

Sheridan County School District #2

Board Meeting



Date: November 3, 2014

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

November 3, 2014

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. SJHS 2013-2014 Seventh Grade Class – Mitch Craft
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Minutes–October 6, 2014
 - B. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) – Craig Dougherty
 - B. Graduation Matters Update (*Information*) – Mitch Craft
 - C. Approval of Policies (*Action*) – Cody Sinclair
- VII. New Business**
 - A. Approval of Bus Donation to Sheridan Recreation District (*Action*) – Steve Schlicting
 - B. Award Surplus Bus Bid (*Action*) – Steve Schlicting
 - C. Out-of-Country Travel Request for France (*Action*) – Brent Leibach
 - D. 2014 Accountability Systems Results (*Information*) – Tom Sachse
 - E. FY15 Quarterly Financial Update (*Information*) – Roxie Taft
 - F. Wellness Program Improvements for 2014-2015 (*Information*) – Cody Sinclair
 - G. Elementary Schools' Improvement Plans (*Information*) – Scott Stults
- VIII. Reports and Communication**
 - A. Board of Trustees
 - 1. Committee Reports
 - 2. Related Board Reports
 - 3. Other
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff
- IX. District Reports**
 - A. Superintendent
- X. Executive Session**
 - A. Personnel Matters
 - B. Legal Matters
- XI. Adjournment**

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Richard Bridger, Chairman

October 6, 2014

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, October 6, 2014, in the Board Room at the Central Administration Office. The presiding officer was Richard Bridger, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Richard Bridger, Chairman
Hollis Hackman
Scott Hininger
Erica O'Dell
Jim Perkins
Molly Steel

Absent:

Ann Perkins, Vice-Chairman
Marva Craft, Clerk
Wayne Schatz, Treasurer

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

Absent:

Coree Kelly, Technology Director

II. Recognition

A. Highland Park Elementary Blue Ribbon Recognition – Scott Stults

Director of Elementary Education Scott Stults said that Highland Park Elementary School had just been named as a National Blue Ribbon Exemplary High Performing school. Mr. Stults explained that Highland Park students tested in the top fifteen percent of all schools in the state and each subgroup of students tested in the top forty percent of all schools in the state.

Mr. Stults shared Highland Park's historic PAWS data. He said that the scores were phenomenal under former Principal Brent Leibach and he anticipates a similar success under new Principal Scott Cleland. He said that kids benefit every day from outstanding instruction.

Former Highland Park Principal and current Sheridan High School Principal Brent Leibach recognized Mr. Stults for leading and guiding four schools to qualifying for National Blue Ribbon status. He said that Highland Park is a special school in which the staff works collaboratively every day to be the best. He thanked the Board and the administration for their support.

Highland Park Elementary School Principal Scott Cleland said that he is fortunate to have a fantastic staff that works hard every day to be certain that students are learning, adapting as needed.

Trustee Hininger said that he has always been proud of Highland Park, as it is a consistently high-performing school.

B. Advanced Placement Scholars and National Merit Semi-Finalists – Ed Fessler

Ed Fessler of the Sheridan High School Student Planning Office explained that Advanced Placement (AP) classes and tests provide motivated and academically prepared students with the opportunity to earn college credit and stand out in the college admissions process. AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. Research consistently shows that AP students who score a 3 or higher on AP Exams (based on a scale from 1 to 5, with 5 being the highest) typically experience greater academic success in college and higher graduation rates than students who do not participate in AP. Mr. Fessler said that Sheridan High School has some great celebrations to report.

Mr. Fessler also shared that twenty-seven students at Sheridan High School have earned AP Scholar Awards in recognition of their exceptional achievement on AP Exams, an increase from the 20 AP scholars on 2012 and 24 AP scholars in 2013.

Mr. Fessler said that Gretchen Dougherty qualified for the National AP Scholar Award by earning an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Eleven 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 3 or higher on five or more of these exams. These students are Lachlan Brennan, Maggie Clarendon, Gretchen Dougherty, Kameron Eckard, Raien Emery, Alison Geary, Dillon Jensen, Tyler Julian, Alexandra Kooper, Reed Ritterbusch, and Meredith Weber.

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 3 or higher on four or more of these exams. These students are Trace Addlesperger, Aaron Campbell, Judy Chen, Maya Gilmore, and Marissa Hegy.

Eleven students qualified for the AP Scholar Award by completing three or more AP Exams, with grades of 3 or higher. The AP Scholars are Morgan Brennehan, Brittney

Buckler, Thomas Fenn, Isaac Gray, Ethan Hoopes, Kristin Hoxie, Morgan Jacobs, Jacob Jahiel, Sarah LeTempt, Brandt Ross, and Elizabeth Winnop.

Mr. Fessler also shared information about the National Merit semifinalists. He said that more than 1.4 million juniors in the U.S. entered the 2015 National Merit Scholarship Program by taking the 2013 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which served as the initial screen of program entrants. Approximately 16,000 students across the nation qualify for the Semifinalists National Merit Scholarship Program and have an opportunity to continue in the competition the National Merit Scholarships offered next spring. Three Sheridan High School students have been designated as National Merit Semifinalists: Raiken Emery, Marissa Hegy, and Elizabeth Winnop.

III. Approval of Agenda

TRUSTEE O'DELL MADE A MOTION TO APPROVE THE AGENDA, AS PRESENTED. TRUSTEE HACKMAN 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 September 8, 2014

B. Approval of Bills for Payment

General Clearing	1,329,282.61
Federal Fund	188,751.38
TOTAL:	\$1,518,033.99

C. Approval of Isolation Payments

- 1. Barney Family**
- 2. Martin family**

TRUSTEE HININGER MADE A MOTION TO APPROVE THE CONSENT AGENDA ITEMS, AS PRESENTED. TRUSTEE O'DELL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VI. Old Business

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

Superintendent Craig Dougherty said that TSP architects had the draft plans of the Sheridan High School locker room renovation available at 5:30 today before the board meeting, so the architect could answer questions. He added that Facilities Director Julie Carroll has met with GH Phipps, the Construction Manager at Risk (CMAR) for the project, several times. Weekly meetings will take place to decide construction materials and plans. The District will know next March, if the funds requested from the state have been approved. Design development will need to take place over the next few months and bids will need to be taken early next year in order to start in the spring. The CMAR will allow the project to be broken into bid packages for cost savings and long lead times allow the project to flow more smoothly.

Superintendent Dougherty said that the Sheridan High School Booster Club has been selling nameplates for the lockers as a fundraiser. He added that Principal Brent Leibach will be hosting a walk-through of the office renovations at 5:00 pm on November 3, 2014, immediately prior to the next board meeting.

Superintendent Dougherty said that the staff of Fort Mackenzie (FMHS), the Wright Place (tWP), and the Behavior Center are enjoying their transitional site at old Highland Park Elementary school. He added that he and Facilities Director Julie Carroll are working with the Wyoming Schools Facilities Department to evaluate the need for a new facility for the alternative schools, Sagebrush Elementary School, and the Bus Barn. If renovation funds are secured, FMHS/tWP will need to vacate the old Highland Park facility, as Sagebrush would need to use the building while their renovation is completed.

Mr. Dougherty has met with the area superintendents regarding the future for alternative schools, and Sheridan College will join the meeting in November. The alternative schools in Sheridan are successful and will work well as a model for the other districts.

Facilities Director Julie Carroll reported that the excess field water situation at Henry A. Coffeen Elementary School has greatly improved. The irrigation and watering zones have been evaluated, and the standing water has dissipated, now that the sod is established.

B. Graduation Coach Position (*Information*) – Brent Leibach

Sheridan High School Principal Brent Leibach said that there is a need for someone to work with students who are at risk of dropping out of school. He discussed the need for students to make connections with adults at the high school and asked that the District consider employing a Graduation Coach to help students stay in school.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE THE GRADUATION COACH POSITION, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION.

Trustees Jim Perkins, Hininger, Hackman, and Steel raised questions about the graduation rate calculations, funding support, community support, and the value of parent liaisons.

Principal Leibach responded to each of the issues. Superintendent Dougherty said that he has been having discussions and meetings with the poverty group. He added that the position is for 195 days, with a salary of approximately \$30,000 per year. He said that this position would be able to help with parent issues. He reiterated that \$150,000 has been allocated in the budget with a focus of improving the graduation rate. He added that Principal Craft has been at the board meetings every other month to explain what the District's needs are with regard to improving the graduation rate.

THE MOTION CARRIED WITH A UNANIMOUS VOTE

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

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

FIRST READING

Mr. Sinclair said that Policy GCQEA - Early Retirement Incentive Plan – was adjusted to a more sustainable level. Employees who apply for the Early Retirement Incentive prior to January 15th will be eligible for the previous incentive amount. Those that apply after that date will be eligible for a reduced incentive amount.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GCQEA - EARLY RETIREMENT INCENTIVE PLAN ON FIRST READING, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND THE MOTION PASSED WITH A UNANIMOUS VOTE.

Chairman Bridger said that Policy GCQEA-P - Early Retirement Incentive Plan Schedule of Benefits accompanies Policy GCQEA - Early Retirement Incentive Plan.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY GCQEA-P - EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS ON FIRST READING, AS PRESENTED. TRUSTEE HININGER SECONDED THE MOTION, AND THE MOTION PASSED WITH A UNANIMOUS VOTE.

SECOND READING

Mr. Sinclair said that there were no changes made to Policy GCC-GDC – Staff Leaves and Absences.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY GCC-GDC – STAFF LEAVES AND ABSENCES ON SECOND READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND THE MOTION CARRIED WITH A UNANIMOUS VOTE.

VII. New Business

A. Implementation of the New State Standards (*Information*) – Mitch Craft

Sheridan Junior High School Principal Mitch Craft explained the difference between standards, curriculum, and assessments. He explained them in terms of football, as the rules of the game, the playbook (decided by each team), and the scoreboard respectively.

He shared that the Common Core State Standards (CCSS), released in 2010 as the result of collaboration between the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO). The standards were modeled after those of high performing states, focusing on real-world applications and college and workplace readiness.

Mr. Craft explained that as society is more mobile, students need consistent goals. The CCSS allow comparable student data and comparable instruction from state to state.

Trustee Hackman shared that www.corestandards.org holds answers to commonly asked questions.

District Professional Learning Communities Coordinator Mick Wiest added that it is important to inform community and legislators about the CCSS. House Bill 97 passed for general file for the next legislative session. It prohibits the Board of Education from pursuing an arrangement with the Smarter Balanced Assessment Consortium (SBAC).

Chairman Bridger said that some members of the Board have met with legislators about this issue already. He added that he would like to see Wyoming choose the SBAC and build some consistency for the students.

Mr. Craft said that if the state gives teachers and students clear, consistent targets, they will hit them every time.

B. Statewide Assessment Results (*Information*) – Tom Sachse

Assistant Superintendent Tom Sachse shared the PAWS and ACT scores. He explained that the test has changed so much that the data is not really comparable. The test is far more rigorous than previous years, as it is beginning to align with the CCSS.

Dr. Sachse shared the PAWS and ACT scores. He said that the scores are between nine and twenty-eight percentage points above the state average. Sheridan County School District #2 is the highest performing district in the state.

Trustee Hackman said that he was impressed with the District's scores, especially since the test keeps changing.

Assistant Superintendent Tom Sachse said that it is important to teach to the standards, not the test.

VIII. Reports and Communications

A. Board of Trustees

1. Wyoming School Boards Association (WSBA) Resolutions (Action) – Rich Bridger

Chairman Bridger said that four resolutions will require board approval to be submitted to the Wyoming School Boards Association prior to October 13th: Graduation Rate, Cyberbullying, Age for Registration in Kindergarten, and Compulsory Age of Attendance. One resolution requires no action, as it received board approval earlier this year: Flare Gas on School Trust Lands. .

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE WSBA RESOLUTIONS FOR GRADUATION RATE, CYBERBULLYING, AGE FOR REGISTRATION IN KINDERGARTEN, AND COMPULSORY AGE OF ATTENDANCE. TRUSTEE STEEL SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Chairman Bridger said that the general election will take place in November and Board Officer elections will take place in December.

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

Superintendent Dougherty congratulated Highland Park Elementary School and the exemplary work that Director of Elementary Education Scott Stults does with the staff, principals, and teachers.

Mr. Dougherty said that the PAWS and ACT results are the result of focused teachers and staff members taking responsibility for the education of each child. He added that the District will continue to be a model for the state. A leadership summit is being planned for the summer of 2015, so that our teachers will be able to show the rest of the state how to achieve educational success.

TRUSTEE HACKMAN MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:52 PM TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES. TRUSTEE HININGER SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:52 p.m. to address personnel matters.

TRUSTEE HININGER MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:07 PM. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:07 p.m.

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

XI. Adjournment:

TRUSTEE O'DELL MADE A MOTION TO ADJOURN THE MEETING AT 8:12 P.M. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 8:12 pm.

Chairman

Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
October 6, 2014**

CERTIFIED STAFF

Changes:

Krystal Ahrens Henry A. Coffeen School to Henry A. Coffeen and Sagebrush Schools	Teacher-Title I (0.5 FTE)/Reading Recovery (0.5 FTE) to Teacher-Title I (0.75 FTE)/Reading Recovery (0.25 FTE) 175 days	Effective 8/19/14
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CLASSIFIED STAFF

Approvals:

Julianne Blaha Sagebrush School	Paraprofessional-ESL 6.5 hours/day (175 days)	Effective 10/14/14
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Megan Carfino Sheridan High School	Custodian 8.0 hours/day (261 days)	Effective 9/25/14
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Erica Cote Highland Park School	Cook's Helper (3.0 hours/day) to Cook's Helper/ Fresh Fruits and Vegetables (4.0 hours/day) 177 days	Effective 9/29/14
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Erin Johnson Henry A. Coffeen School	Paraprofessional-Special Education 1:3 7.0 hours/day (175 days)	Effective 9/23/14
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Angel Roberts Transportation Department	Bus Driver-Rotator 2.0-4.0 hours/day (175 days)	Effective 9/22/14
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Austin Sharpe Transportation Department	Bus Driver-Rotator 2.0-4.0 hours/day (175 days)	Effective 9/22/14
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Changes/Transfers:

Danielle Arrants Woodland Park School	Paraprofessional-ESL (5.0 hours/day) to Paraprofessional-ESL (5.0 hours/day)/After School Program (3.0 hour/day) 175 days	Effective 9/8/14
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Antonia Becker Sagebrush School	Paraprofessional-Title I (6.0 hours/day) to Paraprofessional-Title I (6.0 hours/day)/After School Program (0.5 hour/day) 175 days	Effective 9/8/14
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Candlen Carlson Highland Park School	Second Cook/Fresh Fruits and Vegetables to Second Cook 7.0 hours/day to 6.0 hours/day (177 days)	Effective 9/30/14
Loy Harding Sheridan High School	Paraprofessional-ESL 8.0 hours/day to 6.5 hours/day (175 days)	Effective 9/22/14
Misty Jolovich Transportation Department	Bus Driver (5.5 hours/day) to Bus Driver (5.5 hours/day)/Bus Washer (0.4-0.8 hours/day) 175 days	Effective 9/29/14
Janet Kitzrow Sagebrush School	Paraprofessional-General (6.5 hours/day) to Paraprofessional-General (6.5 hours/day)/After School Program (1.5 hour/day) 175 days	Effective 9/8/14
Kristen Mattix Sagebrush School	Paraprofessional-Title I (7.0 hours/day) to Paraprofessional-Title I (7.0 hours/day)/After School Program (1.0 hour/day) 175 days	Effective 9/8/14
Yvonne Osborne Henry A. Coffeen School	Paraprofessional-Title I (7.0 hours/day) to Paraprofessional-Title I (7.0 hours/day)/After School Program (1.0 hour/day) 175 days	Effective 8/25/14
Rebecca Rosenlund Sagebrush School	Paraprofessional-Special Education 1:2 (7.0 hours/day) to Paraprofessional-Special Education 1:2 (7.0 hours/day)/After School Program (0.6 hour/day) 175 days	Effective 9/8/14
Amber Stahl Woodland Park School	Paraprofessional-Special Education (7.0 hours/ day) to Paraprofessional-Special Education (7.0 hours/day)/After School Program (1.0 hour/day) 175 days	Effective 9/8/14
Lisa Tracy Transportation Department	Bus Driver (5.0 hours/day) to Bus Driver (5.0 hours/day)/Bus Garage Custodian (2.0-4.0 hours/day) 175 days	Effective 9/29/14
Judith Willis Henry A. Coffeen School	Paraprofessional-Office (7.0 hours/day) to Paraprofessional-Office (6.0 hours/day)/After School Program (2.0 hour/day) 175 days	Effective 8/25/14

EXTRA DUTY 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Megan Edmonds	Balanced Literacy Training - Elementary
Kasey Garnhart	Weight Room - 1st Quarter - SHS
Yvonne Gatley	Step Up to Writing Training - Elementary
Britnee Geringer	Title I After School Tutoring - Holy Name School
Colleen Goss	Title I After School Tutoring - Holy Name School
Dave Hoeft	Specialists Professional Development Facilitator - Elementary
Brianna Hofmeier	Title I After School Tutoring - Holy Name School
Mandy Leach	Title I After School Tutoring - Holy Name School
Shay Maxwell	Title I After School Tutoring - Holy Name School
Curt Mayer	Basketball - Boys Assistant Coach - SHS
Pam Moore	Specialists Professional Development Facilitator - Elementary
Pam O'Connell	Step Up to Writing Training - Elementary
Paul Phillips	ACE Facilitator - District
Brianna Reed	Volleyball - 8th Grade B Coach - SJHS
Sherry Thompson	Additional Mathematics Training - District

Changes:

<u>Name</u>	<u>Position</u>
Jamie Fortman	Volleyball - 8th Grade B Coach to A Coach - SJHS
Ben Phillips	Basketball - Boys Assistant Coach to 9th Grade B Coach - SHS
Kim Malin	Volleyball - 8th Grade A Coach mid-year resignation - SJHS

HENRY A. COFFEEN AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Jennifer Duran	Teacher

HIGHLAND PARK AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Birch Haraden	Teacher

MEADOWLARK AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Greg Carroll	Substitute Teacher
Cyndi Clements	Teacher
Jamie Fortman	Substitute Teacher
Cristina Gorzalka	Substitute Teacher
Ralinda Harvey	Paraprofessional
Molly Mason	Teacher
Cindy McFadden	Substitute Paraprofessional
Keri Mulholland	Teacher
Christopher Poniatowski	Teacher
Charlie Reid	Teacher
Alicia Rath	Teacher
Addrienne Sims	Teacher

SAGEBRUSH AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Pamela Moore	Teacher

STORY AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
L. Jeanine Sweckard	Teacher

WOODLAND PARK AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Nancy Richter	Teacher

SHERIDAN HIGH SCHOOL AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Elaine Avery	Substitute Paraprofessional
Julianne Craft	Teacher
Nancy Crowe	Substitute Teacher
Tim Daniels	Substitute Teacher
Kimberley Ferguson	Teacher
Lonna Forrister	Teacher
Rita Geary	Substitute Teacher
Beth Harmon	Substitute Teacher
Aaron Kessler	Substitute Teacher
J. Andy Lowe	Substitute Teacher
Jami McLean	Substitute Paraprofessional
Jamie Ostermyer	Paraprofessional
Laurie Paronto	Teacher
Jennifer Reed	Teacher
Brian Rizer	Substitute Teacher
Randy Rowland	Substitute Teacher
Lynn Snowden	Substitute Teacher
Stephanie Stender (Penrose)	Substitute Teacher
Carol Stewart	Substitute Teacher
Elizabeth Swager	Teacher

HIGHLAND PARK EXTENDED SCHOOL YEAR (ESY) STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Heather McKeag	Paraprofessional
Laurien Rahimi	Teacher
Jane Varah	Teacher

THE WRIGHT PLACE EXTENDED SCHOOL YEAR (ESY) STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Edith Puskarich	Paraprofessional

**SHERIDAN JUNIOR HIGH SCHOOL EXTENDED SCHOOL YEAR (ESY)
STAFFING 2014-2015**

Approvals:

<u>Name</u>	<u>Position</u>
Amy Andrews	Teacher
Jennifer Farr	Paraprofessional

DATE: October 27, 2014
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Capital Construction Update** (*Information*)

Sheridan High School Projects and Future Planning

Athletics and performing arts committees looking at the locker room/sports training and the performing arts areas continue to meet with Activities Director Don Julian. These committees continue to seek private funds along with using the available District and state major maintenance funds.

Information about the locker room nameplate fundraiser for the remodel of the locker rooms has been posted on the district website to promote interest in the project.

Principal Brent Leibach will host a tour of the newly renovated Sheridan High School offices at 5:00 pm on November 3rd, before the board meeting.

Fort Mackenzie/the Wright Place, Sagebrush, and Transportation Department

Terry, Tom, and I continue to meet with area superintendents to discuss potential interest in alternative school collaboration. In November, we plan to meet with them and representatives from Sheridan College. The District will work with the School Facility Commission to secure funding for the construction of a new facility for Fort Mackenzie and the Wright Place and the complete renovation of Sagebrush Elementary School. We are still waiting on the timeline and amounts we will be receiving from the Wyoming School Facilities Commission to evaluate Sagebrush, Fort Mackenzie/Wright Place, and the bus barn to determine the best path forward.



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 28, 2014
TO: Board of Trustees
FROM: Mitch Craft, Sheridan Junior High School Principal
SUBJ: **Graduation Committee Update** (*Information*)

At the November Board of Trustees meeting, I will provide an update on Graduation Counts committee work. These updates will include the Graduation Coach position at Sheridan High School, formulation of Graduation Counts committees, and work with Child Advocacy Services and Thrive to design the Parent Liaison model. We are working on grants to support an early childhood education liaison and are planning another grant to help fund the Graduation Coach position.



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 28, 2014

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for second reading:

GCQEA	Early Retirement Incentive Plan
GCQEA-P	Early Retirement Incentive Plan Schedule of Benefits

***Policies -
Second Reading***

EARLY RETIREMENT INCENTIVE PLAN

RATIONALE/PURPOSE

The intent and purpose of this plan is to allow qualified School District No. 2 employees an incentive and an opportunity for early retirement. It provides a reward to employees who have served the District for extended periods of time. It also affords the District the opportunity to replace employees who are advanced on the salary schedules, creating, in most cases, financial savings to the District.

Participation in this plan is entirely voluntary and is open to all employees who qualify under its terms. The selection from the applicants for participation in the plan will be made by the Board of Trustees in accordance with the provisions set forth below, within the sole discretion of the Board of Trustees, taking into account the needs and best interests of the District.

Participation in this plan is considered a privilege and not a right, and the Board of Trustees is entitled to permit or to limit participation and to change or delete all or any part of this plan in its sole discretion, in accordance with the needs and best interests of the District and in accordance with applicable state and federal laws.

The benefits provided by this plan are not limited to, and do not constitute a retirement system or a replacement of the Wyoming Retirement System. Under this plan the benefits provided are in consideration of the individual employee's waiver of continued employment with School District No. 2 and of the receipt of such wages, salaries, and benefits that the employee could expect from such continued employment.

REQUEST FOR EARLY RETIREMENT:

A qualified employee desiring to participate in this plan must submit his or her written request to the Superintendent upon forms available from the central administration office prior to January 15, 2015 (Option 1 Amount) or prior to -March 1 (Option 2 Reduced Amount) of the fiscal year (July 1-June 30) in which the employee desires to enter the Early Retirement Incentive Plan. If the application for the Early Retirement Incentive Plan is accepted by the Board the effective date of resignation will be at the end of the current school year for certified staff and the effective date of resignation will be at such date as determined by the Board for all ~~nine-, ten-, eleven-, and twelve-month~~ other staff. Option 1 will not be available for

EARLY RETIREMENT INCENTIVE PLAN (contd.)

any applications submitted after January 15, 2015.

The Superintendent or his designated representative will transmit all requests to the Board, together with the superintendent's recommendations. The Board will act upon all requests not later than the Board's first regular meeting in April of each year. The Board will promptly notify applicants of its decision.

ELIGIBILITY FOR RETIREMENT:

For purposes of this plan a School District employee eligible to participate in this plan is defined to be:

1. CLASSIFIED EMPLOYEE: A person currently employed by the District under an annual work agreement, including but not limited to a paraprofessional, secretary, school nurse, custodian, bus driver, food service worker, bookkeeper, mechanic and maintenance worker, discipline assistant or non-certified supervisor.
2. PROFESSIONAL EMPLOYEE: A person currently employed by the District under an annual contract.
3. Substitute teachers and seasonal employees are not eligible for participation in the plan.

In order to qualify for participation in the plan, the employee, as defined, must meet all of the following guidelines:

1. CLASSIFIED EMPLOYEE: Must be employed by the District for a minimum of fifteen (15) years prior to the date of application for participation in the plan, and;
 - a. Have been employed by the District for the five (5) years immediately preceding the date of application for participation in the plan.
2. PROFESSIONAL EMPLOYEE: Must have completed a minimum of twenty (20) years of employment in education services prior to the date of application for participation in the plan. Employment elsewhere than with School District No. 2 must be verified by the employee at the time of application for participation in the plan.
 - a. Must have been employed by the District as a professional employee for at least ten (10) years, and;

EARLY RETIREMENT INCENTIVE PLAN (contd.)

- b. Must have been employed by the District in a professional position for the five (5) years immediately preceding the date of application for participation in the plan.
3. CLASSIFIED AND PROFESSIONAL EMPLOYEE:
- a. Board of Trustees-approved leaves of absence will not interrupt the accumulation of continuous employment credit.
 - ~~b. The employee must be at least fifty (50) years old as of December 31 in the calendar year of application.~~
 - be. The employee must be currently employed under an annual contract or work agreement as of the date of application for participation in the plan.

GENERAL CONDITIONS, PROVISIONS, AND LIMITATIONS:

1. The submission of an application for participation in the plan signifies the employee's election to voluntarily terminate the employee's employment by the District if the application is approved.
2. The submission of an application for participation in the plan does not limit, restrict, or alter the right of the District, through its Board of Trustees and designated officials, to suspend, terminate, or dismiss an employee in the manner and for the reasons provided by law.
3. Nothing contained within this plan or implied by its term is intended to, nor does it, grant to any employee the expectation of permanent employment with the District, other than what employment rights any employee has, or may have, by virtue of contract or operation of law.
4. The Board of Trustees has the sole authority and discretion to approve or disapprove any early retirement request, and no rights accrue to any employee under this plan until such time as the Board approves that employee's application for participation in the plan.
5. Except as set forth below, the Board of Trustees is not limited or restricted in the criteria it may use in approving applications for participation in the plan and will make selections for participation in accordance with its good faith assessment of the best interests and needs of the District. The Board, in making its selections, will

EARLY RETIREMENT INCENTIVE PLAN (contd.)

consider, as part of the criteria, the following, in no particular order of preference:

- (a) Length of continuous service with the School District No. 2;
 - (b) Financial savings to the District;
 - (c) Current and expected future instructional, administrative, and support service's needs;
 - (d) Availability of potential replacements;
 - (e) Any other factors deemed relevant.
6. As an example, and not as a requirement or a restriction, the Board may approve up to two percent (2%) of the total number of all employees, excluding part-time, seasonal, and substitute employees, regardless of categories, for early retirement in any one year. The Board may approve less than the stated example in any or all categories in any year based upon the needs and best interests of the District, including financial considerations, personnel and teaching needs, and the ability of the District to fund the plan in any given year.
 7. The employee receiving benefits under this plan will be responsible for all taxes accruing from such benefits.
 8. The benefits under this plan will be calculated according to the Schedule of Benefits attached to the plan.
 9. In the event an otherwise qualified employee who applies for participation in the plan is not selected for participation that employee is not precluded from applying again in subsequent years.
 10. The Board may change the Schedule of Benefits (GCQEA-P) at any time it deems appropriate to the needs and best interests of the District. Any change in the Schedule of Benefits will be applied prospectively only and not retroactively.
 11. The participating employee must keep the School District's Business Office informed of the employee's address to which benefits are to be mailed.
 12. The benefits received under this plan will not be

EARLY RETIREMENT INCENTIVE PLAN (contd.)

considered wages or salary for purposes of the Wyoming Retirement System and will not result in additions to, or credit towards, the employee's interests in the Wyoming Retirement System.

13. For purposes of the Schedule of Benefits attached to this plan, only those years of service by an employee with the District will be used to calculate that employee's benefits under the plan.
14. An employee approved for participation in this plan may accept employment in any other vocation or with any other school district after retirement without jeopardizing that employee's right to continue to receive the full measure of that employee's benefits. Such an employee, if re-hired by the School District under an annual contract or work agreement, forfeits the right to continue to receive benefits under the plan and must, as a condition to re-employment with the School District, repay all early retirement benefits received prior to such re-employment. This paragraph is not applicable to retired employees re-hired in temporary, coaching, or substitute capacities.
15. An employee that is retiring at the end of the school year and is approved for participation in this plan will continue to receive their insurance benefits (life, health/dental, and vision) through the District until August 31st. September 1st the retiree would be eligible for COBRA (Consolidated Omnibus Budget Reconciliation Act) coverage ~~and/or~~ conversion of other benefits as applicable.

PAYMENT OF BENEFITS:

Benefits will be paid in accordance with the schedule of benefits. In the event an employee receiving benefits under this plan dies, the District will continue to pay the benefits the employee would have received under this plan to the employee's designated beneficiary. If an employee's beneficiary predeceases the employee or if no beneficiary has been designated, payments will be made to the employee's estate for distribution in the manner provided by law.

This policy will only be implemented if funding is available.

First Reading: ~~6/17/13~~ 10/6/14

Second Reading: ~~7/16/13~~

EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS

This current version of the Schedule of Benefits supersedes all previous Schedule of Benefits associated with Policy GCQEA. Applicants for the Early Retirement Incentive Plan must meet all criteria set forth in Policy GCQEA. The Board has the sole authority and discretion to approve or disapprove any early retirement request, and no rights accrue to any employee under this Plan until such time as the Board approves that employee's application for participation in the Plan.

OPTION 1: EARLY RETIREMENT INCENTIVE AMOUNT (PRIOR TO JANUARY 15, 2015)

The following formulas will be used to determine the amount of the incentive that will be granted to employees that apply for the Early Retirement Incentive Plan prior to January 15, 2015 and are approved by the Board to participate in the Early Retirement Incentive Plan:

PROFESSIONAL STAFF INCENTIVE FORMULA:

One-time Incentive = (Average FTE for past 10 years) * [(11 steps * \$1,155 per step) + (4 levels * \$1,200 per level)]

CLASSIFIED STAFF INCENTIVE FORMULA:

One-time Incentive = (Average FTE for past 10 years) * 8 hrs * 15 steps * \$0.35/step * # of work days for current position

Option 1 will not be available for any applications submitted after January 15, 2015.

~~FTE = scheduled hours per day divided by eight~~

OPTION 2: REDUCED EARLY RETIREMENT INCENTIVE AMOUNT (JANUARY 16TH TO MARCH 1ST)

The following formulas will be used to determine the amount of the incentive that will be granted to employees that apply for the Early Retirement Incentive Plan between January 16th and March 1st and are approved by the Board to participate in the Early Retirement Incentive Plan:

PROFESSIONAL STAFF INCENTIVE FORMULA:

EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS (contd.)

One-time Incentive = (Average FTE for past 10 years) * [(7 steps * \$1,155 per step) + (2 levels * \$1,200 per level)]

CLASSIFIED STAFF INCENTIVE FORMULA:

One-time Incentive = (Average FTE for past 10 years) * 8 hrs * 9 steps * \$0.35/step * # of work days for current position

FTE = scheduled hours per day divided by eight

~~These~~This incentive amounts are~~is~~ a one-time amount that will be paid out in 36 equal monthly installments over the course of three years. The resignation will be effective at the end of the current school year for all certified teaching staff, and at the Board's discretion for all other employees. The 36 monthly payments for the Early Retirement Incentive Plan will begin in September for an employee, whose resignation is effective on or before June 30th. An employee, whose resignation is effective, after June 30th will be eligible to start receiving their 36 monthly payments for the Early Retirement Incentive Plan starting in September of the next school year. Questions concerning insurance benefits should be directed to the Human Resources Office.

Applications for the Early Retirement Incentive Plan may be obtained from the Human Resources Office and must be submitted by the designated application deadlines stated above. Please refer any questions to the Human Resources Office.

EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS (contd.)**EARLY RETIREMENT INCENTIVE PLAN APPLICATION**

This application is due to the Human Resources Office by 7:30 a.m. on January 15th or March 1st (depending on which option is being applied for as explained in the Schedule of Benefits).

Name of Staff Member: _____

Proposed Date of Retirement: _____

Current Position/School: _____

Years of Employment in Education (Professional Staff Only): _____

Years of Sheridan County School District #2 Service (minimum for Professional Staff 10 years/Classified Staff 15 years): _____

Continuous Employment with Sheridan County School District #2 for the past five (5) years (Y/N): _____

PLEASE NOTE~~Please-Note~~:

Pursuant to Policy GCQEA, the submission of an application for participation in the Early Incentive Retirement Plan signifies the employee's election to voluntarily terminate the employee's employment by the District if the application is approved.

An employee approved for participation in this Plan may accept employment in any other vocation or with any other school district after retirement without jeopardizing that employee's right to continue to receive the full measure of that employee's benefits. Such an employee if rehired by the School District under an annual contract or work agreement, forfeits the right to continue to receive benefits under the Plan and must, as a condition to re-employment with the School District, repay all early retirement benefits received prior to such re-employment. This paragraph is not applicable to retired employees re-hired in temporary, coaching, or substitute capacities.

Signing this application signifies that you have read, understand, and will comply with the above requirements and all those requirements specified in Policy GCQEA and in the Schedule of Benefits (GCQEA-P).

EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS (contd.)

Signature

Date

First Reading: ~~6/17/13~~ 10/6/14Second Reading: ~~7/15/13~~

DATE: November 3, 2014
TO: Board of Trustees
FROM: Steve Schlicting, Transportation Director
SUBJ: **Approval of Bus Donation to Sheridan Recreation District** (*Action*)

Background

We are replacing one bus this year that could be utilized by the Sheridan Recreation District. This bus has been approved for replacement by the WDE and the Board of Trustees. State statute allows the donation of public assets to other governmental entities, so donating them to Sheridan Recreation District will fit that model.

Request

I will request that you take action to allow the following bus to be donated to Sheridan Recreation District, as we have already taken delivery of the new bus.

<u>Bus</u>	<u>Year Model</u>	<u>Manufacturer</u>	<u>Vehicle VIN</u>
40	2004	Chev/MidBus	1GBJG31UX41153346

DATE: November 3, 2014
TO: Board of Trustees
FROM: Steve Schlicting, Transportation Director
SUBJ: **Award Surplus Bus Bid** (*Action*)

The district received five bids on three (3) surplus buses.

The bids ranged from \$1,500.25 to \$6,279.00.

I am recommending the Board approve the sale of the buses as follows:

- 2002 72 Passenger Thomas-Freightliner VIN 78640 to Kevin Cannon for a bid price of \$5,000.00.
- 2004 72 Passenger International Blue Bird VIN 06382 to Kevin Cannon for a bid price of \$5,000.00.
- 2007 72 Passenger Blue Bird VIN 41367 to Todd Ducommun/Rocky Mountain Bus Sales Inc. for a bid price of \$6,279.00.

I will request that you take action to approve these bus bids, as presented.



Craig Dougherty, Superintendent

Administrative Offices
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Phone: 307-674-7405
Fax: 307-674-5041

DATE: November 6, 2014

TO: Board of Trustees

FROM: Brent Leibach, Sheridan High School Principal

SUBJ: **Out-of-Country Travel Request for France** (*Action*)

Sheridan High School French Teacher Peter Hawkins wishes to take students who have successfully completed two years of French with him to France during the summer of 2015 as he did in 2006 and again in 2009. The students will travel for approximately 10 days and stay with French host families for an additional 3 ½ weeks. Mr. Hawkins will organize the trip, for which he has requested that the school district purchase liability insurance. There will be three chaperones, two female and one male. The participants can earn one semester credit (0.5) in the Foreign Experience and Area Study course by completing coursework prior to departure, during the stay in France and after their return. I will request that you take action to approve this out-of-country travel request, pending approval of our liability insurance.

DATE: October 27, 2014

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent for Curriculum and Assessment

SUBJ: **2014 Accountability Systems Results** *(Information)*

As you are aware, this year the Wyoming Department of Education has two accountability systems in play--the federal No Child Left Behind (NCLB) Act and the state Wyoming Accountability in Education Act (WAEA). Both systems changed significantly from last year. NCLB, as mandated by Congress, now sets the expectation for proficiency at 100%. WAEA changed the assessments, scales, and proficiency determinations. As a consequence, neither system is helpful for reporting accountability to our stakeholders. NCLB reports that most schools in our district missed the Adequate Yearly Progress (AYP) targets (of 100%), except Story and Sagebrush (which made Safe Harbor after missing AYP in 2013). Safe Harbor is achieved when a school significantly reduces the percentage of non-proficient students. WAEA reports five of our schools have exceeded expectations, two meet expectations, Story was too small to rate, and our alternative schools partially or do not meet expectations. No alternative school in the state met expectations in 2014.

On the attached graphic are the summary accountability ratings for each of our schools. The ever-changing accountability criteria make both these systems less useful than they might be, if there were common, constant assessment systems in place, like Smarter Balanced Assessment Consortium.

Federal/State School Accountability

	No Child Left Behind	Wyoming Accountability in Education Act
Henry A Coffeen	Missed AYP	Meeting Expectations
Highland Park	Missed AYP	Exceeding Expectations
Meadowlark	Missed AYP	Exceeding Expectations
Sagebrush	Made AYP	Exceeding Expectations
Woodland Park	Missed AYP	Exceeding Expectations
Story	Made AYP	Too small to calculate
Sheridan Junior High	Missed AYP	Exceeding Expectations
The Wright Place	Missed AYP	Partially Meeting Expectations
Sheridan High School	Missed AYP	Meeting Expectations
Ft Mackenzie	Missed AYP	Not Meeting Expectations
Measures:	100% Proficiency	Achievement Growth Equity Readiness



Craig Dougherty, Superintendent

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Date: October 28, 2014
To: Board of Trustees
FROM: Roxie Taft, Business Manager
SUBJ: **FY15 Quarterly Financial Update** (*Information*)

In accordance with policy DI, Fiscal Accounting and Reporting, attached is financial information as of September 30, 2014, which represents the first quarter of fiscal year 2015.

Cash in Bank Report

This report outlines our cash balances for each fund as of the end of the quarter.

General Fund Revenue Report

This report compares our budgeted revenue, by source, to what we have received year-to-date. Through September 30th, we had received 31.51% of our budgeted revenues. You will notice that our “Revenues from State Sources” actually exceeds the percentage we have received locally because of the timing of our State Foundation payments. The payment schedule for Foundation monies provides 15% of your guarantee in August, 10% of the guarantee September – April, and 5% in the month of May.

General Fund Expenditure Report

This report compares our budgeted expenses, by program, to what we have expensed year-to-date. Through September 30th, we had spent 14.7% of our budget, which is in line with our spending patterns.

Report on Cash
September 2014

	To Date
GENERAL FUND	10,158,573.67
FEDERAL FUND	590,060.26
CAPITAL CONSTRUCTION FUND	1,130,556.39
HOT LUNCH FUND	345,987.94
MEMORIAL FUND	115,596.87
MISC ACTIVITY FUND	132,814.30
SHS ACTIVITY ACCOUNT	166,353.80
MAJOR MAINTENANCE FUND	571,960.96
DEPRECIATION & BUILDING REPAIR RESERVE	2,190,470.52
EARLY RETIREMENT FUND	<u>534,133.90</u>
Grand Total:	15,936,508.61

GENERAL FUND REVENUE REPORT

September 2014

	Budget	To Date	% of Budget	Budget Balance at EOM
REVENUE FROM LOCAL SOURCES	10,348,000.00	2,275,232.97	21.99	8,072,767.03
REVENUE FROM COUNTY SOURCES	2,905,000.00	644,905.54	22.20	2,260,094.46
REVENUE FROM STATE SOURCES	33,299,290.00	11,751,039.15	35.29	21,548,250.85
OTHER SOURCES	10,000.00	0.00	0.00	10,000.00
Grand Total:	46,562,290.00	14,671,177.66	31.51	31,891,112.34

GENERAL FUND EXPENDITURE BY FUNCTION

September 2014

Function	Budget to Date	To Date	% of Budget	Budget Balance at EOM
1110 ELEMENTARY INSTRUCTION	10,682,287.00	1,115,706.08	12.22	9,566,580.92
1120 JR HIGH/MID SCH INSTRUCTION	4,930,403.00	453,258.39	12.75	4,477,144.61
1130 SECONDARY INSTRUCTION	5,873,119.00	541,080.60	10.66	5,332,038.40
1210 SPECIAL EDUCATION	5,411,475.00	429,964.33	7.96	4,981,510.67
1233 GIFTED AND TALENTED	194,450.00	15,641.17	12.86	178,808.83
1250 TUITION FOR STUD WITH DISABIL	529,645.00	63,581.37	12.00	466,063.63
1270 LIMITED ENGLISH PROFICIENT	119,550.00	2,986.82	2.50	116,563.18
1280 HOMEBOUND PROGRAMS	81,380.00	675.75	0.83	80,704.25
1290 OTHER SPECIAL PROGRAMS	315,535.00	20.69	0.01	315,514.31
1420 MIDDLE/JR HIGH ACTIVITIES	267,048.00	22,628.07	8.47	244,419.93
1421 SJHS INTRAMURALS	22,500.00	2,699.10	12.00	19,800.90
1430 HIGH SCHOOL ACTIVITIES	1,103,134.00	163,056.33	15.26	940,077.67
1530 VOC INSTRUCTION HIGH SCHOOL	1,002,269.00	88,137.15	9.20	914,131.85
1000 INSTRUCTION	30,532,795.00	2,899,435.85	11.03	27,633,359.15
2110 GUIDANCE	836,408.00	80,889.29	9.67	755,518.71
2112 STUDENT STRATEGIC PLANNING	132,600.00	11,349.37	8.56	121,250.63
2115 STUDENT INFORMATION SYSTEMS	276,800.00	88,340.77	31.92	188,459.23
2117 ASSESSMENT SERVICES	112,900.00	18,597.87	16.47	94,302.13
2120 SOCIAL WORKERS	464,375.00	39,302.01	8.46	425,072.99
2130 HEALTH SERVICES	315,013.00	19,383.94	6.15	295,629.06
2140 PSYCHOLOGICAL SERVICES	452,400.00	55,680.05	12.31	396,719.95
2152 SPEECH PATHOLOGY SERVICES	434,400.00	37,249.53	8.66	397,150.47
2153 AUDIOLOGY SERVICES	8,000.00	400.00	5.00	7,600.00
2171 OCCUPATIONAL THERAPY	126,650.00	9,067.11	7.16	117,582.89
2172 PHYSICAL THERAPY	60,000.00	4,547.50	7.58	55,452.50
2190 OTHER SUPPORT SERVICES	265,500.00	24,717.82	9.31	240,782.18
2210 STAFF TRAINING	251,738.00	11,723.56	4.66	240,014.44
2220 EDUCATIONAL MEDIA SERVICES	649,495.00	63,369.59	9.76	586,125.41
2230 SPECIAL EDUCATION SUPERVISION	198,200.00	52,495.75	26.49	145,704.25
2240 TECHNOLOGY INTEGRATION	190,650.00	34,858.23	18.28	155,791.77
2000 INSTRUCTIONAL SUPPORT	4,775,129.00	551,972.39	11.57	4,223,156.61
3310 CENTRAL ADMINISTRATION	553,625.00	169,518.44	30.62	384,106.56
3311 ASST SUPT & DIR OF ELEM ED	424,900.00	98,477.05	23.18	326,422.95
3320 SCHOOL ADMINISTRATION	2,185,431.00	386,614.92	17.69	1,798,816.08
3330 BUSINESS ADMINISTRATION	501,000.00	147,095.45	29.36	353,904.55
3350 BOARD OF EDUCATION SERVICES	150,000.00	18,775.53	12.52	131,224.47
3410 SUP OF OP & MAINT OF PLANT SVC	526,545.00	310,840.16	59.03	215,704.84
3420 OPERATING BUILDINGS SERVICES	4,014,900.00	783,569.25	20.28	3,231,330.75
3430 CARE & UPKEEP OF GROUNDS SERV	376,800.00	110,589.15	29.35	266,210.85
3460 SECURITY SERVICES	59,100.00	0.00	0.00	59,100.00
3510 PUPIL TRANS - TO/FROM SCHOOL	2,050,140.00	665,931.97	32.48	1,384,208.03
3520 ACTIVITY TRANSPORTATION	210,225.00	4,925.04	2.34	205,299.96
3590 TRANSPORTATION-OTHER	182,625.00	18,406.42	38.96	164,218.58
3830 ASST SUPT INST/PERSONNEL	430,225.00	112,269.67	26.10	317,955.33
3850 TECHNOLOGY COORDINATION	834,797.00	247,327.11	34.07	587,469.89
3000 GENERAL SUPPORT	12,500,313.00	3,074,340.16	25.56	9,425,972.84
6200 FUND TRANSFERS	610,000.00	0.00	0.00	610,000.00
6000 OTHER USES	610,000.00	0.00	0.00	610,000.00
Grand Total:	48,418,237.00	6,525,748.40	14.70	41,892,488.60



Excellence and Accountability

Craig Dougherty, Superintendent

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DATE: October 28, 2014

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: **Wellness Program Improvements for 2014-2015** (*Information*)

The District's Wellness Program is taking a big step this year to increase the participation and the breadth of the wellness opportunities in 2014-2015. Beginning in January, we will offer employees on-site Workforce Wellness Screenings at nine building sites: Sheridan High School, Sheridan Junior High School, Henry A. Coffeen, Highland Park, Meadowlark, Sagebrush, Woodland Park, Transportation Department, and Administration. Other smaller buildings will be included at these nine sites.

The wellness screening will consist of three parts: blood screening, health risk assessment, and physical health assessment. The blood screening (wellness panel and CBC – complete blood count) will be administered by Sheridan Memorial Hospital on-site prior to the start of the school day. These will be scheduled screenings so staff will not be waiting in lines. Staff will be asked to complete the health risk assessment on-line once they sign up for the wellness screening. If they haven't completed it by the morning of the blood screening, they will complete it at that time. The final part of the wellness screening is the physical health assessment. This will be administered on-site after school by the YMCA in conjunction with Sheridan Memorial Hospital approximately one week following the blood screening. The physical health assessment will consist of push-ups, curl-ups, a one mile timed walk, body fat, and flexibility (the last two items will be measured the morning of the blood screening).

Incentives have been changed throughout the program to encourage increased participation. Staff that complete all three parts of the wellness screening plus items on a wellness action item list will be awarded a half-day of wellness leave. All staff completing the physical health assessment will receive a t-shirt (bronze award), staff earning a score of average or better in all five areas will receive \$25 in chamber bucks (silver award), and staff achieving a score of excellent in all five areas will receive \$50 in chamber bucks (gold award).

Additionally, we are continuing to work with the Wellness Council of Sheridan County to provide wellness challenges that are aimed at increasing staff activity level and providing education to staff in known at-risk areas (physical fitness, nutrition, financial wellness, and stress management). This year a building traveling trophy ties these challenges together with the goal of increasing participation. Please contact me should you have any questions about the Wellness Program for 2014-2015.



Craig Dougherty, Superintendent

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DATE: October 28, 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 2014-2015 school year at the November 3rd 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 2014

Achievement Results:

PAWS Data (Proficient & Advanced)

	Sagebrush Elementary	State Average
<i>Third Grade</i>		
Reading	81%	61.9%
Math	62%	50.7%
<i>Fourth Grade</i>		
Reading	80%	63.9%
Math	82%	47%
<i>Fifth Grade</i>		
Reading	81%	58.4%
Math	88%	54.3%

SAWS Data (Proficient & Advanced)

<i>Fifth Grade</i>	Sagebrush Elementary	State Average
SAWS	100%	64%

MAP Highlights:

Reading

Grade	Norm Group	Sagebrush Avg. Growth	% of Expected Growth
1 st	16.8	25.8	153.6 %
2 nd	13.4	17.8	132.8 %
3 rd	9.8	16.6	169.4 %
4 th	7.0	14.5	207.1 %
5 th	5.3	10.7	201.9 %

Math

Grade	Norm Group	Sagebrush Avg. Growth	% of Expected Growth
1 st	16.0	28.1	175.6 %
2 nd	13.1	17.7	135.1 %
3 rd	11.1	18.4	165.8 %
4 th	8.7	20.1	231.0 %
5 th	8.0	15.6	195.0 %



School Improvement SMART Goals:

- 90% of Sagebrush students will demonstrate proficiency on grade level common assessments.
- 88% of Sagebrush students will demonstrate proficiency on PAWS/SAWS in all subtests.
- 90% of Sagebrush students will demonstrate fall-spring growth on all subtests of MAP.

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): The Professional Learning Community framework will provide the platform for which all work will be done at Sagebrush Elementary School. Our focus will be to provide clarity to the process and make sure that each phase is implemented with fidelity. Student learning will be the standard by which all decisions are made. A goal and expectation will be that every team develops a Power Standard document that clearly and precisely identifies the “Need to Know” standards. This document will drive all other aspects of the PLC process and answers the first question of a PLC; what do we want our students to learn? Once these “Need to Knows” have been established, we can tackle the remaining questions of all Professional Learning Communities: How will we know when they’ve learned it? How will we respond when they struggle? And how will we respond when they’ve already learned it? It is the responsibility of the building administrator to put teachers in the position to be successful within the PLC framework. Therefore, we have established collaborative time built into the school day for teachers to separate “Need to Know” standards from “nice to know” standards, calibrate student work, build common assessments, and ultimately share their greatest hits. We continuously work to improve our PLC model. A big focus is to clarify exactly what this looks like in our weekly practice. We want to fine-tune the PLC process and to conduct our weekly meetings with fidelity and focus on the right work. Our teachers are the experts at Sagebrush

and are the ones who know best what students need. That is why our PLCs exist; they provide the framework for teachers to collaborate and to focus on student learning in an effective and purposeful way.

Literacy Goal: Through the PLC framework, our collaborative teams will fine-tune our Power Standards in the areas of reading and writing as well as the formative process that allows them to identify levels of student learning. One area of focus will be to provide every student a guaranteed and viable curriculum through the development of Power Standards, or essential standards. We will also focus on building assessments that align with our Power Standards and provide teachers with targeted feedback as to their students' strengths as well as areas in need of growth. Our first book study, *Design in 5 - Essential Phases to Create Engaging Assessment Practice*, is underway and will provide our staff with research based practices and resources to support them in their efforts of building rigorous and targeted common assessments. These assessments will assist our teachers in knowing whether students have learned the intended outcome or need more time and support to become proficient. Sagebrush will continue to utilize 'flooding' groups, as well as intervention and enrichment groups to ensure students learn the non-negotiable skills.

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, utilize PAWS blueprints, and develop consistency in our delivery of non-negotiable grade-level skills. Our teachers will utilize their professional development knowledge in the area of developing number knowledge and structuring numbers to supplement our Core Math curriculum. We will also continue to focus on problem solving, thinking skills, and Exemplars in order to develop higher-level math understanding in our students. Our teachers have worked closely with our district level math coordinator to identify essential skills that students must learn to mastery. This alignment and clarity will assist our teachers in developing the non-negotiable skills in which to build our curriculum. We will also utilize our math interventionist and Title I personnel as resource in providing targeted interventions to those students who we have identified as needing support as math learners.

Building Culture: As a school, our most basic function is that we exist for student learning. Tied into providing this education is our culture. Our welcoming and warm atmosphere is a place where students and their parents can thrive, feel safe, and build trusting and strong relationships. This foundation ultimately allows students to realize their potential, and feel comfortable in taking the risks that are associated with high levels of understanding and performance. We understand the truths regarding strong relationships, honoring each student and their families and ensuring that all involved in our school have a positive experience. We also have extremely high expectations of our students as well as our staff. Through all that we do here at Sagebrush, our constant mantra is "choose excellence." Visually it can be seen all around our school: it's on all our PBIS posters, it's posted in the hallways, and it can be found in teacher's rooms. It can also be heard throughout our school. Teachers and staff are continually reminding students to choose excellence in all that they do and all that they are. We illustrate what it means to choose excellence. Saying, "choose excellence" isn't an empty comment. We go farther and actually teach and define what excellence is. We really want students to understand that everyone can strive for excellence in all that they do. For example, when you

walk into our school you'll see a display with our students and staff of the month. In this way we showcase excellence by celebrating our students and by describing exactly what each student and staff member did to choose excellence. This shows everyone that we are accountable for our actions, and that each person has the opportunity to choose excellence in such a variety of ways.

Fall School Improvement Report 2014

Achievement Results:

PAWS Data (Proficient & Advanced)

	Henry A. Coffeen	State Average
<i>Third Grade</i>		
Reading	72%	62%
Math	72%	51%
<i>Fourth Grade</i>		
Reading	75%	64%
Math	64%	47%
<i>Fifth Grade</i>		
Reading	67%	58%
Math	58%	54%

Highlights:

As we have transitioned to a one-to-one school, students are becoming more proficient in their use of technology. Daily, focused, intentional use is preparing students to use technology to improve their world view, through a variety of outside resources. Student engagement and interest has increased because students are using the devices throughout the day to navigate information and communicate with their peers and teachers. Becoming a one-to-one school has allowed our teachers the opportunity to further differentiate instruction for each student.

Our new building exceeds our expectations and allows us the opportunity to better serve students through the numerous break-out areas. It is a comfortable and safe learning environment, perfect for our students and staff.

On the spring District Writing Assessment, using the new, more rigorous Common Core rubric, 87% of our students were considered proficient or advanced.

As assessed with the Fountas and Pinnell reading benchmark, 87% of 2nd-5th grade students met grade-level proficiency in the spring of 2014.

We have 45 3rd-5th grade students on our Student Leadership Team!

School Improvement SMART Goals:

We will increase the percentage of students scoring proficient or advanced on the PAWS (Proficiency Assessment for Wyoming Students) reading assessment to 85% in grades 3-5 by 5/31/15.

We will increase the percentage of students scoring proficient or advanced on the PAWS math assessment to 80% in grades 3-5 by 5/31/14.

We will increase the percentage of students scoring proficient or advanced on the SAWS writing assessment to 90% in grades 3 and 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.
 - There is an increased emphasis on identifying essential outcomes in reading and developing common assessments to measure these outcomes.
 - Using technology, we continue to focus on implementing the CCSS Language Arts standards.

Reading, Writing, and Math Instruction

- In addition to structured I/E groups, we will continue to teach using the workshop model.
 - Writing is taught for a minimum of 60 minutes per day.
 - Reading is taught for a minimum of 90 minutes per day.
 - Math is taught for a minimum of 90 minutes per 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.
 - Reading and Math “Booster” groups provide students with extended opportunity to attain proficiency. These groups run four days per week for 30 minutes each day.
 - Teachers and interventionists are using a variety of Common Core resources to instruct students in Close Reading strategies and to assist students in gaining a deeper understanding of complex text.
- 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 classroom instruction.

- 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.
- Teachers are in the process of becoming trained in the Developing Number Knowledge and Strength in Numbers model to develop their awareness of the foundational skills needed by students to attain more advanced concepts.

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

Afterschool Program

Based on assessment information from PAWS, MAP, teacher observation, and common and formative assessment, students will stay afterschool for 60 minutes a day, 2-4 times per week.

The afterschool program will:

- Target students below grade level in reading, writing and math.
- Utilize small group intensive tutoring to assist students in becoming proficient.
- Foster the development of proficiency toward the CCSS.

Leader In Me-

The *Leader in Me* is a leadership philosophy for children based on Stephen Covey's *The 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 their 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 P.B.S. expectations within the leadership framework
- Applied the “Boys Town” social skills in our guidance curriculum

**Woodland Park
Principal: Paige Sanders**

Fall School Improvement Report 2014

Achievement Results Highlights:

PAWS Data Highlights (Proficient & Advanced)

	Woodland Park	State Average
<i>Third Grade</i>		
Reading	81%	62%
Math	71%	51%
<i>Fourth Grade</i>		
Reading	74%	64%
Math	77%	47%
<i>Fifth Grade</i>		
Reading	58%	58%
Math	73%	54%
Writing	91%	64%

MAP Highlights:

As an average in the spring, all classrooms score above the MAP target scores per grade level. There is a high correlation between our MAP and PAWS scores; therefore, we will be using MAP K-5, just as we use PAWS 3-5. We will continue to use winter testing for our at risk students to track student progress, making sure each student is making academic growth and reaching proficiency in all academic areas. Overall MAP provides teachers with additional data in order to adjust teaching strategies or interventions based on student needs

School Improvement Goals:

We have a lot to be proud of at Woodland Park Elementary. We have successfully implemented the PLC model, which came with a complete shift in philosophy, logistics, and overall approach to teaching and learning. We have embraced this model, a model which gives teachers the daily opportunity and place to collaborate. Teachers use student data to guide their instruction with the end goal of student learning. The PLC model allows us to more effectively provide the best education to each and every learner. Students who show that they need more time to fully understand a concept receive extra help during I/E (intervention/enrichment) time. Likewise, students who have mastered an outcome get the opportunity for enrichment. The I/E time and

collaboration is what makes our PLC so effective and what really individualizes student learning. During our collaboration time we are able to answer the four critical questions of a PLC; what do we want students to learn, how will we know if they've learned it, what will we do if they haven't learned it, and what will we do if they've demonstrated proficiency?

Reading Goal:

Reading is an area in need of improvement; therefore, this year we are focusing our attention on reading. Specifically, we want our students to read for meaning and check for understanding at a deeper level. As we continue to focus on aligning our curriculum to the Common Core, we are finding gaps that we can attack as a team. We have developed reading outcomes aligned with the Common Core State Standards and pairing them with our math and writing outcomes. We have worked to develop rubrics and common formative and summative assessments for each reading outcome, utilize shorter text, and teach reading through each content area, focusing on reading strategies, rather than specifically on content. We are also utilizing Atlas Rubicon's curriculum mapping software to help us align content vertically and seamlessly. We are teaching strategies to help students who aren't reading at grade level attack grade level text; therefore, helping them perform better on tests. As a part of our weekly PLC meetings, we are discussing reading, writing, and math along with research on best practices. All grade levels have completed a scope and sequence for the school year, aligning reading and writing to the Common Core as a cohesive piece. We have vertically aligned our writing across the grade levels, along with a weekly book study, which focuses on a variety of reading and vocabulary strategies. In addition, we continue to track our students closely and target their needs.

Mathematics Goal:

In the area of math, we continue to send teachers to Strength in Number training to help align this math intervention to our math series Everyday Math. Through all of these methods, we aim to focus on the learning of each child, and consequently raise our test scores.

Woodland Park is proud to be a 1:1 school. This year, each Kindergartener has an iPad mini, each 1st and 2nd grader has an iPad, and 3rd, 4th, and 5th graders have a Chromebook. This way, students can still have access to their accomplishments on the iPads from the previous year; as well as, access to a variety of resources to help with intervention and enrichment. All of this technology acts as yet another wonderful resource that helps us to individualize learning even more and make learning meaningful. The devices are used during our I/E times and our literacy and math blocks in countless ways, even allowing students to easily listen to themselves read and problem solve.

We are also able to align games and activities to our math intervention, Strength in Number, with our devices more effectively. Students can access our Exemplars resources on their devices. We'll continue to fine-tune ways to implement these devices further into our daily routines.

Our after-school program is another source of pride for us at Woodland Park and another excellent way for us to intervene and enrich. Students who are part of this program meet Monday through Friday until 5:00. The programs starts with an enrichment piece (a project using Legos, engineering, etc.), followed by remediation as needed with certified teachers.

Remediation is organized like an I/E group, using guided reading, writing, and math. Teachers use data from PLCs to help guide instruction to fill in learning gaps.

Behavior Goal:

Woodland Park continues to use the Consequence Guide to ensure continued use of PBIS and consistency among discipline and behaviors. The use of the Check-in/Check-out system for struggling students builds positive relationships between students and adults and encourages students to be mindful about their behavior on a regular basis. The Check-in/Check-out system is an individualized plan tailored to what students are struggling with behaviorally. Our students know what is expected of them behaviorally. These expectations are continually reinforced, and are posted throughout our school so that we can focus on learning without letting behaviors take up valuable learning time. This has proven to be a beneficial tool at Woodland Park.

Strategies & Interventions:

- Continue to make the shift to meet the needs of our students through rigor and the Common Core Standards
- Common formative assessments to help us guide and focus instruction
- Meeting vertically to look at assessment on the same standards across grade levels
- More exposure to shorter text, with both student and grade level text, with an emphasis on reading for meaning and a deeper understanding of the text
- After school professional development (reading and math)
- Math Task Force
- Collaborating with the district PLC coordinator, Mick Wiest
- Coaching cycles with both Sherry Thompson (Math Coordinator) and Kristie Reimers (Literacy Coordinator)
- Literacy/Technology Night for Parents
- Math/Technology Night for Parents
- Newsletters are informative and offer a teaching component
- Afterschool program provides both intervention and enrichment
- Create a vocabulary guideline, that would be vertically aligned across grade levels
- Continue to create I/E groups for reading, writing, and math interventions.

Fall School Improvement Report 2014

Achievement Results:

PAWS & SAWS Spring 2014 Data (Proficient & Advanced)

	Meadowlark	State Average
<i>Third Grade</i>		
Reading	75%	62%
Math	85%	51%
<i>Fourth Grade</i>		
Reading	89%	64%
Math	81%	47%
<i>Fifth Grade</i>		
Reading	82%	58%
Math	91%	54%
Writing	84%	54%

MAP Highlights:

- MAP Testing (Spring 2014)
 - Math Proficiency
 - 3rd Grade: 91%
 - 4th Grade: 90%
 - 5th Grade: 94%
 - Reading Proficiency
 - 3rd Grade: 87%
 - 4th Grade: 89%
 - 5th Grade: 82%
- A Balanced Literacy approach continues to be our focus within our PLC teams and goals this academic year.
- Teachers will work with students to establish goals and develop a plan to meet their target growth rate.
- Teachers will be using this data to drive instruction.

School Improvement SMART Goals:

- Meadowlark has shifted its goals this year from a focus on the State Standardized Assessments to our own formative and district level assessments to allow for continued reflection and immediate impact on student learning.
- Students will continue to perform at 90% proficient or higher on common reading and District writing assessments. We will continue our systematic intervention in writing and reading.
- All students will show Bobcat Pride and meet behavioral expectations.

Strategies & Interventions:

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

Our PLC grade level teams continue a balanced literacy approach within reading and writing to better align with the Common Core State Standards. Classroom reading instruction focuses more on individual student needs within small groups.

We will have PLC teams that will:

- a. Collaborate to create essential outcomes. Staff will meet for one and a half hours per week during the regular school year. The meetings will occur during planning time; teachers are not being pulled out of class for PLC meetings. We will have cross level meetings during our staff meetings.
- b. Design assessments that measure the essential outcome.
- c. Update our “at risk” student database with individual reading running record data.
- d. 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.
 - The PLC team will divide students in 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.
 - These at-risk students will receive ½ hour of extra writing and/or reading instruction every day, targeting the essential outcome where they did not demonstrate proficiency.
 - The students that demonstrated proficiency will go to an enrichment writing and/or reading group.
 - The groups will meet for ½ hour every day. Students at Meadowlark are going to receive a double dose of writing and/or

reading every day. One session in their classroom and one session in their IE 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.

Student Interventions:

Students will receive additional reading intervention within the classrooms and from the reading specialists in the building. At risk students in grades 1-5 will be targeted for additional small group instruction throughout the week.

In the area of math, grades K-5 are supplementing word problems with varying levels of difficulty to supplement our Everyday Mathematics Curriculum. Our focus ranges from computation to application. Teachers are also including instruction based on the Strength in Numbers training provided by Sherry Thompson.

Meadowlark introduced a new reading program for our Kindergarten students this past summer. Students and parents were invited to come once a week to read and check-out appropriate books at the child's individualized reading level that could be read at home throughout the week. Books could be brought back the following week and exchanged for different books. This program ran the entire summer from June through August.

The Meadowlark After School Program continues to target our at-risk students with more intense teacher led instruction in the areas of reading and math three times per week.

Meadowlark has also increased the use of technology throughout the curriculum due to the increase of hardware purchased by the school district. Kindergarten through second grade are utilizing 1 to 1 iPads while third through fifth grade are utilizing a shared cart of Chromebooks at each grade level. We have also incorporated weekly typing for all second through fifth grade students to meet the word processing requirements of the Smarter Balanced Assessment.

Bobcat Pride:

- We have refocused our Bobcat Pride this year to strengthen our school community. A Celebration Committee has been formed to include Mr. O'Connor and various teachers from all grade levels to ensure a continual focus on celebrating student learning.
- Behavioral expectations will be continually reinforced on a weekly basis in the classrooms. Expectations will also be reinforced on announcements on a daily basis.
- Students will have opportunities to be recognized for showing Bobcat Pride.
- Students will have clear expectations, following the P.B.I.S. model for behavior. They will be recognized for meeting behavioral goals throughout the year.

Fall School Improvement Report 2014

Achievement Results:

HP students scored between 17 and 35 percentage points better than the state averages on PAWS test. Highland Park was recognized as being a National Blue Ribbon School of Excellence for 2014.

PAWS Data (Proficient & Advanced)

	Highland Park	State Average
<i>Third Grade</i>		
Reading	84%	62%
Math	75%	51%
<i>Fourth Grade</i>		
Reading	86%	64%
Math	64%	47%
<i>Fifth Grade</i>		
Reading	82%	58%
Math	89%	54%

Highlights:

During the 2013 – 2014 school year 80% of the students finished the year at or above target on the reading MAP test and 82% finished the year at or above the target on the math MAP test. Reading increased student proficiency by 11 percentage points from Fall to Spring and math increased student proficiency by 13 percentage points from Fall to Spring.

School Improvement SMART Goals:

Our School Improvement Goal is to have 100% of our students in grades K-5 reading at or above grade level as measured by common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test.

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. These needs will be directly addressed in our intervention groups, differentiated instruction, individual and small instruction groups, as well as in our after school program.

Draft

Personnel

Action

Report

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
November 3, 2014

PROFESSIONAL STAFF

Approvals:

Curt Mayer Sheridan High School	Graduation Coach (1.0 FTE) 155 days	Effective 10/27/14
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CERTIFIED STAFF

Changes/Transfers:

Kathryn Good Sheridan High School	Teacher-Spanish (1.0 FTE) to Teacher-Spanish (0.8 FTE)/ESL (0.2 FTE) 185 days	Effective 8/19/14
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Paul Phillips Henry A. Coffeen, Sagebrush, and Woodland Park Schools to Henry A. Coffeen and Sagebrush Schools	Teacher-Special Education (0.6 FTE/0.3 FTE/0.1 FTE to 0.6 FTE/0.4 FTE) 185 days	Effective 8/19/14
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Lori Strandholm Sagebrush School to Sagebrush and the Wright Place Schools	Teacher-Special Education (1.0 FTE to 0.9 FTE/0.1 FTE) 185 days	Effective 8/19/14
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Robert Winn Highland Park, Meadowlark, and Woodland Park Schools	Teacher-Special Education (0.5 FTE/0.1 FTE/0.4 FTE to 0.4 FTE/0.2 FTE/ 0.4 FTE) 185 days	Effective 8/19/14
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CLASSIFIED STAFF

Approvals:

Steven Brantz Transportation Department	Bus Driver-Rotator 2.0-4.0 hours/day (175 days)	Effective 11/10/14
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Tanya Sturza Woodland Park School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 10/15/14
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SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
November 3, 2014

Changes/Transfers:

Kathy Barker Sheridan High School	School Nurse (5.0 hours/day)/CNA Instructor (3.0 hours/day) to School Nurse (3.0 hours/day)/CNA Instructor (5.0 hours/day) 180 days	Effective 8/22/14
Colleen Charlson Sheridan High School	Paraprofessional-Special Education (7.0 hours/day)/Lunch (0.5 hours/day) to Paraprofessional-Special Education (7.0 hours/day) 175 days	Effective 10/14/14
Amanda Dirksen Henry A. Coffeen School	Paraprofessional-Title I (6.5 hours/day) to Paraprofessional-Title I (6.5 hours/day)/After School Program (1.0 hour/day) 175 days	Effective 9/15/14
Christopher Debban Sheridan Junior High School	Paraprofessional-Special Education (6.75 hours/day) to Paraprofessional-Special Education (6.75 hours/day)/ESL (1.0 hours/day) 175 days	Effective 11/3/14
Sue Destefano Sheridan High School	Paraprofessional-Special Education (7.0 hours/day)/Lunch (0.5 hours/day) to Paraprofessional-Special Education (7.0 hours/day)	Effective 10/14/14
Amber Stahl Woodland Park School	Paraprofessional-Special Education (7.0 hours/day)/After School Program (1.0 hour/day) to Paraprofessional-ESL (7.0 hours/day)/After School Program (1.0 hour/day) 175 days	Effective 10/27/14

Resignations:

Rebecca Thomas Sagebrush School	Second Cook 6.0 hours/day (177days)	Effective 10/31/14
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Terminations:

Erik Hartse THORE Building	Secretary- Warehouse Receiving/Technology 8.0 hours/day (261 days)	Effective 11/3/14
Erin Johnson Henry A. Coffeen School	Paraprofessional-Special Education 1:3 7.0 hours/day (175 days)	Effective 11/3/14

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
November 3, 2014

EXTRA DUTY 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Timothy Daniels	Weight Room - 2nd Quarter - SHS
Dimitra Dugal	Drama - Co-Sponsor - SHS
Jeanne (Hall) Peterson	Drama - Co-Sponsor - SHS
Thomas Racette	Soccer - Girls Assistant Coach - SHS
Stephanie Stender	Weight Room - 2nd Quarter - SHS
Julie Weitz	Drama - SJHS

HIGHLAND PARK AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Carol Bisbee	Paraprofessional
Kellie Boedecker	Teacher
Sara Fluor	Paraprofessional
Brenda Jairell	Teacher
Marvin Kehrwald	Paraprofessional
Tara King	Teacher
Stacie McFadden	Teacher
Jessica Morgan	Teacher
Breanna Powell	Teacher
Kyle Warnke	Teacher

SAGEBRUSH AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Patricia Conrad	Substitute Paraprofessional
Megan Muth	Teacher
Pamela O'Connell	Teacher
Susan Ralston	Substitute Paraprofessional
Amy Rojo	Teacher
Molly Swan	Teacher
Amy Willson	Teacher

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
November 3, 2014**

SHERIDAN JUNIOR HIGH SCHOOL AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Katherine Barker	Teacher
Kaleb Brinkerhoff	Teacher
Teresa Hunter	Teacher
Harold Mulholland	Teacher
John Ripley	Teacher

**SHERIDAN HIGH SCHOOL EXTENDED SCHOOL YEAR (ESY)
STAFFING 2014-2015**

Approvals:

<u>Name</u>	<u>Position</u>
Pauline Edwards	Teacher