

Sheridan County School District #2

Board Meeting



Date: October 7, 2013

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

October 7, 2013

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. Henry A. Coffeen Elementary Blue Ribbon Status – Scott Stults
 - B. Henry A. Coffeen/Story Elementary Schools' Improvement Plans – Scott Stults
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Minutes – September 9, 2013
 - B. Approval of Bills for Payment
 - C. Approval of Isolation Payments
 - 1. Barney Family
- VI. Old Business**
 - A. Capital Construction Update (*Information*) – Craig Dougherty
 - B. Award Surplus Bus Bid (*Action*) – Steve Schlicting
 - C. Approval of Policies (*Action*) – Cody Sinclair
- VII. New Business**
 - A. Whitney Benefits (*Information*) – Craig Dougherty
 - B. Acceptance of Donation to the District (*Action*) – Craig Dougherty
 - C. Out-of-Country Travel Request – Costa Rica (*Action*) – Dirlene Wheeler
 - D. Acceptance of Donations to Sheridan High School (*Action*) – Dirlene Wheeler
 - E. Elementary Schools' Improvement Plans (*Information*) – Scott Stults
 - F. Adequate Yearly Progress (AYP) Determinations (*Information*) – Tom Sachse
- VIII. Reports and Communication**
 - A. Board of Trustees
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff
- IX. District Reports**
 - A. Superintendent
- X. Executive Session**
 - A. Personnel Matters
- XI. Adjournment**

Fall School Improvement Report 2013

Achievement Results:

PAWS Data (Proficient & Advanced)

	Henry A. Coffeen	State Average
<i>Third Grade</i>		
Reading	92%	66%
Math	100%	87%
<i>Fourth Grade</i>		
Reading	85%	78%
Math	97%	81%
<i>Fifth Grade</i>		
Reading	80%	73%
Math	97%	80%

Highlights:

On May 29th, 2013, we held our second Leadership Day. The day was centered on how our students integrate the “7 Habits” in their daily lives academically, socially, and emotionally. Many families, educators, and community members attended the day. Attendees walked away in awe of the confidence of our students and how they were able to share the stories of their lives.

We have 48 3rd-5th grade students on our Student Leadership Team!

School Improvement SMART Goals:

By continuing to focus on developing leadership potential in all students, Henry A. Coffeen students will demonstrate safe, respectful, and responsible behaviors as measured by decreased office referrals, increased test scores, and increased engagement on the Student Leadership Team by 5/31/14.

We will increase the percentage of students scoring proficient or advanced on the PAWS (Proficiency Assessment for Wyoming Students) reading assessment to 90% in grades 3-5 by 5/31/14.

We will increase the percentage of students scoring proficient or advanced on the PAWS math assessment to 98% in grades 3-5.

Strategies & Interventions:

Professional Learning Communities

- We continue full implementation of writing intervention and enrichment (I/E) groups.
 - Weekly team meetings focus on student data and essential outcomes. We are paying close attention to our at-risk and special needs students when looking at data and determining interventions.
 - Rubrics and common assessments are used to evaluate student knowledge in order to target instruction.
 - Using technology, we continue to focus on implementing the Common Core State Standards (CCSS) Language Arts standards.

Reading and Writing Instruction

- In addition to structured I/E groups, we will continue our work with Readers and Writers Workshop framework.
 - Writing is taught for a minimum of 60 minutes a day.
 - Reading is taught for a minimum of 90 minutes a day.
 - Teachers continue to work with flexible groups to adjust instruction based on student need (Guided Reading and Literacy Circles).
 - K-3 teachers use Running Record Rubrics, Text Selection Rubrics, and Guided Reading Rubrics to reflect on and improve reading instruction.
 - Teachers use non-fiction and informational texts to assist students in gaining fluency with these forms of literature.
- We use the Fountas and Pinnell Leveled Literacy Intervention System (LLI). Students in grades K-5 who are below reading level are ability grouped into 30-minute reading intervention groups. This instruction is in addition to the regular classroom instruction.
- We have hired additional staff to support 3rd – 5th grade students in reading.
- We are using the Rubicon software to gain knowledge about the CCSS and design instruction and assessments to ensure our students are gaining the skills and concepts necessary to succeed.

Read 180

Read 180 is a research based intervention program targeted at below level readers in grades 4 and 5. It provides teachers with explicit teaching instructions and strategic checkpoints to provide data-driven, differentiated instruction. Unlike the LLI program, Read 180 is a replacement reading intervention.

The Read 180 model focuses on:

- Teacher-directed instruction
- Technology-based instruction
- Modeled and independent reading

Leader In Me-

The Leader in Me is a leadership philosophy for children based on Stephen Covey's 7 Habits of Highly Effective People. This philosophy encourages schools and communities to "Develop Leaders One Child at a Time."

Through continued implementation of this philosophy, we will:

- Inspire trust within our school culture
- Align our beliefs, lives, and instruction with the 7 Habits
- Identify leadership opportunities for students and celebrate their talents
- Frequently monitor student progress in academics and social/emotional well-being

To sustain this change, we have:

- Trained staff in the 7 Habits
- Implemented a 7 Habits Staff Leadership Team
- Developed a Student Leadership Team
- Established positive home school relations
- Created a safe, orderly, and positive environment for children to succeed
- Initiated instruction in the 7 Habits for students
- Continued our focus on PBIS expectations within the leadership framework
- Applied the "Boys Town" social skills in our guidance curriculum

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Scott Hininger, Chairman

September 9, 2013

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, September 9, 2013, in the Board Room at the Central Administration Office. The presiding officer was Scott Hininger, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Scott Hininger, Chairman
Ann Perkins, Vice-Chairman
(Arrived at 6:09 pm)
Wayne Schatz, Treasurer
Marva Craft, Clerk
Richard Bridger
Hollis Hackman
Jim Perkins
Molly Steel

Absent:

Erica O'Dell

Administrators:

Craig Dougherty, Superintendent
Terry Burgess, Assistant Superintendent
Tom Sachse, Assistant Superintendent
Scott Stults, Director of Elementary Education
Roxie Taft, Business Manager
Julie Carroll, Facilities Director
Coree Kelly, Technology Director

Absent:

II. Recognition

A. Mick Wiest, District Certified Staff Member of the Year – Terry Burgess

Assistant Superintendent Terry Burgess said that Fort Mackenzie High School English Teacher Mick Wiest's successes with students rank him in the top ten percent of all teachers in the state of Wyoming. Mr. Wiest has easily transitioned to a paperless system; his students submit their papers online for editing, viewing, and collaboration. This allows the students to be better prepared for future college and workforce opportunities. Mr. Wiest is so deserving of this honor, for his incredible reading and writing achievements with students.

Chairman Hininger said that he wished that he could have accepted all of the applications for Certified Staff Member of the year; all of the applicants are great teachers.

B. Linda Bilyeu, District Classified Staff Member of the Year – Brent Leibach

Highland Park Principal Brent Leibach thanked Superintendent Dougherty for recognizing the excellent classified staff of the District. He said that educating children would not be possible without the help of support staff. Principal Leibach then said that when he thinks of the “gold standard” for classified staff, it is Secretary Linda Bilyeu. She has such professionalism and passion for her job. She is the face, heart, and soul of Highland Park. She has dedicated thirty-six years to the students and staff of Sheridan County School District #2. She always knows the right answers and how to handle every situation. Principal Leibach said that he loves her daily positivity.

Trustee Steel said that Ms. Bilyeu was a paraprofessional when she was a teacher, and Ms. Bilyeu has always been a great asset to the school district.

Ms. Bilyeu thanked Principal Leibach for the nomination and the administration and Board for supporting the nomination. She said that she truly loves her job and all of the Sheridan County School District #2 staff, though her heart truly resides with Highland Park Elementary.

C. Advanced Placement Teachers and Students – Ed Fessler

Ed Fessler of the Sheridan High School Student Planning Office said that Sheridan High School has some great celebrations to report.

Mr. Fessler said that Gretchen Dougherty and Aaron Campbell, Sheridan High School seniors, were named as National Merit Scholar Semi-Finalists. He explained that out of 1.5 million students across the nation who took the test last year, the semi-finalists have been narrowed down to just 16,000. Miss Dougherty’s and Mr. Campbell’s outstanding PSAT scores have placed them into this select group, and they will find out if they have been named as National Merit Scholar finalists in February.

Mr. Fessler also shared that twenty-four students at Sheridan High School have earned AP Scholar Awards in recognition of their exceptional achievement on AP Exams.

Six students qualified for the AP Scholar with Distinction Award by earning an average grade of at least 3.5 on all AP Exams taken, and grades of three or higher on five or more of these exams. These students are Gretchen Dougherty, Cameron Ellis, Meghan Jacobs, Erin Jensik, Casey Jurczewsky, and Christopher Romanjenko.

Five students qualified for the AP Scholar with Honor Award by earning an average grade of at least 3.25 on all AP Exams taken, and grades of three or higher on four or more of these exams. These students are Sarah Forister, Hailey Ligocki, Bradley Peterson, Sidney Smith, and Paul Stadick.

Thirteen students qualified for the AP Scholar Award by completing three or more AP Exams, with grades of three or higher. The AP Scholars are Lucy Clement La Rosa, Brynne Gardner, Alison Geary, Tyler Julian, Jin Woo Kim, Alexandra Kooper, Jordan Mecca, Daniel Renteria, Hayden Richins, Michael Rotellini, Meredith Weber, and Rachel Wood.

Mr. Fessler said that research consistently shows that AP students who score a three or higher on AP Exams (based on a scale from one to five, with five being the highest) typically experience greater academic success in college and higher graduation rates than students who do not participate in AP.

Mr. Fessler also commended the AP teachers of Sheridan High School for all their work with students. A listing of AP teachers is as follows: Chemistry – Rhonda Bell, Physics – Andy Lowe, Environmental Science – Charlie Nelson, Biology – Beth Harmon, French – Pete Hawkins, Spanish – Kathy Good, U.S. Government – Tyson Emborg, U.S. History – Kevin Rizer, Psychology – Doug Raney, Psychology – Art Baures, Calculus – Nancy Crowe, Statistics – Lynn Snowden, and English Literature – Mike Clift.

III. Approval of Agenda

TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE AGENDA, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

IV. Welcome--Audience Comments

There were no audience comments.

V. Consent Agenda Items

A. Approval of Minutes for August 12, 2013

B. Approval of Minutes for August 19, 2013

C. Approval of Bills for Payment

General Fund	3,217,823.45
Federal Fund	204,144.46
TOTAL:	\$3,421,967.91

D. Approval of Isolation Payments

- 1. Nations Family**
- 2. Schreibeis Family**

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE CONSENT AGENDA ITEMS, AS PRESENTED. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VI. Old Business

A. Capital Construction Update (*Information*) – Craig Dougherty

District Superintendent Craig Dougherty said that the construction of Henry A. Coffeen Elementary school is progressing nicely. The south parking lot is complete and the District is looking forward to interior work on the new construction.

Superintendent Dougherty said that the construction of Sheridan High School is still in progress. He said that the new addition will enhance the security of the building. The first phase of the two-year project is expected to be complete at the end of October.

Superintendent Dougherty said that the construction of Story Elementary School is basically complete. He reported that the school has increased to eighteen students, and the school is a benefit to the Story community. He anticipates an open house for the Board, administration, and community members on an October evening.

Superintendent Dougherty said that the final touches are being completed at Sheridan Junior High School. He said that the junior high is extremely fortunate to have two gymnasiums, and the update of the old gym was done beautifully.

VII. New Business

A. Approval of Policies (*Action*) – Cody Sinclair

Human Resources Coordinator Cody Sinclair said that three policies were being presented for first reading.

FIRST READING

Mr. Sinclair said that Policy GCBA – Professional Staff Salary Schedule was updated to include private school experience.

TRUSTEE BRIDGER MADE A MOTION TO ACCEPT POLICY GCBA – PROFESSIONAL STAFF SALARY SCHEDULE ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that the change to Policy JICD – Conduct on School Buses was needed because cameras were added to all of the buses. The policy serves as a notice to the parents that students will be videotaped, if they choose to ride the bus.

TRUSTEE ANN PERKINS MADE A MOTION TO ACCEPT POLICY JICD – CONDUCT ON SCHOOL BUSES ON FIRST READING, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that Policy JOA – School Contacts with Noncustodial Parents was being reviewed as part of the normal review schedule. The policy was updated to make the definitions of noncustodial parents and their rights more clear.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT POLICY JOA – SCHOOL CONTACTS WITH NONCUSTODIAL PARENTS ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

- B. Staff Wellness Program Fall/Winter Activity Schedule (*Information*) – Cody Sinclair**
Human Resources Coordinator Cody Sinclair explained that he is excited about the Wellness Program, and he appreciates the support of the Board in its development. He added that the fall/winter Wellness schedule has an activity for each Tuesday. Also, the blood draw is scheduled for early October.

Trustee Hininger thanked Mr. Sinclair for all the effort he has expended in creating our comprehensive wellness program. Mr. Sinclair responded that it is easy with such an enthusiastic staff.

- C. Nominations for New Sick Leave Bank Committee Members (*Action*) – Cody Sinclair**
Human Resources Coordinator said that the Sick Leave Bank has been a great benefit for the staff. Two of the committee members have retired and will need to be replaced through nominations. The recommended replacements are Jennifer Craft, second grade teacher from Highland Park, and Mandy Roseberry, fourth grade teacher from Henry A. Coffeen.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT THE NOMINATIONS FOR NEW SICK LEAVE BANK COMMITTEE MEMBERS, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

VIII. Reports and Communications

A. Board of Trustees

Trustee Schatz said that he attended the student council meeting at the high school. He said that the members are a wonderful group of students. He added that it is exciting to see so many students involved in activities and encouraging each other to participate.

Trustee Hackman said that, in spite of the construction, Sheridan High School is running smoothly.

Trustee Bridger said that he was in Casper on September 7th for the Wyoming School Boards Association Accountability Workshop. He said that the meeting was focused on teacher and school accountability, and he is looking forward to working with the District to improve accountability.

B. PTO/Parents/Students/Organizations

There were no PTO/Parents/Students/Organizations reports.

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

IX. District Administration Reports

A. Superintendent

District Superintendent Craig Dougherty said that the certified and classified staff members of the year are phenomenal employees. Mick Wiest, Certified Staff Member of the Year, truly deserved the title. He raises the proficiencies of students through high expectations and positive relationships. Superintendent Dougherty said that Classified Staff Member of the Year, Linda Bilyeu, is a professional and an amazing employee. She is the standard by which all other secretaries should be held.

Superintendent Dougherty said that the District's Advanced Placement teachers are doing an amazing job with their students. Our students are able to achieve at the highest level, preparing them for college and life success.

Superintendent Dougherty said that Cody Sinclair does a wonderful job with the Wellness Program. He has empowered the staff to take control of their health and overall fitness. The staff is wonderful about asking for information and offering input to assist in tailoring the Wellness Program.

TRUSTEE SCHATZ MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 6:39 PM. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 6:38 p.m. to address personnel, legal, and real estate matters.

TRUSTEE STEEL MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:09 PM. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:09 p.m.

TRUSTEE BRIDGER MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE ANN PERKINS MADE A MOTION TO APPOINT KEN THORPE AS THE AT-LARGE MEMBER OF THE SEEDA BOARD. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

XI. Adjournment:

TRUSTEE JIM PERKINS MADE A MOTION TO ADJOURN THE MEETING AT 8:09 P.M. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 8:09 pm.

Chairman

Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL REPORT
September 9, 2013**

PROFESSIONAL STAFF

Approvals:

Cindy Dahl Sheridan High School	Discipline Assistant 1.0 FTE (175 days)	Effective 8/30/13
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CERTIFIED STAFF

Ratifying the Recommendation:

Lynette Jost Meadowlark School	Teacher-2 nd Grade 1.0 FTE (181 days)	Effective 8/26/13
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Changes/Transfers:

Cristina Gorzalka Meadowlark School	Teacher-2 nd Grade to Instructional Facilitator (PLC)/Language Arts Specialists 1.0 FTE (185 days)	Effective 8/20/13
Nancy Richter Woodland Park School	Teacher-2 nd Grade to Teacher-Kindergarten 1.0 FTE (185 days)	Effective 8/21/13
Carol Stewart Sheridan High School	Literacy Tutor (0.2 FTE)/Literacy Tutor-At Risk (0.2 FTE)/Instructional Facilitator-Reading (0.4 FTE to 0.6 FTE)	Effective 9/9/13

CLASSIFIED STAFF

Approvals:

Doran Coon Sagebrush and Highland Park Schools	Custodian 8.0 hours/day (261 days)	Effective 9/3/13
April Hunter Sagebrush School	Cook's Helper (3.0 hours/day) and Fresh Fruits and Vegetables (0.6 hours/day) (177 days)	Effective 8/27/13

Erin Johnson Sagebrush School	Second Cook 6.0 hours/day (177 days)	Effective 8/26/13
Genevieve Lowery Sheridan High School	Cook's Helper 5.0 hours/day (177 days)	Effective 9/6/13
Carissa Watson Woodland Park School	School Nurse 6.5 hours/day (180 days)	Effective 8/23/13

Changes/Transfers:

Alice Baker Woodland Park School	Head Cook 6.5 hours/day to 7.5 hours/day	Effective 8/26/13
Colleen B. Charlson Sheridan High School	Paraprofessional-Special Education R3 (7.0 hours/day) to Paraprofessional- Special Education (7.0 hours/day) and Paraprofessional-Lunch (0.5 hours/day)	Effective 9/4/13
Cristina Crabb Woodland Park School	Second Cook (6.0 hours/day to 7.0 hours/ day) and Fresh Fruits and Vegetable (0.6 hours/day)	Effective 8/26/13
Edith Green Sheridan High School	Head Cook 7.0 hours/day to 7.5 hours/day	Effective 8/26/13
Loy Harding Sheridan High School to Sagebrush and Sheridan High Schools	Paraprofessional-ESL 8.0 hours/day to 3.0 hours/day and 5.0 hours/day (respectively)	Effective 9/9/13
Melissa Huckeba Sagebrush School	Paraprofessional-Special Education 1:1 6.5 hours/day to 7.0 hours/day	Effective 8/27/13
Charles Johnson Sagebrush and Highland Park Schools to Woodland Park School	Custodian 8.0 hours/day	Effective 8/20/13
Margaret Sullivan Sheridan High School	Paraprofessional-Special Education R1 (6.0 hours/day) and Paraprofessional- Lunch (0.5 hours/day) to Paraprofessional- Special Education R1 (6.0 hours/day)	Effective 9/4/13

Early Retirement Incentive Plan:

Sally Johnson	Secretary	Effective
Woodland Park School	8.0 hours/day (195 days)	9/27/13

Resignations:

Cristi Caracena	Paraprofessional-Special Education (R3)	Effective
Meadowlark School	6.5 hours/day (175 days)	8/29/13
Melissa Huckeba	Paraprofessional-Special Education 1:1	Effective
Sagebrush School	7.0 hours/day	9/20/13

EXTRA DUTY 2013-2014**Approvals:**

<u>Name</u>	<u>Position</u>
Mary Barbula	Summer Counseling (8 days) – SJHS
Greg Carroll	Football – 7 th Grade B Coach – SJHS
Meagan Dow	Technology Integrator – Highland Park
Levi Duca	Football – 9 th Grade B Coach – SHS
Raili Emery	Summer Counseling (8 days) – SJHS
Kyle Ewing	Wrestling – Assistant Coach – SHS
Maureen Frauenholtz	Volleyball – 9 th Grade A Coach – SHS
Kasey Garnhart	Wrestling – Assistant Coach – SHS
Pete Hawkins	Soccer – Girls Assistant Coach – SHS
Jennifer Kessler	Music – Vocal – Highland Park School
Megan Magee	Summer Counseling (8 days) – SJHS
Kim Malin	Volleyball – 8 th Grade A Coach – SJHS
Pamela Moore	Music – Vocal – Sagebrush School
Harold Mulholland	Football – 8 th Grade B Coach – SJHS
Paul Phillips	ACE Facilitator – Elementary Schools
Leah Sparks	Orchestra – Elementary Schools
Leah Sparks	Orchestra – Story School
Sherry Thompson	Every Day Math Alignment – Elementary Schools
Nikki Trahan	Supervising Literacy Coordination – Elementary Schools
Stephanie Venn	Music – Vocal – Meadowlark School
Allison Voigt	Music – Vocal – Henry A. Coffeen School
Allison Voigt	Music – Vocal – Woodland Park School
Alison Vold	Cheerleading – Assistant Coach – SHS
Dane Worwood	Football – 8 th Grade B Coach – SJHS

Resignations:

<u>Name</u>	<u>Position</u>
Casey O'Connor	Wrestling – 6 th -8 th Grade B Coach – SJHS

2013-2014 SHERIDAN JUNIOR HIGH ESY PROGRAM STAFF – RESOURCE EDUCATION PROGRAMS

Approvals:

<u>Name</u>	<u>Position</u>
Jessie Anderson	Teacher-Special Education – SJHS
Anna Letellier	Teacher-Special Education – SJHS
Cindy Trujillo	Paraprofessional-Special Education – SJHS

2013-2014 SHERIDAN HIGH ESY PROGRAM STAFF – RESOURCE EDUCATION PROGRAMS

Approvals:

<u>Name</u>	<u>Position</u>
Pauline Edwards	Teacher-Special Education – SHS

2013-2014 HIGHLAND PARK ESY PROGRAM STAFF – RESOURCE EDUCATION PROGRAMS

Approvals:

<u>Name</u>	<u>Position</u>
Chase McFadden	Paraprofessional-Special Education – Highland Park

**2013-2014 HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF –
BRIDGES FUNDING**

Approvals:

<u>Name</u>	<u>Position</u>
Rob Aksamit	Teacher
Melissa Condos	Teacher
Saundra Farman	Paraprofessional
Jennifer Iden	Paraprofessional
Lois Johnson	Paraprofessional
Shebree Moore	Teacher
Cody Odea	Paraprofessional
Meg Quade	Teacher
Brianna Reed	Teacher
Amanda Roseberry	Teacher

DATE: September 30, 2013
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Capital Construction Update** (*Information*)

Henry A. Coffeen Elementary School

The construction of Henry A. Coffeen Elementary is progressing smoothly. The structural metal deck is complete on second floor. Site work grading and concrete continues for the bus loop, playgrounds, and other areas. The tractor building and the dumpster enclosure is nearly complete.

Sheridan High School Entrance

The new addition is enclosed with the roofing membrane in place. Progress on the windows, masonry, and store front, along with mechanical, plumbing, and electrical rough-in systems will continue through October. Phase I will be completed by the end of October.

Story Elementary School

Story School will be having an open house on October 10th from 6-7 PM.

DATE: October 7, 2013
TO: Board of Trustees
FROM: Steve Schlicting, Transportation Director
SUBJ: **Award Surplus Bus Bid** *(Action)*

The district received three bids on one (1) surplus bus.

The bids ranged from \$1,865.00 to \$3,752.10.

I would recommend the Board approve the sale of the bus as follows:

- 2001 72 Passenger Thomas-Freightliner VIN 90079 to Sherman Kidd for a bid price of \$3,752.10.

I will ask that you take action to approve the award surplus bus bid, as recommended.

DATE: September 30, 2013
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

GCBA	Professional Staff Salary Schedule
JRA	Student Records
JRA-P	Procedures and Practices of the School District Governing the Maintenance, Transfer, and Disclosure of Student Educational Records

The following policies are being recommended for second reading:

JICD	Conduct on School Buses (New)
JOA	School Contacts with Noncustodial Parents

***Policies -
First Reading***

PROFESSIONAL STAFF SALARY SCHEDULE

It is the intent of the Board of Trustees of the District to establish a salary schedule for teachers and certified employees that will successfully attract new teachers and appropriately compensate those teachers and certified employees that have provided extended service to the District. All teachers' and certified employees' salaries will be determined in accordance with the salary schedule adopted by the Board of Trustees.

The adopted salary schedule expresses the policies the Board expects to follow in establishing teachers' and certified employees' salaries. The Board will make every reasonable effort to maintain the approved salary schedule, but it reserves the right to amend, at any time, any or all parts of any current schedule and provisions relating thereto. Under this provision, any part or all of the ~~vertical steps~~~~annual increments~~ or horizontal columns may be withheld and such other adjustments of salary may be made as financial conditions warrant.

PLACEMENT

The ~~S~~superintendent has the authority to authorize out-of-state certified experience beyond the eighth step for a highly qualified candidate.

Unless otherwise recommended by the ~~S~~superintendent and approved by the Board of Trustees:

1. Salary schedule placement for teachers and certified staff with Wyoming experience will comply with Wyoming Law. Experienced teachers with out-of-state ~~or private school~~ experience may, ~~in at the discretion of the Ssuperintendent,~~ be placed up to the eighth step on the teacher salary schedule in accordance with their educational preparation and prior educational or teaching experience. Consideration shall be given to the area in which the teacher has experience when determining the appropriate step to initially place the teacher.
2. No existing, ~~newly hired,~~ or reinstated employee shall be granted ~~vertical steps~~~~service credit~~ on the salary schedule for any past District wage freeze, unless the step was reinstated for all employees from which it was withheld.

PROFESSIONAL STAFF SALARY SCHEDULE (contd.)

CERTIFICATION

Wyoming ~~Statute stipulates~~Statute stipulates~~law provides~~ that no persons shall teach or supervise in a public school in this state and receive compensation therefore out of any public fund who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate issued, or to be issued, under the laws of this state and the rules and regulations of the State Board of Education. Therefore, it is the responsibility of each teacher and certified employee to maintain appropriate certification to fulfill their assigned responsibilities in the State of Wyoming. Re-certification should be applied for through the Professional Teaching Standards Board sufficiently in advance of the expiration date of the current certificate to allow re-certification to be completed prior to the expiration of the current certificate. Securing and maintaining appropriate Wyoming certification is the responsibility of the individual teacher or certified employee, not the responsibility of the District.

ADDITIONAL CREDIT (HORIZONTAL ADVANCEMENT)

To advance horizontally on salary schedule level B (BA+15), a teacher must earn additional undergraduate semester credit hours that are directly related to the current teaching assignment or graduate credit hours leading to an advanced degree, that can be shown to benefit the current teaching assignment. The credit hours must be earned after the Bachelor's degree is granted.

In order to advance on salary schedule levels BA+30 and BA+45/~~MA~~, the credit hours must bear a definite relationship to the current position ~~occupied~~held by the teacher. The credit hours must: (1) apply to the teacher's MA program which has been pre-approved by the superintendent or the ~~A~~Assistant ~~S~~Superintendent of ~~I~~Instruction/~~H~~Human ~~R~~Resources, or (2) be graduate credit hours in the teacher's major or minor field of preparation earned after the BA degree.

To advance to salary schedule levels E (MA+15), F (MA+30), and G (PHD/MA+45); the credit hours earned must bear a definite relationship to the current teaching assignment held, which determination shall be made by the ~~S~~Superintendent and/or ~~A~~Assistant ~~S~~Superintendent of ~~I~~Instruction / ~~H~~Human ~~R~~Resources. The credit hours earned must be graduate level courses.

Unless otherwise authorized by the superintendent or his or her

PROFESSIONAL STAFF SALARY SCHEDULE (contd.)

designee, only those credit hours which are pre-approved by the ~~S~~superintendent or the ~~A~~assistant ~~S~~superintendent of ~~I~~nstruction/~~H~~uman ~~R~~esources prior to enrolling in class shall apply toward horizontal advancement on the teacher salary schedule. On the date a ~~lane-change~~horizontal advancement is approved and granted on the salary schedule, a retraction on salary placement at a later date cannot occur. Credits toward the next ~~lane-change~~horizontal advancement must be sequential.

Teachers and certified employees intending to move horizontally on the salary schedule must notify the ~~S~~superintendent in writing of their intent to move horizontally on or before June 10 of the school year prior to the anticipated movement. Documentation for the credits earned (official transcripts) should be presented to the ~~S~~superintendent's office at the earliest date possible following the completion of the work to accumulate the extra credits, ~~and-but~~ must be provided on or before October 1 of the contract year in which horizontal movement is anticipated. It is the teacher's or certified employee's responsibility to ensure that all official documentation (official transcripts) has arrived in the ~~S~~superintendent's office on or before October 1 and that the transcripts appropriately reflect successful completion of the advanced degree and/or all credits which are to be applied toward horizontal movement on the salary schedule.

Compliance with the above, while meeting the requirements of the local Board, shall not be understood or construed thereby to modify or fulfill any requirements of the Wyoming State Board of Education or the Professional Teaching Standards Board.

SERVICE INCREMENTS/VERTICAL STEPS

Vertical steps~~Service increments~~, as set out in the salary schedule, shall become effective ~~on September 1 or~~ at the beginning of the new contract school year, ~~whichever is earlier~~. Vertical steps are approved by the Board as a part of the salary and benefits package annually for Service or experience increments will be allotted only if an employee that has worked more than one semester the previous year. Unless otherwise specifically authorized by the Board, an employee advancing horizontally will only receive the vertical steps approved by the Board in the salary and benefits package for that contract school year.

PROFESSIONAL STAFF SALARY SCHEDULE (contd.)

EXTRA PAY FOR EXTRA DUTY

Annual salaries shall always be interpreted to include compensation for other school-related duties not connected with the regular classroom assignments which may be made. ~~Compensable~~Certain extra duty ~~time~~ies ~~involve~~include~~such~~ additional time for preparation and supervision expended by the teacher that is considered by the Superintendent to be in addition to as to make it inequitable to be considered within a the regular assignment under the salary schedule of the teacher. The Board of Trustees, upon the recommendation of the ~~S~~superintendent, will determine which desired school activities' sponsors shall receive extra pay. Extra-duty assignments shall be compensated at the rate established by the Board of Trustees. No employee shall acquire continuing contract status in any extra-duty assignment.

Teachers and certified employees shall be employed at the annual salary rate provided in the most recent salary schedule approved by the Board. Salaries shall be computed and paid in ~~ten (10)~~ or twelve (12) substantially equal installments unless otherwise grandfathered to be paid in ten (10) substantially equal installments. The payroll date shall be the 20th of each month. In the event that pay day falls on a weekend or holiday, the ~~District~~board may choose to pay on the closest working day to the payroll date. The ~~District~~board may elect to pay one or more of the last three (3) months' salary in a lump sum. Teachers and certified employees leaving the District will, with proper notification, be able to collect any pro-rated remaining portion of their salary.

SUBSTITUTE PAY

Substitute teachers shall be paid at the daily rate for substitutes as established by the Board. However, when a substitute has been employed for ten (10) days in the same teaching assignment for the same absence reason, his/her daily rate of compensation will be increased to the long term substitute rate as established by the Board. The substitute teacher would then continue to be compensated at this increased daily rate as long as he/she continues to be employed at that same assignment. State certification regulations limit a substitute teacher to teach a maximum of forty-five (45) days in any one teaching assignment (any part of one day taught is counted as one full day) per semester during the absence of a regularly certified and employed teacher because of that

PROFESSIONAL STAFF SALARY SCHEDULE (contd.)

teacher's temporary inability to perform normal teaching duties. A substitute teacher who holds full Wyoming certification as a teacher with the appropriate endorsements for the subjects being taught may be assigned as a substitute for more than forty-five (45) days in a given semester.

ADMINISTRATORS' SALARIES

It is the intent of the school district to establish a salary for district-level administrators other than the superintendent that will successfully attract new building-level and selected district-level administrators and appropriately compensate those that have provided extended service to the district. All administrators' salaries will be established by the Board of Trustees after consideration of the recommendation of the Superintendent.

PROFESSIONAL STAFF LEAVES AND BENEFITS

All paid professional staff leaves and benefits as identified in Board policies GCBD and GCC which are provided to teachers and certified employees by the Board of Trustees are considered as a part of compensation to the employee.

W.S. 21-7-104
W.S. 21-7-303

First Reading: ~~10/11/10~~ 9/9/13
 Second Reading: ~~11/8/10~~

STUDENT RECORDS

An accurate cumulative record shall be maintained for every child enrolled in the schools of this district. Data in the cumulative record shall be factual and objective. The cumulative records shall ~~be limited to~~include identifying data, ~~academic work completed~~proficiency level, ~~level of achievement~~grade level achievement, attendance data, health data, standardized test scores, and family information.

Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein.

Access to a student's cumulative record shall be limited to authorized school personnel, eligible students, parents and legal guardians of the student. Access may also be granted pursuant to court order, a lawful subpoena, or upon Any other ~~access will require a subpoena or~~ the written permission of the parent or legal guardian.

Whenever a student has attained eighteen years of age, or is attending an institution of post-~~secondary~~ education, the permission or consent required of and the rights accorded the parents/guardians of the student shall be accorded to the student.

Transcripts and disciplinary records involving suspension or expulsion will be transferred upon the request of an educational institution of which the student intends to enroll, in accordance with federal law.

All materials in the student's cumulative folder deemed permanent by the state records management manual #97-127 will be transferred to the Wyoming State Archives. School District #2 will maintain transcript records and high school attendance records for a minimum of 10 years.

See also policies:

BEE Board Hearing/Appeal Procedures
BEE-E Rules of Practice Governing Hearings and Contested Cases Before the Board of Trustees of Sheridan County School District Number Two and Procedures to Consider Recommended Findings from an Independent Hearing Officer

First Reading: 7/21/04

Second Reading: 8/16/04

Reviewed: 4/14/08

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS**

1. Student educational records and progress records will be maintained on established forms that have been adopted for district-wide use (cumulative folders, health records, ~~history—sheet,~~ achievement test labels, attendance registers, etc.). Additional information reports such as observation notes, letters from parents, teacher comments, etc. will be placed in the educational records of students only upon the advice of the school principal or other school official who is responsible for the maintenance of student educational records.
2. The additional information reports, considered to be the property of the school district, shall be maintained in files other than student cumulative folders. This policy shall apply to lesson plans~~s—books~~), grade books, observation notes, evaluation comments, case study records, and other similar record forms developed by teachers, school psychologists, therapists, social workers, contractors, and other similarly trained professionals employed by the school district.
3. Achievement tests may be administered without prior parental permission and the results of those tests may become part of the student's educational records. In addition, other tests may be administered upon approval of parents or the appropriate school officials. Results of those additional tests may also be placed in the educational records of students.
4. In compliance with applicable governmental regulations, the record-keeping practices of the school district shall include the following:
 - a. Provision to annually inform parents of their rights regarding the educational records of students;
 - b. Announcement of the procedure to be followed by those who seek to examine, challenge, or obtain copies of student educational records;
 - c. Announcement of the location of student educational records and the responsible school district officials.

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)**

5. The District may ~~in~~at the discretion of the superintendent, or his/her designee, disclose directory information without prior or written parental permission. If a parent/guardian does not wish the School District to disclose directory information without consent, the parent/guardian shall notify the School District in writing by September 20. Directory information, for the purposes of the school district, may include: student name, photograph, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous school attended.
6. Personally identifiable information, for the purposes of the school district, may include such information as: names of parents and other family members, health records, identifiers such as student or social security number, descriptions of personal or educational characteristics, test scores and other similar information. Personally identifiable information generally shall require written consent or be required by court order or a lawful subpoena prior to disclosure.
7. Officials of the school district may disclose the educational records of students, without prior or written consent:
 - a. When parents or legal guardians seek to examine the records of their own children;
 - b. To officials of other schools or school systems in which the student seeks or intends to enroll, upon condition the student's parents are notified and receive a copy of the record if desired.
 - c. To officials and employees of the school district who have a legitimate educational interest in those records;
 - d. To eligible students (those who have reached 18 years of age or are attending a post-secondary educational institution) who seek to examine their own educational

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)**

records;

- e. To comply with a judicial order or lawfully issued subpoena ~~for a law enforcement purpose~~, provided that a reasonable attempt has been made to notify the parent prior to compliance with the judicial order;
 - f. To appropriate organizations and governmental officials (as specified by the Family Educational Rights and Privacy Act, P. 99.31).
 - g. In connection with a student's application for, or receipt of, financial aid.
8. Written records of disclosure will be maintained by the responsible school district officials. Disclosure records will be maintained on approved forms and will be filed with the educational records of students. Records of disclosure will be maintained by the school district.
- ~~9. Unless it has received legal evidence to the contrary (legal instrument or court orders governing such matters as divorce, separation, or custody), the school district will presume that both parents of students have the legal authority to examine the educational records of their children.~~

RIGHTS OF PARENTS UNDER THE PROVISIONS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

- 1. Parents, legal guardians, and eligible students under the provisions of the Family Educational Rights and Privacy Act are granted the right to examine the educational records of local educational agencies. Upon receipt of the request, the educational agency has a maximum of 45 days in which to comply with that request.
- 2. Unless the school agency has received official or legal evidence to the contrary (legal instrument or court orders governing such matters as divorce, separation, or custody~~divorce decree, contested custody, etc.~~) it may presume that either parent has legal right of access to the records of students, and may honor the written request from

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)**

either parent.

3. No portion of an educational record may be destroyed during the period of time when there is an outstanding request for the disclosure of those records.
4. It is permissible to require that the educational records be examined in the presence of a school district official. If the parent requests a copy of the records, the request must be honored (costs of reproduction will be borne by the parent).
5. Parents, legal guardians, and eligible students who feel that the contents of educational records are inaccurate, misleading, inappropriate, or in violation of privacy or other rights of students may request that the records be amended.
6. If the school agrees with the request, the records will be amended and the parent will be advised, in writing, of the agreement.
7. If the education agency does not agree with the request for amendment, the parent must be advised of his/her right to a hearing. All hearings shall be conducted pursuant to the Rules and Regulations of Sheridan County School District No. 2.
8. If the hearing determines that an amendment will be made, the records are amended and the parent informed, in writing, of the changes.
9. If the hearing does not result in a record amendment, the parent must be advised of his right to place a statement of disagreement in the educational record of the student. The disagreement statement must remain as part of the student record as long as the record is maintained by the school district. Any disclosure of the educational record must include the disclosure of the statement of disagreement.

Family Educational Rights and Privacy Act, P. 99.31

| [See also policies:](#)

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)**

BEE Board Hearing/Appeal Procedures
BEE-E Rules of Practice Governing Hearings and
Contested Cases Before the Board of Trustees of Sheridan County
School District Number Two and Procedures to Consider
Recommended Findings from an Independent Hearing Officer

First Reading: 9/10/12

Second Reading: 10/8/12

***Policies -
Second Reading***

CONDUCT ON SCHOOL BUSES

Students receiving transportation on a school bus are required to demonstrate good behavior at all times and must adhere to all school district policies and procedures. The School District has implemented rules and guidelines with regard to transportation on school buses. Parents and students must agree to comply with all policies, rules, and guidelines before a student will be allowed to ride on a school bus.

School District buses may be equipped with video and/or audio recording devices to record the conduct and verbal communications of students riding on school buses. ~~Parents and students must consent to the recording of the~~ A student's conduct and verbal communications may be recorded while on ~~the a school district bus or at a bus stop. and As a condition to being allowed to ride on a school bus,~~ parents and students agree that ~~thea~~ student does not have an expectation of privacy with respect to conduct and verbal communications on the bus ~~before the student will be permitted to ride on the bus.~~ School District personnel may view the video and audio recordings of students riding on school buses at any time for any reason. Students may be disciplined for misconduct that is shown on the video and/or audio recordings. Video and audio recordings may be shared with parents in situations relating to student discipline if determined appropriate by the superintendent or his/her designee. Video and audio recordings may be shared with law enforcement and/or other governmental agencies as deemed appropriate by the superintendent or his/her designee.

See also

JICC - Authority for Student Conduct on School Buses

First Reading: 9/9/13

Second Reading:

SCHOOL CONTACTS WITH NONCUSTODIAL PARENTS

DEFINITIONS

Noncustodial parent - refers to the parent who does not have custody of the child, but does have the right to information about the child's education.

~~The Board believes it is appropriate to afford noncustodial parents* the opportunity to be informed and to participate in the education of their children on the same basis as any parent. Access to the records shall be in accordance with policy JRA-R.~~

~~Upon request, n~~Noncustodial parents are ~~shall be~~ entitled to exercise all parental rights to the extent that such rights are not restricted by a legally binding instrument or court order. ~~Action shall be taken to inform noncustodial parents of their right and to assist them in the exercise of these rights.~~

Access to student~~the~~ records shall be in accordance with policy JRA-P.

PROCEDURES

~~1. A reasonable attempt will be made to publicize make this policy readily available so that all affected parents will know of its existence and its provisions.~~

12. The student's school record will have a section for listing the name, address, and telephone number of the noncustodial parent.

~~3. Parents may initiate a written request to the building principal for the standard information listed below:~~

_____	ELEMENTARY/MIDDLE SCHOOL SECONDARY (JUNIOR AND HIGH SCHOOL)
_____	A school calendar
_____	Grade reports
_____	Conference dates and
_____	Times
_____	Progress reports

Other information may be provided when deemed appropriate by the superintendent or his/her designee.

~~4. During September of each school year an information letter about the policy will be sent to each noncustodial parent listed on the student's school record if the address is known or can be found by reasonable inquiry.~~

~~5. At the elementary level, a mutually agreeable conference~~

~~arrangement will be made.~~

26. All designated staff will be oriented as to the rights of noncustodial parents and to these procedures.

~~*A noncustodial parent refers to the parent who does not have custody of the child, but does have the right to information about the child's education.~~

First Reading: ~~2/11/97~~ 9/9/13
Second Reading: ~~8/26/97~~



Craig Dougherty, Superintendent

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: October 1, 2013

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **Whitney Benefits** (*Information*)

A representative from Whitney Benefits will be at the board meeting on Monday to present information about their foundation.



Craig Dougherty, Superintendent

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: October 1, 2013
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Acceptance of Donation to the District** (*Action*)

Recently, Java Moon donated a coffee card to each district employee to show their support for the school district.

I will request that you take action to accept this generous donation to the District.

DATE: October 2, 2013

TO: Board of Trustees

FROM: Dirlene Wheeler, Sheridan High School Principal

SUBJ: **Out of Country Travel Request – Costa Rica** (*Action*)

Again this year, Mario Montaña and the Spanish Club would like to travel to Costa Rica over Spring Break. We are asking your permission to take 12 – 15 students beginning Friday, March 21, 2014 through Saturday, March 30, 2014. Insurance coverage for students and adult chaperones will be provided by Educational First Tours. Debbie Hanson, School Secretary, and Mario Montaña will chaperone the event this year. Insurance information will be provided to our Business Manager, Roxie Taft.

I will ask that you take action to approve this out of country travel request.



Craig Dougherty, Superintendent

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: October 1, 2013
TO: Board of Trustees
FROM: Dirlene Wheeler, Sheridan High School Principal
SUBJ: **Acceptance of Donations to Sheridan High School** *(Action)*

The Wyoming National Guard recently donated \$2,800 to Sheridan High School Football to pay for a web-based computer program that is used for game film exchange and breakdown.

The Trails End Motel donated \$600 to the Spanish Club for assistance they provided at concerts.

I will request that you take action to accept these generous donations to Sheridan High School.



Craig Dougherty, Superintendent

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: October 1, 2013

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Elementary Schools' Improvement Plans** (*Information*)

Each of the five elementary principals will be presenting his/her school improvement plan for the 2013-2014 school year at the October 7th board meeting. This site plan will include: school strengths, areas of improvement, and specific interventions to improve student learning.

There will be an opportunity to ask questions of principals at the conclusion of their three to five minute presentations.

Fall School Improvement Report 2013

Achievement Results:

PAWS Data (Proficient & Advanced)

	Meadowlark	State Average
<i>Third Grade</i>		
Reading	89%	66%
Math	96%	87%
<i>Fourth Grade</i>		
Reading	87%	78%
Math	98%	81%
<i>Fifth Grade</i>		
Reading	93%	73%
Math	93%	80%

MAP Highlights:

- MAP Testing from Spring 2012-Spring 2013
 - Math Proficiency
 - 3rd Grade: 92%
 - 4th Grade: 96%
 - 5th Grade: 97%
 - Reading Proficiency
 - 3rd Grade: 80%
 - 4th Grade: 82%
 - 5th Grade: 92%
- Reading has become part of our focus and goals within our PLC teams this academic year.
- All students have a goal of meeting their target growth rate.
- Teachers will be using this data to drive instruction.

School Improvement SMART Goals:

- Students will continue to perform at 90% proficient or higher on the PAWS in Reading and District Writing Assessments. We will continue our systematic intervention in reading and writing.

- All students will show Bobcat Pride and meet behavioral expectations.

Strategies & Interventions:

This will be the seventh year Meadowlark Elementary School will utilize the Professional Learning Community philosophy.

Within our PLC grade level teams, we are creating a balanced literacy approach with reading and writing to better align with the Common Core Standards.

We will have PLC teams that will:

- a. Team together to create essential outcomes. Staff will meet for one hour a week during the regular school day. The meetings will occur during planning time; teachers are not being pulled out of class for PLC meetings. We will have our cross level meetings during our staff meetings.
- b. Design assessments that measure the essential outcome.
- c. Have a systematic approach to address students that are not proficient in a particular skill during the school day. We will have an intervention group for every non-proficient student.
 - i. The PLC team will divide students into groups based on their performance on formative assessments. Our goal is to send the most at-risk group with the teacher that demonstrated the highest proficiency in teaching the essential outcome.
 - o These at-risk students will receive ½ hour of extra reading and/or writing instruction everyday targeting the essential outcome they did not demonstrate proficiency.
 - o The students that demonstrated proficiency will go to an enrichment reading and/or writing group.
 - o The groups will meet for ½ hour every day. Students at Meadowlark will receive a double dose of reading and/or writing every day, with one session in their classroom and one session in their Intervention/Remediation (I/E) group.
 - o PLC teams will also participate in teacher led staff development. The staff development will be based on student data and need. Themes range from reading, writing, and/or CCSS implementation.

Students will receive additional reading interventions within the classrooms and from the reading specialists in the building.

Meadowlark restructured the After School Program to better target our at-risk students with more intense teacher lead instruction, three times a week.

Bobcat Pride

- Students will be introduced to a new focus topic on a monthly basis. The topic will be reinforced in announcements and in the classroom.
- Students will have opportunities to be recognized for showing Bobcat Pride. Students will have clear expectations and follow the PBIS model for behavior. They will be recognized for meeting behavioral goals throughout the year.

School: Woodland Park
Principal: Paige Sanders

Fall School Improvement Report 2013

Achievement Results Highlights:

PAWS Data Highlights (Proficient & Advanced)

	Woodland Park	State Average
<i>Third Grade</i>		
Reading	88%	66%
Math	94%	87%
<i>Fourth Grade</i>		
Reading	87%	78%
Math	94%	81%
<i>Fifth Grade</i>		
Reading	88%	73%
Math	97%	80%

MAP Highlights:

As an average, all classrooms scored well above the MAP target scores per grade level.

School Improvement Goals:

This year we are developing reading outcomes aligned with the Common Core State Standards and pairing that with our already developed writing outcomes. We will be developing rubrics and common formative assessments for each reading outcome and utilizing the Atlas Rubicon curriculum mapping software program for vertical alignment. As part of our weekly PLC meetings, we will be discussing reading as well as writing and research based best practices. We have a weekly book study, the focuses on a variety of reading strategies. In addition, we will be tracking our students closely and targeting their needs.

Woodland Park will be piloting the Consequence Guide to ensure continued use of PBIS and consistency among discipline and behaviors. We will implement the use of the Check in/Check out system for struggling students, as an attempt to build positive relationships between students and adults.

Strategies & Interventions:

Since 2nd grade is our highest need based on last year and this year's MAP testing, we will continue to create I/E groups for reading interventions. Because the current PAWs test scores were lower than last year's in reading we will focus on their skills and creating a foundation for success through reading outcomes and common assessments. We also will be using RTI both academically and behaviorally. The After School Program and Title 1 Programs target those students who scored below the 40th percentile, and we will provide intensive interventions during that time.

Fall School Improvement Report 2013

Achievement Results:

PAWS Data (Proficient & Advanced)

	Sagebrush Elementary	State Average
<i>Third Grade</i>		
Reading	64%	66%
Math	86%	87%
<i>Fourth Grade</i>		
Reading	92%	78%
Math	95%	81%
<i>Fifth Grade</i>		
Reading	87%	73%
Math	96%	80%

MAP Highlights:

78% of our student population met their fall to spring growth goal in reading as established per their grade level. In the area of mathematics, 85.8% of our K-5 students met their fall to spring growth goals as established by per grade level expectations.



School Improvement SMART Goals:

All students will improve in reading comprehension skills. All grade levels will attain performance levels of 95% and/or above as measured by either; PAWS, MAP, and/or our District Reading Assessments.

All students will improve their writing skills across the curriculum. All grade levels will attain performance levels of 95% and/or above as measured by SAWS and/or our District Writing Assessment.

All students will improve their mathematic problem solving skills. All grade levels will attain performance levels of 95% or above as measured by PAWS and the District Mathematic Assessments.

PBIS target areas: school-wide behavioral expectations.

PBIS goal: Student discipline referrals will decrease by a minimum of 5%.



Strategies & Interventions:

Professional Learning Community (PLC): For the 2013-14 school year Sagebrush is making several modifications. Each year our team evaluates and refines its utilization of the Professional Learning Community process. This school year, we are increasing our focus upon the effective alignment and implementation of the Common Core State Standards. Sagebrush will continue weekly PLC meetings. Each grade level conducts a minimum of two PLC meetings per week. Instructors continue to expand upon their ability to effectively interpret and utilize student data. Instructors continue to develop rigorous formative assessments that meet common core expectations. Instructors also participate in several book studies designed to promote deeper levels of teacher knowledge and skill.

Literacy Goal: Our literacy meetings focus upon student data and the implementation of best practice learning strategies. Professional dialogue pertaining to the successful implementation of our writing and reading program, rubrics, and expectations are our focal points. Sagebrush will continue to utilize ‘flooding’ groups, as well as intervention and enrichment groups to enhance student learning opportunities.

Mathematics Goal: Sagebrush will continue grade level meetings for mathematics. This year our focus will be to effectively align and implement the common core mathematics standards. In the area of professional development, our instructors will focus upon developing number knowledge and structuring numbers as well as problem solving, thinking skills, and Exemplars. In addition to our regular math meetings, Sagebrush will host weekly math workshops facilitated by our Math Coordinator to meet the specific learning needs of our students and the instructional needs of our teachers.

Building Culture: Through the development of strong and trusting relationships, all adults at Sagebrush work toward providing the finest education for the whole child. In addition to high academic expectations, Sagebrush seeks to fulfill each student's social, emotional, and physical needs. Sagebrush continues to utilize PBIS and Skippy Jon Jones to educate students regarding school wide behavior expectations and student leadership. Sagebrush will also continue to develop and implement parent engagement activities and parent education opportunities regarding student learning and parental skills. Parent education opportunities include Love and Logic and the Seven Habits of Highly Effective Families/Parents. Each year, Sagebrush focuses upon specifically selected school-wide thematic learning themes designed to enhance students’ background knowledge and knowledge of world cultures. Our PLC meetings will guide our building culture that all students can learn.

Fall School Improvement Report 2013

Achievement Results: HP students scored in the 90th percentile or above at every grade level, in every subject, on the PAWS test for the second year in a row!

PAWS Data (Proficient & Advanced)

	Highland Park	State Average
<i>Third Grade</i>		
Reading	92%	66%
Math	98%	87%
<i>Fourth Grade</i>		
Reading	95%	78%
Math	97%	81%
<i>Fifth Grade</i>		
Reading	100%	73%
Math	98%	80%

Highlights: HP MAP and District Assessments indicated that our students at or above grade level in MAP and 85th percentile on the district assessments.

School Improvement SMART Goals: Our School Improvement Goal is to have 90% of our students in grades K-5 score at a proficient level on all of the District Writing Assessments.

Strategies & Interventions: Our strategies and interventions will continue to be centered on the Professional Learning community (PLC) model. Through small group intervention based on common assessments, staff will be generating instructional strategies to address the learning needs of each child.

DATE: October 3, 2013

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent for Curriculum and Assessment

SUBJ: **Adequate Yearly Progress (AYP) Determinations** *(Information)*

One of the requirements of the No Child Left Behind (NCLB) Act is to measure and report the progress of various groups of students towards reaching the goals of 100% proficiency on a statewide assessment of Language Arts and Mathematics by the year 2014. The AYP determinations from the Wyoming Department of Education (WDE) were delayed again this year. This time they were delayed because the WDE requested a freeze on achievement targets back to the Spring 2012 levels.

Our AYP determinations have been made and our progress was found deficient in two areas, related to at-risk students at Sagebrush and Fort Mackenzie schools. Special Education students are not making adequate yearly progress in Language Arts at Sagebrush Elementary. The cohort size for students at Sagebrush with disabilities is much higher than the expected rate, and due to that large cohort size, we have missed AYP at the District elementary level. We are already taking steps to improve proficiency for special education students, including Reading Recovery training, refining the referral process, and improving the skill sets of teachers, so they can address student deficiencies. Fort Mackenzie graduated a higher percentage of students, but did not make their AYP target. This was largely due to the small numbers at our alternative school that requires WDE to use earlier years' data to reach a stable number. We are still reviewing the data to see if these preliminary findings are correct. I will review these results with you at your Board meeting.