Primary School



Learning	Leadership	Resource
<b>Objectives</b> <ul style="list-style-type: none"> <li>Students will track own learning with data notebooks.</li> <li>Create a culture of high engagement during reading and promoting a love of reading.</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>Use technology to educate and support parents in academics and readiness.</li> </ul>	<b>Objectives</b> <ul style="list-style-type: none"> <li>Ensuring a safe and secure learning environment for all students and staff.</li> </ul>
<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>Students will track their own reading progress through data notebooks and other data tracking forms.</li> <li>Students will participate in student-led parent teacher conferences during the third quarter/spring semester conferences.</li> <li>Through Reader's Workshop, students will develop and employ an understanding of independent reading strategies as measured in SchoolPace.</li> </ul>	<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>The teachers will utilize various electronic forms of communication to communicate with parents to include Remind, email, Facebook and LiveSchool.</li> <li>The school will utilize the DPS Facebook page to inform parents, share instructional strategies and highlight student successes and celebrations.</li> </ul>	<b>Critical Initiatives</b> <ul style="list-style-type: none"> <li>Continue to review, improve and reinforce safety measures within the school, student and staff response, and community relations.</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>Posted student outcomes</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>Silverback parent contacts, weekly communication</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>Monthly drills and review of crisis manual</li> </ul>
<b>Key Measures</b> <ul style="list-style-type: none"> <li>Teacher attendance sheets</li> <li>SchoolPace and Reading Logs</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>Facebook tracking data</li> </ul>	<b>Key Measures</b> <ul style="list-style-type: none"> <li>Review and addition of safety equipment</li> </ul>

## DPS Celebrations:

1. The Jumpstart Program maintains its positive impact on incoming kindergarten students and families.
2. All certified teachers participated in the video analysis of their classroom and instructional strategies through SWIVL, teachers were able to video lessons, analyze strategies, and review student engagement.
3. DPS continues to offer family supports from Academic Open House Nights, an active Parent Activities Committee, 100% attendance during parent-teacher conferences, and monthly student celebrations.
4. The LiveSchool positive behavior-tracking program continues to be supported by all classrooms and specials. Students earn individual points as well as house points, which allow for monthly celebrations.
5. To end the 2018-2019 school year, 78% of kindergarteners and 82% of 1st graders were proficient in reading. For math, 84% of kindergarteners and 89% of 1st graders were proficient. In reading, 86% of kindergarteners and 65% of 1st graders achieved their growth goals and in math 92% of kindergarteners and 72% of 1st graders achieved this growth goal.



### **Goal Review for 2018-2019:**

1. Students will take charge of their own learning by tracking academic and behavior progress through the use of data notebooks.
  - a. Outcome – All parent teacher conferences were student-led during the spring semester.
  - b. Outcome – Through the use of SchoolPace, students tracked their own Power Goals through support of the teacher.
2. Using technology, the Primary School will implement new strategies to educate and support parents in the areas of academics and school readiness.
  - a. Outcome – All certified staff members utilized Remind and email to communicate with families.
  - b. Outcome – The DPS Facebook page increased usage from simple reminders and announcements to student pictures, celebrations, videos, and the summer reading program. Posts received on average 300 to over 1,000 people reached.

### **Goals for 2019-2020:**

1. Equity: Learning cycles will be created and utilized for 100% of priority standards within math and ELA.
  - a. Deliverables: Teachers will document all learning cycles within Atlas.
  - b. Measurables: The pre-assessment results, skill checks, post-evaluation results and intervention/enrichment supports will be analyzed on a regular basis within the grade level PLC.
2. Growth: Students will meet their individual growth goal as determined by aReading and aMath within the FAST Assessments.
  - a. Deliverables: Students will take the aReading and aMath assessments three times during the year.
  - b. Measurables: 100% of students will meet their individual growth goal as determined by FAST.
3. Achievement: Common assessments will be utilized to indicate student mastery of all priority standards in both ELA and math.
  - a. Deliverables: Individual learning cycles will be used to intervene and extend student understanding of all priority standards to ensure mastery of the skill being assessed.
  - b. Measurables: 80% of students will achieve a 3 or 4 on all priority standards in math and ELA.
4. ELL: Teachers and support staff will participate in monthly PLC meetings to identify the learning needs of English Language Learners.
  - a. Deliverables: The meetings will focus on best practices, parent/family support, teaching strategies, behavior management and other needs as identified by the staff.
  - b. Measurables: The growth of ELL students will be reviewed quarterly through common assessments, FAST benchmarking/assessments and other required assessments.

# Douglas Rural Schools



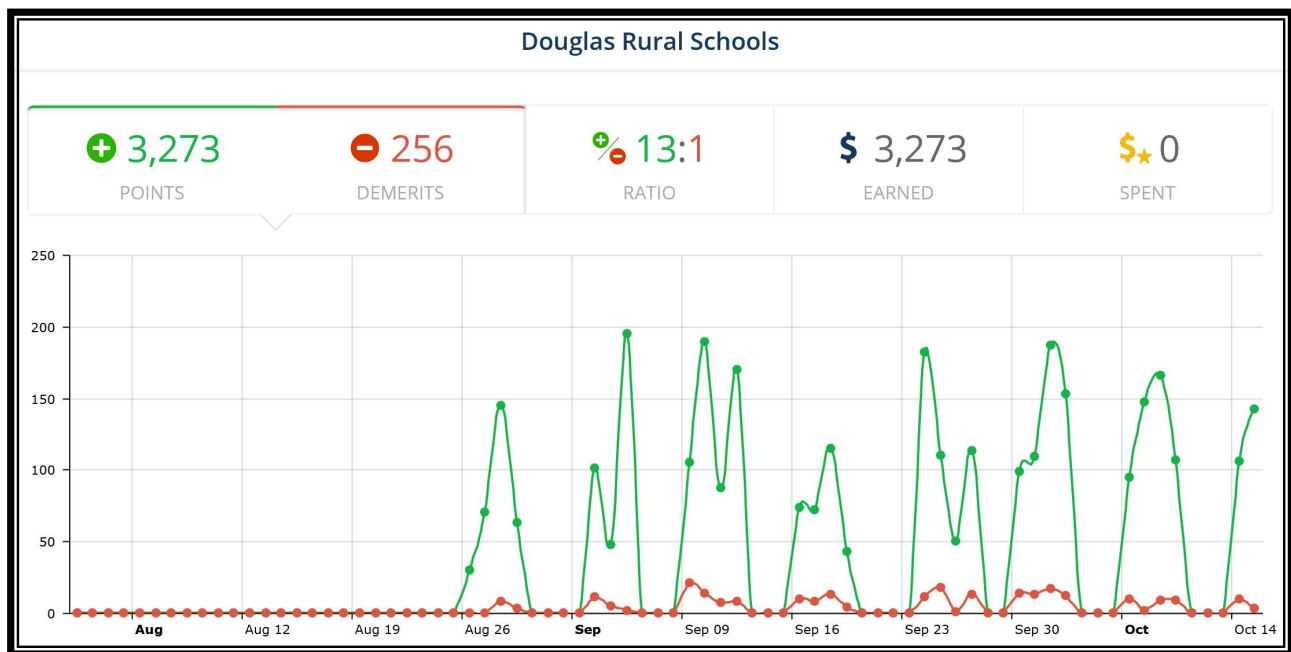
Learning	Leadership
<b>Objectives</b> <ul style="list-style-type: none"><li>• Increase achievement and growth for all students.</li></ul>	<b>Objectives</b> <ul style="list-style-type: none"><li>• Execute a robust process of continuous improvement.</li></ul>
<b>Critical Initiatives</b> <ul style="list-style-type: none"><li>• Develop proficiency scales to clarify assessment scores and guide daily instruction.</li><li>• Implement a method for separating academics from behavior.</li></ul>	<b>Critical Initiatives</b> <ul style="list-style-type: none"><li>• Update Douglas Rural School's Student/Parent Handbook.</li><li>• Update the Douglas Rural School Staff Handbook.</li></ul>
<b>Key Measures</b> <ul style="list-style-type: none"><li>• Atlas Template</li><li>• Walkthrough Data</li><li>• LiveSchool Data</li></ul>	<b>Key Measures</b> <ul style="list-style-type: none"><li>• Revised Handbook</li><li>• Revised Handbook</li></ul>



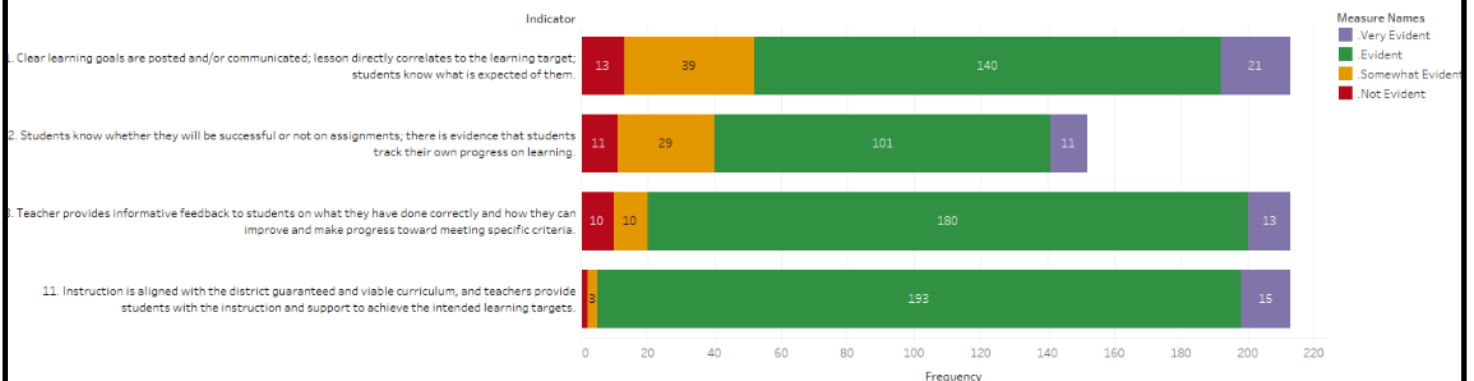
LET'S  
DO IT!

Rural staff utilized Atlas to map math units in all grade levels K-8. During mapping, they also built proficiency scales for all priority standards within each of these grade levels. The conversations around building scales were powerful, as they required team members to examine their own beliefs and knowledge of the priorities and work together to have consistent expectations. This work supported the transition to standards referenced grading and the guaranteed and viable curriculum we are building in CCSD1.

The 2019-20 school year started with a revised student/parent handbook that reflected the transition to SRG, and the current processes, procedures, and expectations at DRS.



#### Instructional Framework Evidence 2018-19 Frequency Distribution



What's  
Next?

- Add accommodations to proficiency scales and create scales for exceptional learners.
- Obtain LiveSchool consistency
- Revise the staff handbook
- Establish collective commitments

# Curriculum

## Learning

### Objectives

- Increase achievement and growth for all students.

### Critical Initiatives

- Optimize the Professional Learning Community (PLC)-driven continuous school improvement framework.
- Implement the instructional framework
- Design, implement, and monitor guaranteed and viable curricula. Adjust curricula in response to data from the district assessment system.
- Foster an inclusive K-12 culture that engages students in courses and activities that prepare them for post-secondary opportunities.

### Key Measures

- Atlas template
- Walkthrough data

## Leadership

### Objectives

- Execute a robust process of continuous improvement.

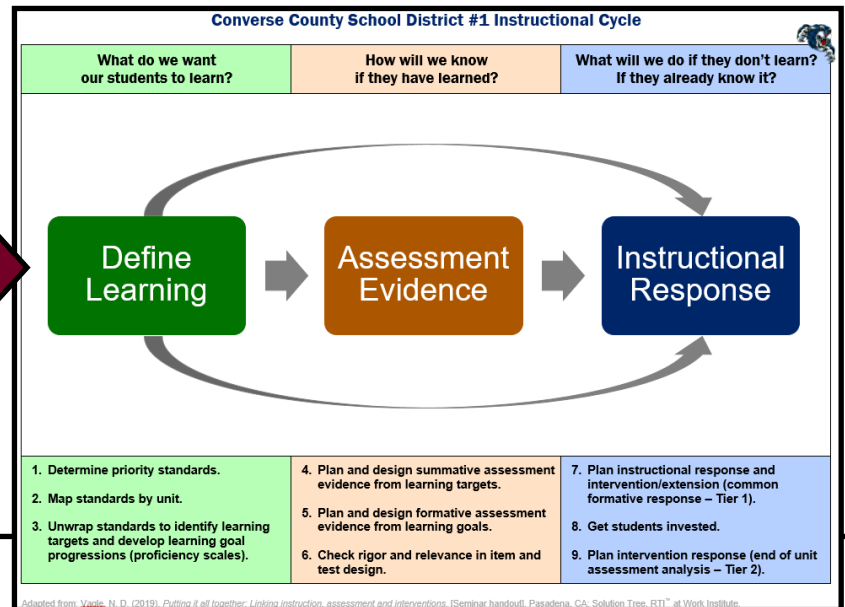
### Critical Initiatives

- Utilize a Professional Learning Community (PLC) framework to drive our collaborative culture and collective responsibility.
- Create, improve, and evaluate system programs and processes.

### Key Measures

- PLC frameworks and expectations
- Process framework

An Atlas (curriculum mapping) template has been developed and deployed in to ensure planning around our instructional cycle.



## Instructional Framework Evidence 2018-19 Frequency Distribution



Measure Names  
 Very Evident  
 Evident  
 Somewhat Evident  
 Not Evident

### Process Framework

A continuous improvement process has been developed, modeled, and deployed to all buildings and divisions. This process ensures a 360 data view—anchored to improvement standards.

Through this work, all buildings and divisions will analyze existing and needed processes.



# Student Support Services

## Learning Capacity Action Plan

Objective – Increase achievement and growth for all students.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Implement and monitor a K-12 positive behavior intervention system.	8-22-18	Behavior intervention data. Office referral data. PBIS tracking data.	Reduced negative student behaviors. Reduced residential placement recommendations. Reduced behavior office referrals. Increased time in general education setting as opposed to self-contained classrooms.
Foster inclusive K-12 culture that engages IDEA identified students in the general education setting as per individual student need.	8-22-2018	K-12 LRE percentage increase based on IEP plan updates.	LRE positive change on WDE indicator review report.
Increase IDEA identified student graduation rate.	8-22-2018	High school IDEA identified student data.	Decrease IDEA identified student drop-out rate while increasing high school graduation rate.

## Leadership Capacity Action Plan

Objective – Execute a robust process of continuous improvement.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Create, improve and evaluate student support services system programs and process.	8-22-19	WDE indicator review measures as illustrated in yearly performance report. Data review from data drill down report.	Maintain "proficient" category as determined by the recent indicator report card.
Transition to grade level goal and objective writing ensuring students targets are aligned to CCSD#1 priority standards.	8-22-19	File review audits ensuring academic goals are aligned to grade level standards.	Close the educational skill discrepancy gaps for IDEA identified students.
Train CCSD#1 Student Support Services staff in Trauma Based Intervention to increase educational effectiveness within this student population.	8-22-19	Behavior reports, time spent in ISS or self-contained classrooms. LRE percentages illustrating less time spent away from peers.	Reduced time spent in ISS and self-contained classrooms. More time spent in general education setting with peers meeting LRE requirements.

## Resource Capacity Action Plan

Objective – Increase organizational efficiencies and effectiveness.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Train district staff in Trauma Based Interventions.	8-22-19	Increased understanding of trauma-based intervention for all students in the district.	Less general and IDEA identified students in ISS or other disciplinary areas. Increased staff and student positive relationships increasing student's ability to learn and grow and a high level.
Create, train and implement sensory rooms in all buildings.	8-22-2019	Reduced behavioral incidents with students with sensory needs. Increased classroom time effectiveness due to sensory diet needs being met.	Increased time in core subjects, sensory needs met allowing for increased educational delivery time, less behavioral incidents.
Upgrade playgrounds to be ADA accessible.	8-22-19	Playgrounds upgraded to be ADA accessible at DIS, DUES and DPS.	Students with disabilities will have full access to playground equipment at all three educational sites in CCSD#1.



**Special Education Programs 2017-18 District Determination:**
**Meets Requirements**

Indicator	State Mandated Target Score	State Score	Cohort Score	District Score
1 Graduation Rate	0.8500	0.6108	0.6630	0.9231
2 Drop-out Rate*	0.9395	0.9379	0.9525	0.9700
3BR Partication Reading	0.9500	0.9876	0.9940	1.0000
3BM Participation Math	0.9500	0.9869	0.9927	1.0000
3CR Proficiency Reading	1.0000	0.2098	0.2239	0.2500
3CM Proficiency Math	1.0000	0.1867	0.2081	0.2384
5A LRE: Regular Classroom	0.6284	0.7076	0.7508	0.7466
5B LRE: Separate Classroom*	0.9300	0.9385	0.9583	0.9247
%C LRE: Separate Facilities*	0.9866	0.9935	0.9928	0.9966
8 Parent Survey	0.7564	0.8211	0.7897	0.9333
14 Post-Secondary Outcomes	0.7477	0.7409	0.7647	0.7500
<b>Sum of Performance Indicators</b>	<b>9.7386</b>	<b>8.1213</b>	<b>8.2905</b>	<b>8.7326</b>
9 Disproportionate Rep, R/E	1.0000	1.0000	1.0000	1.0000
10 Disprop. Rep, R/E, Disability	1.0000	1.0000	1.0000	1.0000
11 Timely Evaluation	1.0000	0.9935	0.9975	1.0000
13 Transition Planning	1.0000	0.9850	0.9750	1.0000
20A Timeliness	1.0000	1.0000	1.0000	1.0000
<b>Sum of Compliance Indicators</b>	<b>5.0000</b>	<b>4.9785</b>	<b>4.9725</b>	<b>5.0000</b>
<b>Total Score</b>	<b>14.7386</b>	<b>13.0998</b>	<b>13.2630</b>	<b>13.7326</b>
<b>Percent Score</b>	<b>100.0000%</b>	<b>88.8812%</b>	<b>89.9882%</b>	<b>93.1743%</b>

\*These indicators are reverse-scored, e.g., if the district drop-out rate is 15%, the district gets .85 points (1-.15=.85)

The percent score is calculated by taking the District Total Score divided by the Target Total Score.

**Determination Levels, Percent Score:**

91.00-108.5585%: Meets Requirements

85.00-90.99%: Needs Assistance

75.00-84.99%: Needs Intervention

0.00-74.99%: Needs Substantial Intervention

**Consolidated Grant (federal Funding to assist schools with the following program activities):**

Title I Part A: Improving Academic Achievement for the Disadvantaged	\$461,713
Title I Part D: Neglected & Delinquent	\$0
Title III: Language Acquisition for Limited English Proficient and Immigrant Students	\$0
Title IV Part A: Safe and Drug Free Schools	\$79,206
Perkins: Career & Technical	\$45,115
VIB 611-VIB 619-Students with Disabilities Ages 5-21: IDEA (Individuals with Disabilities Act)	\$496,556
611-VIB Pre-K	\$4,927
<b>TOTAL</b>	<b>\$1,087,517</b>

**Other funding streams:**

Special Education	\$8,120,700
ESP	\$100,000
21 CCLC: After School Program, STEM Camp, Jump Start	\$225,000
Summer School: Block Grant funded	\$159,000
McKinney Vento Homeless	\$1,000
<b>TOTAL</b>	<b>\$8,605,700</b>

# ***Human Resources***



*Keeping the **Human**  
in **Human** Resources*



We are currently in process of implementing and organizing our HR department.

**Here's a current snap shot of our employees and salary amounts:**

Employee by Contract Type	
Contract Type:	
Administration	17
Certified C.C.	133
Certified N.T.	44
Classified	176
Professional N.T.	5
Superintendent	1

Total Salary	
Certified	11,982,437
Classified	3,540,503
Professional N.T.	310,156

### **Current challenges that we are addressing...**

- Hiring and onboarding employees processes
- Evaluation systems and Chapter 29
- Salary comparisons—EMS study salary schedules vs. current salary schedules and the cost of each to the district

### **Long Term Goal: Development of an employee handbook to include aspects of employment at CCSD #1.**

- Hiring processes
- Onboarding processes
- Evaluation processes
- Benefits packages
- FMLA Act
- Ethical conduct
- Attendance/leave
- Grievances

## Leadership Capacity Action Plan

Critical Initiatives	Date	Key Measures	Intended Outcomes
Evaluate implementations and effectiveness of time management and absence management software	January, 2019	Compare absence data to data prior to implementation Survey substitutes on use of software Survey staff on implementation issues	Provide a tool that allows staff to be more efficient with time management Provide accurate data on absences

## Resource Capacity Action Plan

Objective – Increase organizational efficiencies and effectiveness.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Evaluate processes to improve accuracy of reporting	06/2019	WDE reporting process Improved budget process	More accurate budget More accurate WDE reports
Continue to improve communication with employees	6/2019	Improved website Employee manual Trainings for employees	Easier access to payroll and budgeting information for all staff

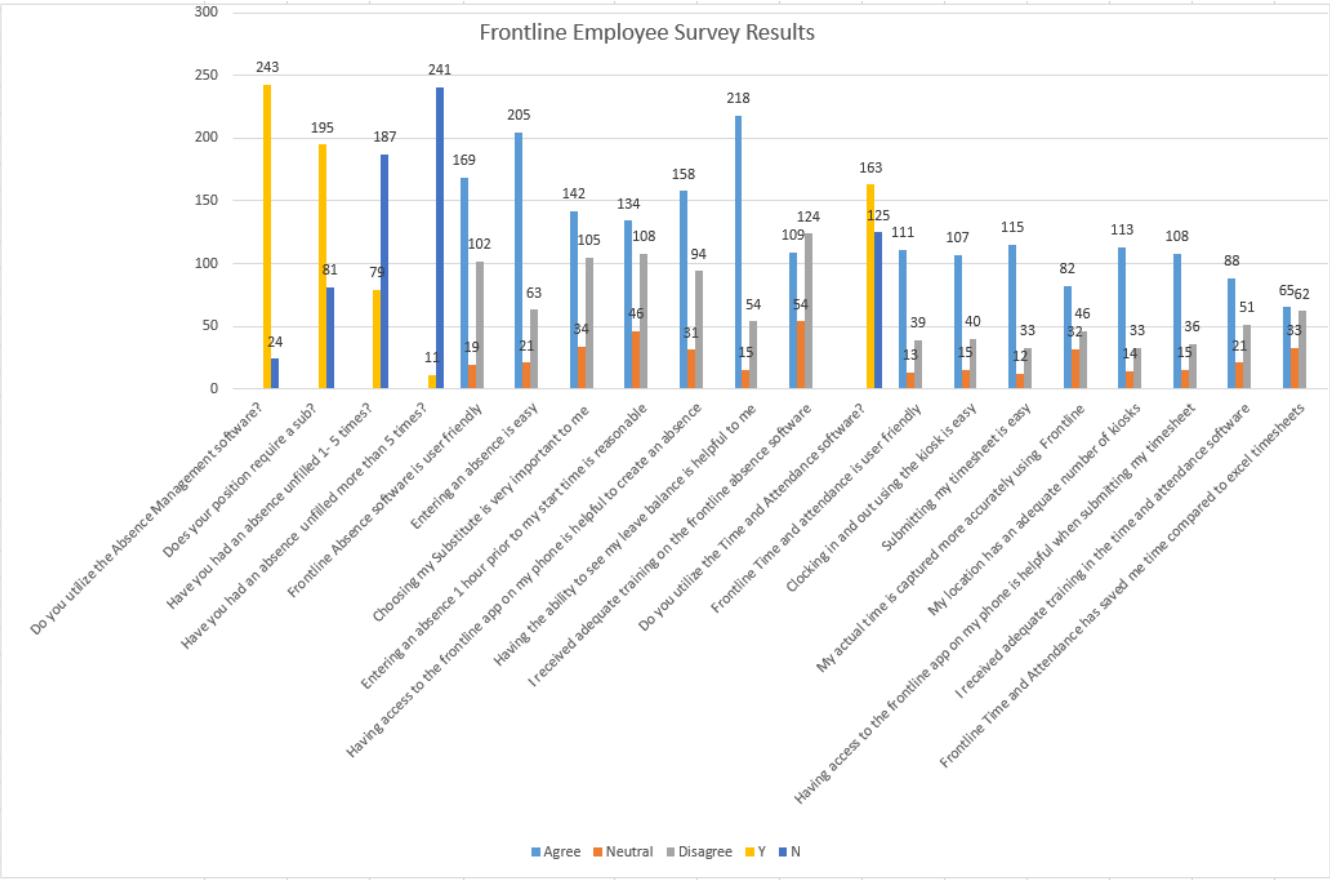
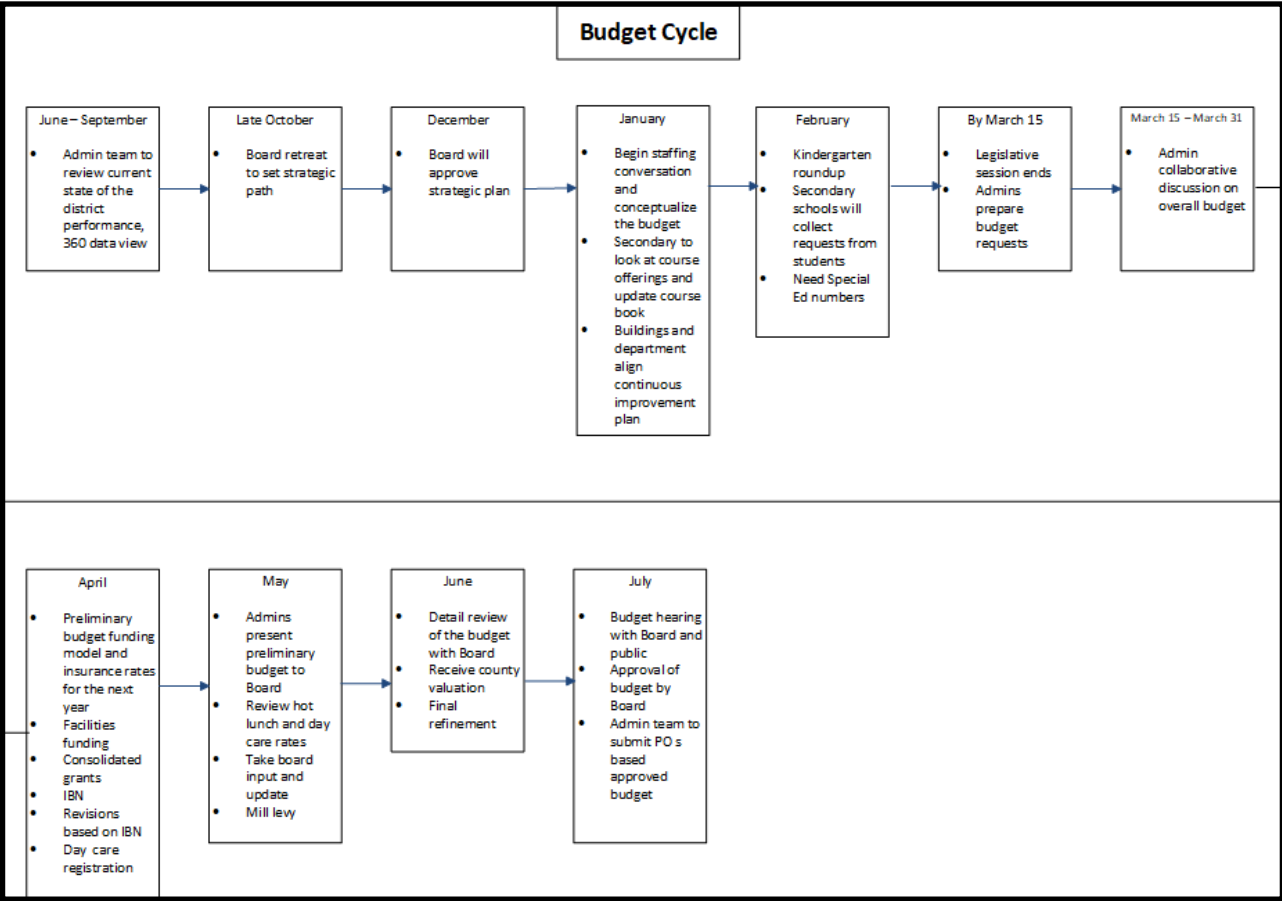
### Leadership Capacity

In February, 2019 we sent a survey to staff, administrators, and substitutes on use of the new time management and absence management software. We received 10 out of 16 surveys back from administrators, 304 out of 398 surveys back from employees, and 30 surveys back from substitutes. The results were largely positive. We made a couple of changes over the summer as a result of the surveys. We setup a “paraprofessional step-up rate” to allow paraprofessionals that were substituting for the teachers in their classroom to get paid the substitute rate. We are still working on allowing the teachers to pick their favorite substitutes. We are pleased with the absence data the software is able to produce, and look forward to using it next year when we have another year of data to review.

### Resource Capacity

We continue to work on our process development. In the last year we implemented a new budget process and have refined the purchasing process through the use of the online version of Software Unlimited. In the next year we plan to document processes for fixed asset inventory, accounts payable for vendor use, and insurance timelines for staff use.

We held another substitute training over the summer for Frontline. We held secretary meetings in June and August to help with the implementation of the new purchase requisition process. The administrators were also trained on the use of the purchase requisitions and online reports through Software Unlimited at a couple of the monthly administrative meetings. Our “Business Office Bits” continues to be emailed to staff on a monthly basis.







## Facilities & Maintenance

# FACILITIES & MAINTENANCE

### Last year's goals:

- Increase energy efficiency
- Increase the effectiveness of our Help Spot requests
- Work on ADA compliance



## *What did we achieve:*

- About half of DHS/Rec Center has LED lights
- We are finishing Help Spots in a faster manner leaving more time for preventative maintenance
- Converted DHS/Rec Center handrails and bathrooms to ADA compliant
- We just finished the DUES playground to make it ADA compliant with PIP and rubber mulch
- Implementation of district radio system to unify communications and improve safety & security

## *How did we get there:*

- We used what remaining budget we had to buy LED lights
- Used 6B funds to complete ADA project

## *Future goals:*

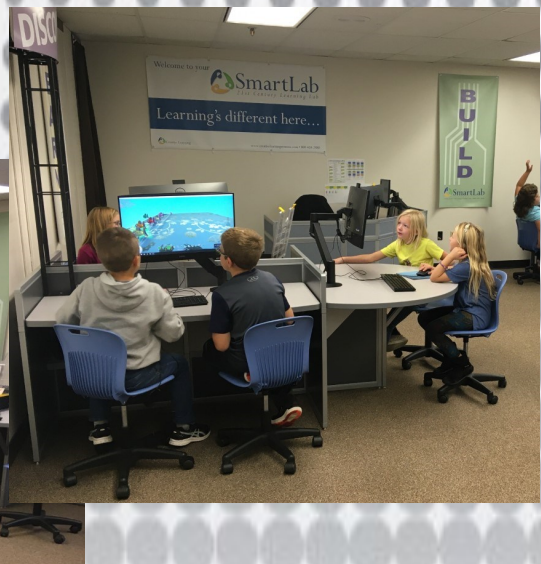
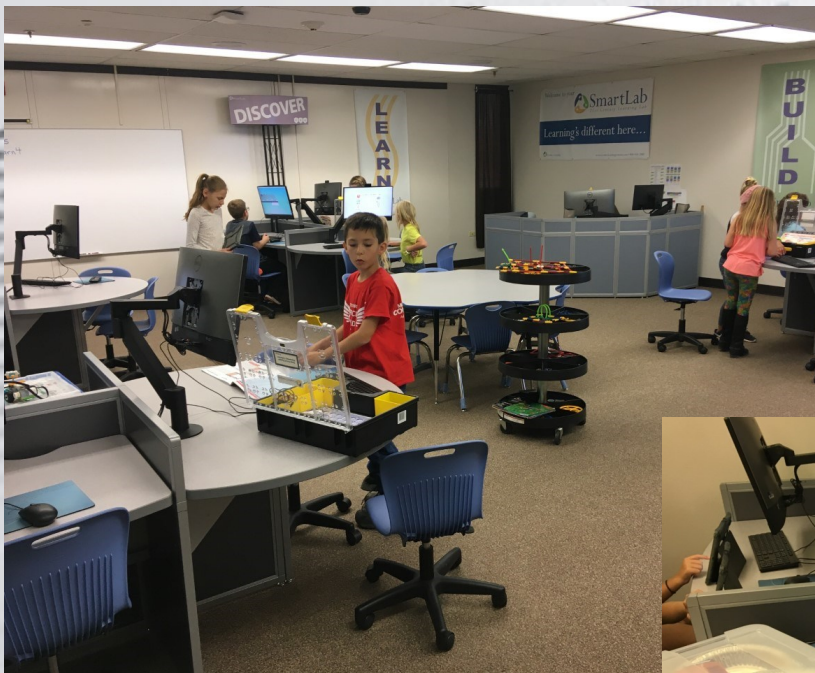
- Submitted a grant to purchase the remaining LED lights for interior and exterior at DHS/Rec Center. Hoping to save 30% on utilities if implemented
- Teaming up with OSHA to make sure everyone in the district is in a safe working environment
- Continue energy efficiency and ADA compliance at other schools
- Continue work on the 5 year plan

# TECHNOLOGY

Providing a secure, stable and reliable IT infrastructure and environment

## Continued Areas of work for 18/19:

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



## **Cybersecurity Improvements**

- Better protection of student data and improved cyber-awareness by district staff
  - Back-to-School cyber-awareness video
  - New Internet content filter
  - Protection from malicious browser extensions
  - New single-sign-on (SSO) solution
  - New wireless networks

## **Student Data Improvements**

- Creating new processes to improve the accuracy of district and student data
  - Collaborating and meeting regularly with data stakeholders
  - Creating new time saving and efficient processes to streamline data entry and data use

## **Continued Work**

- Continued work on our multi-year tech budget while collaborating with the multi-year curriculum budget
- Additional work with cyber-awareness
- Additional processes to improve data and cybersecurity

*Douglas*



*Recreation Center*





**We are looking forward to the Special Election  
on *November 5<sup>th</sup>, 2019*.**

**We have come along ways in two years in restructuring  
community recreation!**

**With a new facility we will be able to offer so much more  
programming to our entire community!**

# CCSD #1

## Nutrition Services Department

### Leadership Capacity Action Plan

Objective – Execute a robust process of continuous improvement.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Always look to improve our Nutrition Services Department	1/16/18	State Audits, Health Department Reports, and personal observations	Outstanding report scores and maintain high standards of operations.
Become a Farm to School Task Force member and Leader in the State of Wyoming.	1/16/18	Take a Leadership Role with the State Farm to School Task Force.	Increase state-wide exposure of our district efforts with the Farm to School program.
Begin to implement the Douglas High School Greenhouse product into our lunch program.		Produce being used on all our district salad bars.	Increase public awareness of the greenhouse products and the healthy benefits of using home-grown products. Increasing participation.

### Resource Capacity Action Plan

Objective – Increase organizational efficiencies and effectiveness.

Critical Initiatives	Date	Key Measures	Intended Outcomes
Maximize Facebook		More "likes" every year.	Higher participation rate and improve community relations about our lunch program.
Implement a new Employee Evaluation Process		Introduce and complete new computer evaluation system with all employees.	Better communication with all staff.
Implement Farm to School Greenhouse policies and procedures		Home-grown products being harvested in a safe and effective manner.	Provide a sense of school pride in our home-grown products that we serve.



### CONVERSE COUNTY SCHOOL DISTRICT#1 MEALS SCORECARD FOR 2018-19 SY

#### Online Meal Payments Summary

**\$154,532**

from 3,834 payments  
through MySchoolBucks

**100%**

of all payments were made  
through MySchoolBucks

**10%**

increase in online payments  
since the 2017-18 school year

**43%**

of all MySchoolBucks payments  
were made with the mobile app

## LEADERSHIP CAPACITY ACTION PLAN

### State Audits, Health Department Reports, Personal observations

We had our WDE State Audit last November, 26<sup>th</sup>-27<sup>th</sup> 2018 Below is the commendations that we received:

Over 200 students were reviewed and Converse #1 only had two student errors for benefit issuance!

Converse #1's Farm to School program is excellent and received many commendations from staff and students alike. They do very well with bringing the community of ranchers and farmers to the school and exposing students to local foods. The students enjoy and appreciate having local Wyoming food in their menu.

Monty was a great help with a leaking tire on the State Agency's car. He took time out of his busy schedule to take it to a Douglas shop and get it fixed!

Monty, Kristy, Teresa, Tracy, Alesha, and Paige all work together very well and it is apparent that this team is a well-oiled machine. They collaborate excellently to ensure students' needs are being met and go above and beyond to provide students with healthy and tasty meals. All the kitchens the State Agency visited were immaculately clean. It is apparent that the staff cares a lot about their workplace just by how well equipment was taken care of and cleaned.

The nutrition services staff was friendly and upbeat, you can tell they love their work! Students enjoy interacting with them at breakfast and lunch, and the staff do an excellent job encouraging students to choose different meal components.

### Take Leadership Role with the State Farm to School Task Force

We have attended all the Task Force meetings to date and have played an active role in developing a Farm to School "brand" that will be utilized statewide to promote Farm to School products being used in the schools. We were also invited to present at the Utah State Food Service Conference in June and talk about our incredible beef program.

### Produce being used on all our district salad program

We were awarded a Farm to School grant for our new Bearcat Greenhouse. It is ready!! We are working with the FFA teacher to begin producing fresh vegetables for our salad bars! The Nutrition Services staff is eager to help with the production and growing of these products!

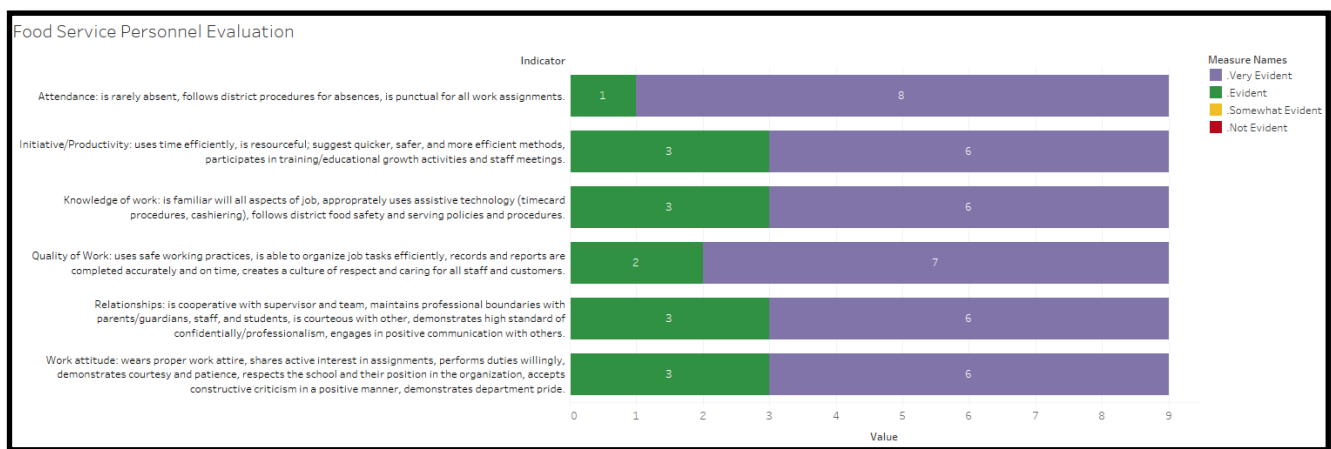
## RESOURCE CAPACITY ACTION PLAN

### More Facebook "likes" every year

We are seeing more activity every year on our Facebook page! Kristy has done an exceptional in posting this information and creating appealing pictures of our lunches that we are serving!

### Introduce and complete new computer evaluation system with all employees.

DONE!



### Home-grown products being harvested in a safe and effective manner

With the completion of the Bearcat Greenhouse we will be harvesting on a regular basis fresh vegetable's!

# Transportation

## Leadership Capacity Action Plan

Objective – Execute a robust process of continuous improvement.

Critical Initiatives	Date	Key Measures	Intended Outcomes
To create, improve, and evaluate system programs and process.	1/16/19	Incident documentation template	To be able to forecast incidents and come up with solutions to prevent the incidents from happening again.

## Resource Capacity Action Plan

Objective – Increase organizational efficiencies and effectiveness.

Critical Initiatives	Date	Key Measures	Intended Outcomes
To monitor and track data that is collected from the framework that was implemented.	1/16/19	Incident documentation template	To be able to understand factors involved with all incidents to be able to forecast if the same incident may reoccur.





## **2018-2019 THINGS WE ARE PROUD OF AT TRANSPORTATION**

1. We successfully executed an increased amount of trips and didn't miss a single trip thanks to our scheduling software Travel Tracker. We ran 441 Activity trips (up from 379), 402 Field trips (up from 384), and 294 Staff trips (up from 163) for a total of 1,137 trips – a 23% increase in total trips from last year. We have nearly 100% participation from CCSD#1 employees using the Travel Tracker software. We feel that the increase in Staff trips is due to the policy change that was implemented at the beginning of the year that stated that the district would not reimburse a district staff member for mileage if the Transportation department had a district vehicle available for use.
2. We traveled 357,667 student miles with zero accidents causing injury. This is an increase of 2,623 student miles from last year. We did have 2 accidents with damage. We had zero breakdowns because of preventative maintenance done by our mechanics throughout the year. We did experience 1 major breakdown caused by unpreventable circumstances.
3. We prosecuted 23 stop arm violations. We were 100% successful with the violations that were turned over to law enforcement.
4. We provided 7 department driver trainings last year, and our drivers also had the chance to go to the WPTA Bus Rodeo. They also had the opportunity to participate in Mountain Driver Training and a Special Needs Workshop. We had a 69% average participation rate for the driver trainings that we offered throughout the year.

## **AREAS THAT WE WILL FOCUS ON IN 2019-2020**

1. We will provide effective monthly trainings for ALL transportation staff.
2. We will implement an effective preventive maintenance program.
3. We will track preventive maintenance done on all transportation vehicles.
4. We will implement an effective and efficient pre-trip procedure.

