



CONVERSE COUNTY
S C H O O L D I S T R I C T # 1

2025

Report to the Board and Community

615 Hamilton Street
Douglas, WY 82633
(307) 358-2942
<http://ccsd1.org>



Working together to achieve excellence. #LifeReady

CONVERSE COUNTY SCHOOL DISTRICT #1

ROADMAP TO EXCELLENCE 2025



615 Hamilton Street
Douglas, WY 82633
(307) 358-2942
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TARGETS

- Increase achievement and growth for all students.
- Execute a robust process of continuous improvement.
- Increase organizational efficiencies and effectiveness.

FRAMEWORK FOR IMPROVEMENT

ENGAGEMENT	CULTURE	LEADERSHIP	GROWTH
Implement, monitor, and adjust the guaranteed and viable curricula in response to data from the district assessment system.	Collaborative teams drive our culture and collective responsibility. Engage students, staff, parents, and community through outreach and intentional communication opportunities.	Analyze the efficiency and effectiveness of budgets to ensure alignment with strategic priorities. Recruit, select, and employ the best qualified personnel to staff the school system consistent with the financial means of the district. Provide compensation and benefits sufficient to attract and retain qualified employees.	Implement a high-quality, standards-aligned, evidence-based instructional cycle that results in high levels of achievement for all students. Foster an inclusive K-12 culture that prepares students to learn, work, contribute, and thrive in post-secondary opportunities. Create, improve, and evaluate system programs and processes.



IMPLEMENTATION MEASURES

<ul style="list-style-type: none"> • Teaching & learning frameworks are implemented and the guaranteed and viable curriculum aligns to new standards and the Profile of a Graduate. 	<ul style="list-style-type: none"> • The district-wide collaborative team structure frames collegial, continuous professional learning. • Stakeholders engage in two-way communication through a variety of formats.
<ul style="list-style-type: none"> • Align approved school and department budgets to continuous improvement priorities. • Every position is filled with top-tier candidates. • Formulate and adopt an attractive salary & benefits package. 	<ul style="list-style-type: none"> • Teaching & learning frameworks drive our instructional cycle. • Curriculum maps show alignment to WY standards and the Profile of a Graduate. • Programs and procedures are documented, implemented & monitored.

PERFORMANCE GOALS

- Meet or exceed the target level on growth, equity, and ELP measures of the WAEA*.
- Meet or exceed expectations on the WAEA* performance level indicator.
- Analyze communication metrics and participation opportunities.
- Expenditures match sustainable revenue sources and reflect strategic priorities.
- Increase the number of and qualifications of applicants.
- Compensation plans will be sustainable and comparable to similar school districts and employers.
- Meet or exceed expectations on the WAEA* achievement indicators.
- Meet or exceed target level on the graduation, post-secondary readiness, and grade nine credits indicators of the WAEA*.
- Process evaluation data.

*Wyoming Accountability in Education Act (WAEA)

Working together to achieve excellence! #LifeReady

Message From our Superintendent



October 29, 2025

To: School Board Members and Stakeholders

It is with great pride and appreciation that I present to you the Annual District Report aligned with our Strategic Plan which is a comprehensive reflection of the progress we have made toward our shared goals in the areas of Leadership, Learning, and Resources as well as the areas in which opportunities for improvement exist. This report highlights our continued focus on continuous improvement, achievement, and growth for both students and team members, as well as our ongoing commitments to allocate resources that enhance the learning environment within all schools and departments.

This document is designed not only to showcase accomplishments but also to guide our Board of Trustees and administrative team as we set future goals, evaluate progress, and reflect on the strengths and opportunities for growth that exist within our organization. Each section of this report represents the thoughtful collaboration, strategic planning, and commitment that drive our mission and vision to become a reality.

The progress outlined within these pages would not be possible without the vision, leadership, and support of our Board of Trustees, whose partnership ensures alignment between policy, planning, and practice. Equally important is the dedication and professionalism of our team members who work tirelessly each and every day to meet the diverse needs of our students and help them reach their fullest potential. Their passion and persistence continue to define the culture of learning and service within our district.

As you read this report, I invite you to find interest and inspiration in the important work being done across our schools and departments. The accomplishments and outcomes shared here reflect the intentional efforts connected to our strategic plan, priority practices, and ongoing cycle of continuous improvement. Together, we remain focused on ensuring that every student experiences success, every team member feels supported, and every resource is used effectively to enhance the environments associated with teaching and learning.

Thank you for your continued support and investment in our schools. Our collective commitment to this work allows our district to continue to grow stronger academically, organizationally, and as a community.

Regards,

A handwritten signature in black ink, appearing to read 'R. Mackey', is positioned below the 'Regards,' text.

Ryan Mackey, Ed.D.
Superintendent
Converse County School District #1

Celebrate Excellence



Teacher of the Year



Mr. Bill Pearson

Bill is not only an exceptional educator but also a pillar of positivity and leadership in our school community. Bill's impact reaches far beyond his classroom walls. He has an extraordinary ability to form meaningful relationships with all students, not just those in his classes.

Bill Pearson exemplifies what it means to be an exceptional educator, demonstrating a steadfast commitment to his students, colleagues, and the teaching profession. As a math teacher, Mr. Pearson is deeply devoted to helping all students achieve high levels of learning and personal growth. He goes above and beyond to ensure that every student in his classroom feels supported, challenged, and encouraged.

Mr. Pearson is incredibly patient with all his students, creating a supportive environment where everyone feels comfortable asking questions. His ability to explain concepts clearly and thoroughly ensures that no one is left behind.

Everyday Hero



Mrs. Cara Bolinger

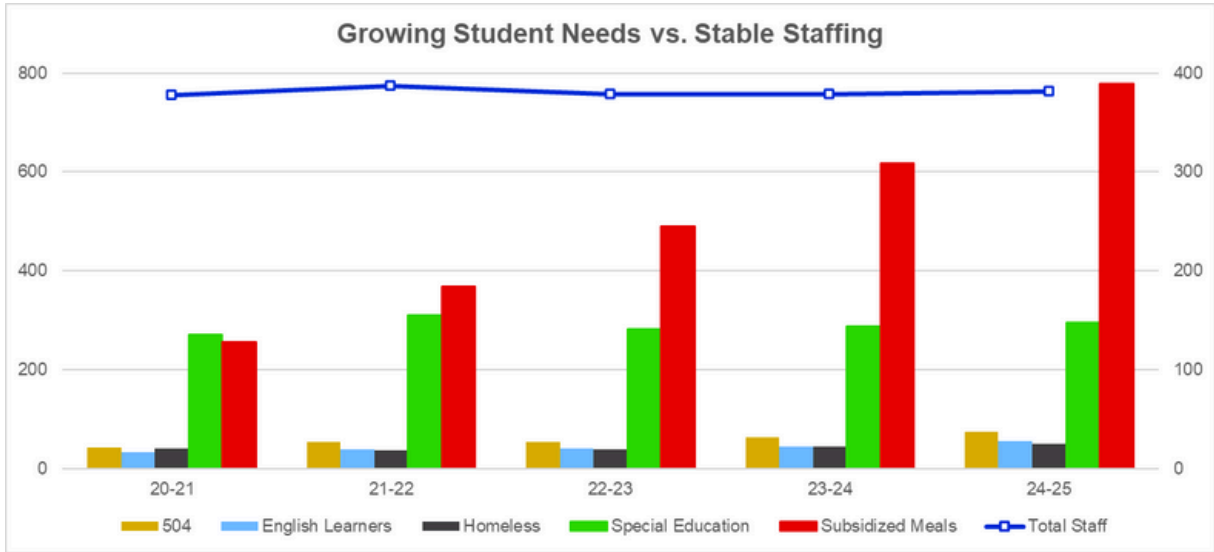
Cara is the heart of our school. Her positive attitude makes our school an even greater place to work.

She knows every student in our school and most of their parents. She is kind to students and goes out of her way to help staff.

She is always willing to help out and do what she can for everyone in the building. Cara is not just the first smiling face you see when you walk into the front office, but a light of joy for our school!

Cara deserves the EVERYDAY HERO because she goes above and beyond to be the best that she can be and works hard to help the students and staff to be the best that they can be, too!

About Us



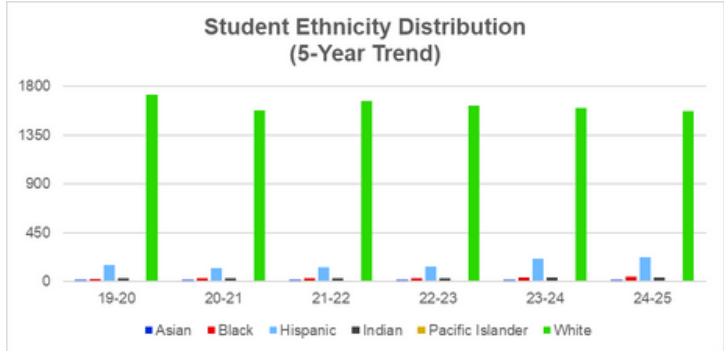
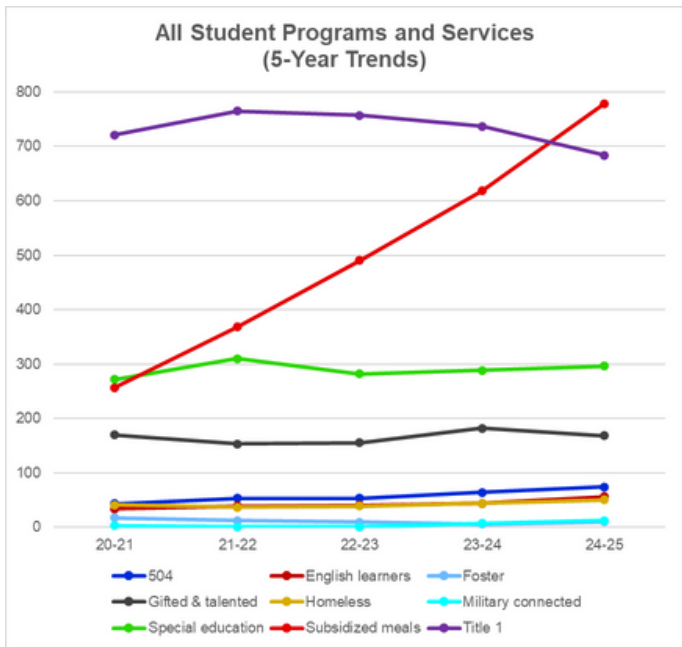
+72%
504 Growth
(42 → 74)

+65%
English Learners Growth
(34 → 56)

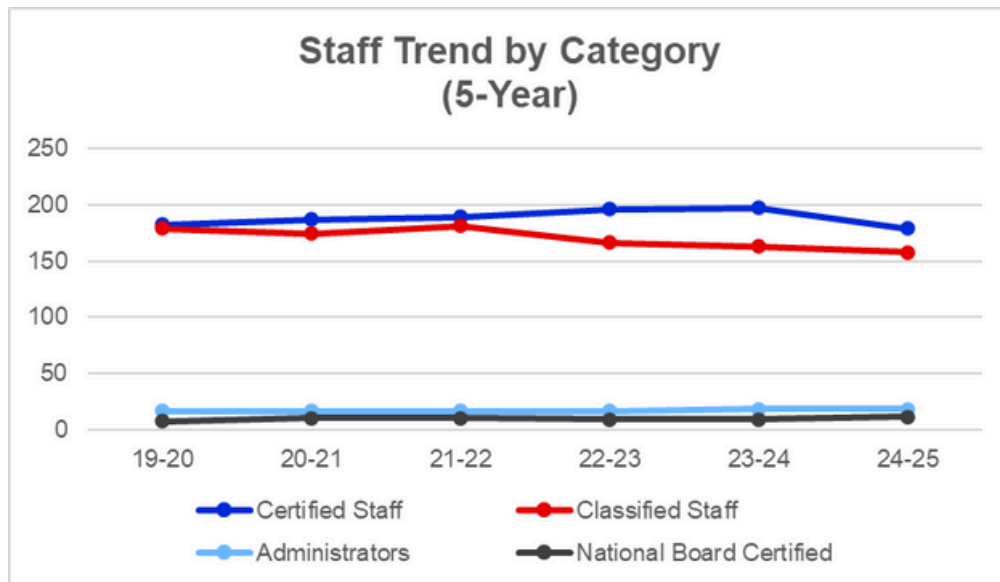
+22%
Homeless Growth
(41 → 50)

+9%
Special Education Growth
(272 → 296)

+203%
Subsidized Meals Growth
(257 → 779)



Total Enrollment
 EOY 2020-21: **1,628 students**
 EOY 2024-25: **1,610 students**
 Change: **-18 Students (-1.1%)**



-4.3 %
 Certified Staff
 Growth
 (187 → 179)

-9.2%
 Classified Staff
 Growth
 (174 → 158)

+11.8%
 Administrators
 Growth
 (17 → 19)

+9.1%
 National Board
 Certified Growth
 (11 → 12)

Total Staff

EOY 2020-21:	378 Staff
EOY 2024-25:	381 Staff
.....	
Change:	+3 Staff (0.8%)

Strategic Domain

Engagement of Learning

Dr. Andrea Gilbert
Assistant Superintendent

Dr. Julie Jarvis
Curriculum Director



A. Priority Practice: Implement, monitor, and adjust the guaranteed and viable curricula in response to data from the district assessment system.

The 2024-2025 school year brought significant state changes to content and performance standards (Wyoming Department of Education, 2025):

The State Board of Education (SBE) passed a Resolution to reduce the number of student learning standards to provide a more focused set of standards that allows “schools to have greater flexibility and time to pursue innovation and community collaboration.” Districts are expected to provide students with deep learning of the Content Standards and multiple opportunities to demonstrate proficiency in the Performance Standards.

In addition, the new graduation standards are composed of the new Wyoming Profile of a Graduate competencies.

These changes will lead to significant modifications to the state assessment system with a tight alignment to the reduced standard sets. CCSD#1 is well-positioned for this implementation. In the past three years, we have defined and identified evidence-based resources and practices through our:

- 5D data analysis
- Instructional framework
- Literacy framework
- Math framework
- K-12 vertical team curriculum alignment in all content areas
- Deep study and implementation of student-centered performance assessment
- Adoption of a new curriculum mapping system that will provide transparency and align with our grading system

The next few years will be key to reversing the downward trend in achievement on state assessments for English Language Arts and Math. Elementary schools will align instruction across grade levels. We have identified a resource need in the areas of writing and mathematics that will be addressed in the 2025-2026 school year. District-wide adoption of the frameworks, the K-12 vertical alignment, and student-centered learning will be key to fully implementing a curriculum that engages students in the performance standards and results in improved achievement.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
DHS - Meet or exceed target level on the growth measure of the WAEA*.	49	55	Meets	
DIS - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
DMS - Meet or exceed target level on the growth measure of the WAEA*.	48	49	Meets	
DPS - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
DUES - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
DHS - Meet or exceed target level on the equity measure of the WAEA*.	49	57	Meets	
DIS - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	
DMS - Meet or exceed target level on the equity measure of the WAEA*.	48	49	Meets	
DPS - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	
DUES - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	
DHS - Meet or exceed target level on the ELP measure of the WAEA*.	19	8	No change or declined	
DIS - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	
DMS - Meet or exceed target level on the ELP measure of the WAEA*.	36	14	No change or declined	
DPS - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	
DUES - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	



Strategic Domain

Culture of Learning

Dr. Ryan Mackey
Superintendent



A. Priority Practice: Collaborative teams drive our culture and collective responsibility.

B. Priority Practice: Engage students, staff, parents, and community through outreach and intentional communication.

As a district, we are committed to fostering a culture of learning grounded in collaboration, shared responsibility, and continuous improvement. This past year, all schools, departments, and like groups have continued to engage in regular and consistent collaboration focused on collective efficacy, student achievement and growth, communication, shared decision-making, and action planning through consensus protocols.

Within our academic teams, Professional Learning Communities (PLCs) continue to serve as the driving force behind instructional collaboration. Each PLC engages in focused dialogue around four key questions essential to improving student learning outcomes:

1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students do not learn it?
4. What do we do when students already know it?

Through this structured approach, our teams are developing targeted interventions, acceleration and enrichment opportunities, and data-informed instructional practices that work towards every student experiencing growth. Collaborative academic teams also worked diligently to build and implement Multi-Tiered Systems of Support (MTSS), ensuring that each student receives the right level of academic and behavioral support.

On the operations side, each department established collaborative team structures that set meaningful goals and build processes aligned to their unique functions within the district. These teams have worked intentionally to develop, implement, and refine processes that enhance effectiveness and efficiency. Whether focused on transportation logistics, facilities maintenance, food service operations, or technology infrastructure, each department is embracing collaboration as the key to improved outcomes.

The creation and implementation of clear processes across all operational teams will allow for ongoing reflection, data analysis, and system-wide evaluation of their effectiveness. This cycle of planning, action, reflection, and adjustment highlights our collective commitment to continuous improvement and a district-wide culture of shared responsibility. Our ultimate goal is a unified, responsive system that ensures the needs of all students and stakeholders are met with purpose.

Engagement and communication remain essential to our culture of learning. We continued to utilize SchoolMessenger as our primary mass communication system to share timely and accurate information with families and team members. This platform supported calls, texts, and emails, allowing for consistent messaging across multiple modalities.

In addition, we implemented and trained all students and team members in the use of the Standard Response Protocols (SRP) to ensure a unified and effective response to safety and security situations. The Raptor Alert system has been implemented to provide the ability to quickly initiate crisis protocols in the event of an emergency, ensuring student and team member safety remain a top priority.

Each school and department has been tasked with maintaining consistent and proactive communication with their stakeholders through approved and reliable platforms. Social media, school and district websites, newsletters, and direct communication via calls and emails were all leveraged to share updates, celebrate successes, and communicate important information. These communications are strategically managed and distributed to mass contact lists specific to each school and department to build consistency and coverage.

Moving forward, the district explored opportunities to consolidate communication tools into a single, comprehensive platform that will effectively and efficiently send mass communications through multiple modalities. This will improve consistency, reduce redundancy, and strengthen engagement across our entire school community.

Our partnerships between schools and operational teams (including multiple law enforcement agencies) continue to reinforce our shared vision of growth, achievement, and connection for all students and stakeholders. Through intentional communication, collaboration, and engagement, we are building a stronger, more connected district community grounded in trust, transparency, and shared purpose.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
DHS - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	1.8	Meets	
DIS - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	1.4	Improvement but did not meet	
DMS - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	2	Meets	
DPS - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	1.4	Improvement but did not meet	
DUES - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	1.4	Improvement but did not meet	
Dry Creek - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	N/A	N/A	
Moss Agate - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	N/A	N/A	
Shawnee - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	N/A	N/A	
White - Meet or exceed expectations on the WAEA* performance level indicator.	1.8	1.5	Improvement but did not meet	
Analyze communication metrics and participation opportunities.	Review social media metrics to determine high and low traffic areas.	Changed platforms and are now focusing on more than just social media.	N/A	Fully defined in the new strategic plan.



Strategic Domain Leadership for Learning

Mr. Brent Notman
Human Resources Director

Mr. Les Koch
Business Manager



A. Priority Practice: Analyze the efficiency and effectiveness of budgets to ensure alignment with strategic practices.

B. Priority Practice: Recruit, select, and employ the best qualified personnel to staff the school system consistent with the financial means of the district.

C. Priority Practice: Provide compensation and benefits sufficient to attract and retain qualified employees.

Staff salaries. Historically, Converse #1 utilizes around 82% to 85% of the general fund budget for salaries and benefits. FY25 revenue started at \$35,274,907.54 and total expenditures equaled \$34,949,864.83 resulting in a \$325,042.71 surplus. Total FY25 general fund expenditures for salaries and benefits equaled \$28,933,007.05 which represents 82.79% of the general fund budget thus staying within the range typically experienced as addressed above. Community members and leaders are encouraged to promote continued funding for education by visiting with Wyoming legislators. Converse #1 continues to review salaries and benefits packages for instructional and administrative personnel to align with increasing costs.



Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
Expenditures match revenue projections and reflect priority practices.	Budgets entered and being monitored	Completed but continuing to monitor.	Meets	Budget process being revisited.
Increase the number of and qualifications of applicants.	100% of positions filled.	2 positions not filled	Improvement but did not meet	
Compensation plans will be sustainable and comparable to similar school districts and employers.	Compensation plan adopted.	Adopted	Meets	

This year, we hired 21 certified staff members, 6 administrative staff, and 19 classified staff. We have 6 teaching staff on exceptional authorization permits. 12 staff have earned their National Board Certification.

Our base salary for certified staff has fallen to 9th out of 15 similar sized school districts (3A schools-Jackson excluded). We must continue to address our certified salary schedule to remain competitive throughout the state of Wyoming. One area on the schedule to consider is our vertical increment of \$675/year for experience pay. It is one of the lowest in the state.

Position	Openings	Applicants
Administration	6	41
Certified	21	130
Classified	19	105
Extra Duty	34	85
TOTAL	80	341

This averages out to 4.26 applicants per position. A decrease from 5.54 applicants per position last year.

We currently dedicate 82.79% of our budget to salaries and benefits.

Strategic Domain

Growth in Learning

Dr. Andrea Gilbert
Assistant Superintendent

Dr. Julie Jarvis
Curriculum Director



A. Priority Practice: Implement a high-quality, standards-aligned, evidence-based instructional cycle that results in high levels of achievement for all students.

B. Priority Practice: Foster an inclusive K-12 culture that prepares students to learn, work, contribute, and thrive in post-secondary opportunities.

C. Priority Practice: Create, improve, and evaluate system programs and processes.

The 2024-2025 school year marked a changing time in education for the state of Wyoming. As noted in the narrative for Engagement of Learning, new Chapter 10 rules will result in reduced standard sets for all content areas. In addition, the State Board of Education is revising Chapter 3 (formerly Chapter 31) – Wyoming Graduation Standards and Requirements. These revisions establish clear statewide graduation standards (Wyoming Profile of a Graduate), competency-based equivalency examinations, and modify the district assessment system requirements.

Our instructional cycle has been defined, and we have been deeply immersed in student-centered learning that prepares students to learn, work, contribute, and thrive in post-secondary opportunities. In the 2025-2027 school years, our goal is to fully implement the graduation standards, and high-quality, standards-aligned, evidence-based instruction cycle in every classroom, as defined by our frameworks, curriculum maps, and district assessment system.

Creating, improving, and evaluating system programs and processes remains an ongoing priority for the district. In the 2024-2025 school year, significant study and revision of district frameworks in instruction and process evaluation in operations occurred. To support these initiatives, we have constructed a process repository and a professional learning cycle associated with the process work.

In addition, key retirements and resignations have accelerated the need for knowledge management to ensure that essential organizational knowledge is not lost when employees leave. We have assigned key personnel to receive training and support the knowledge management efforts. Throughout 2025-2026, we will be prioritizing process and knowledge management.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
DHS - Meet or exceed expectations on the WAEA* achievement indicators.	48	59	Meets	
DIS - Meet or exceed expectations on the WAEA* achievement indicators.	51	51	Meets	
DMS - Meet or exceed expectations on the WAEA* achievement indicators.	51	56	Meets	
DPS - Meet or exceed expectations on the WAEA* achievement indicators.	51	51	Meets	
DUES - Meet or exceed expectations on the WAEA* achievement indicators.	51	51	Meets	
Dry Creek - Meet or exceed expectations on the WAEA* achievement indicators.	51	N/A	N/A	
Moss Agate - Meet or exceed expectations on the WAEA* achievement indicators.	51	N/A	N/A	
White - Meet or exceed expectations on the WAEA* achievement indicators.	51	38	No change or declined	
Shawnee - Meet or exceed expectations on the WAEA* achievement indicators.	51	53	Meets	
DHS - Meet or exceed the target level on the graduation indicator of the WAEA*.	85	84	No change or declined	
DHS - Meet or exceed target level on the post-secondary readiness indicator of the WAEA*.	67	76	Meets	
DHS - Meet or exceed target level on the grade nine credits indicator of the WAEA*.	88	98	Exceeds	
Process evaluation data.	Processes are being evaluated.	Process repository complete.	Meets	Implementation is ongoing.





1. High-Impact Domain: Data-informed planning

✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

1. Action Items: SMART Goals are created by each collaborative team to address student growth, equity, and achievement.

2. Action Items: Progress monitor students in I/E sections for reading and math to adjust the instruction and interventions.

3. Action Items: Guiding Coalition is working with Marzano to develop measurable data points to track and improve student culture.

Douglas High School continues to demonstrate a strong commitment to academic achievement through rigorous coursework, innovative teaching practices, and targeted student support.

Positive Student Culture:

Over the past year, Douglas High School has made significant strides in improving student culture through the implementation of BEARCAT GRIT! The school's emphasis on kindness, responsibility, and community engagement has not only improved student behavior but also strengthened relationships between students and staff.

Meeting WDEA Expectations:

Douglas High School remains aligned with the Wyoming Department of Education Accountability (WDEA) framework by maintaining high standards in student achievement, growth, equity, and readiness. Through strategic planning and data-driven instruction, the school ensures that all students are learning and acquiring the skills they need to be life-ready.

As we continue to grow as a school, we would like to continue to improve our ACT scores and our graduation rate so that we can become the standard of excellence in education.

Become the standard of excellence in education!

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8	Meets	Meets	
Growth (numeric value) WAEA	49	Meets	Meets	
HS ONLY - Extended Graduation Rate (numeric value)	85	84	No change or declined	
HS Only - Grade Nine Credits (numeric value)	88	Exceeds	Exceeds	
Achievement (numeric value) WAEA	48	59	Meets	
Equity (numeric value) WAEA	49	57	Meets	
EL Progress (numeric value) WAEA	19	8	No change or declined	
HS ONLY - Post-Secondary Readiness (numeric value) WAEA	67	76	Meets	



Grades: 6 - 12

Activities

Mr. Jay Rhoades
Athletic Director



1. Strategic Domain: Growth - Create, improve, and evaluate system program and processes.
 - A. Priority Practice: Review and update all current processes and/or create new processes.
 - B. Priority Practice: Identify how to review the processes for effectiveness.
2. Strategic Domain: Culture - Engage students, staff, parents, and community through outreach and intentional opportunities.
 - A. Priority Practice: Identify and communicate with stakeholders involved and affected by the process.

As we move toward the end of another exciting fall sports season, our student-athletes have continued to represent our school and community with pride, resilience, and determination.

Our football team has faced its share of challenges this season, battling through a number of key injuries. Despite the adversity, the team has shown tremendous grit and character, continuing to compete hard each week. Their commitment and perseverance have been a great example of what it means to finish strong.

The volleyball team has once again proven to be a powerhouse, remaining undefeated in conference play and setting their sights on another run at a state title. Their teamwork, focus, and competitive spirit have been outstanding all season long.

Our cross-country program continues to climb, showing steady improvement and promise for the future. The girls' team earned an impressive second-place finish at the conference meet, while the boys' team battled hard for a third-place finish. Both groups have worked tirelessly to improve, and their results are a reflection of that dedication.

The girls' swim team has also had an excellent season, with multiple state qualifiers already secured. The swimmers continue to impress with their hard work and team-first attitude, representing our program with excellence in and out of the pool.

The golf team wrapped up a strong fall season, highlighted by two All-State selections. The golfers showed steady improvement throughout the year and competed well at both the conference and state levels.

Finally, our cheerleaders are gearing up for regional competitions in Colorado, where they hope to qualify for nationals. Their energy, enthusiasm, and school spirit have been felt at every event, and we're excited to see their hard work pay off as they enter the competitive season.

Our middle school sports programs also had a successful fall, showing strong participation and development that bodes well for the future of our high school teams. The 8th-grade volleyball teams captured conference championships in both the A and B divisions, while the 7th-grade A team finished as runners-up and the 7th-grade B team earned a conference title. Both the 7th and 8th-grade football teams finished their seasons with wins over the Rawlins Outlaws, demonstrating great growth and teamwork. The middle school cross-country program also had strong numbers and made excellent progress throughout the season.

Overall, it's been an exciting and successful fall filled with memorable performances, personal growth, and school pride. We're proud of all our athletes, coaches, and supporters who make our programs strong. Go Bearcats!

Our fall activities season has been full of accomplishments and growth across several programs.

The Douglas High School Band had an outstanding fall, traveling to competitions in Colorado and Sheridan before concluding their season with an excellent rating at the State Band Festival. Their hard work, dedication, and musical progress were evident in every performance, and their success reflects the strong leadership and commitment within the program.

Our FFA chapter, under the direction of a new advisor, has also had an exciting and productive start to the year. The group participated in multiple events, including the Meat Lab judging at the University of Wyoming and a judging event at the Nile in Montana. The students performed well in both competitions, and their enthusiasm and effort have built strong momentum for the future of our FFA program.

The Choir sent six boys to Tenor-Bass Day in Chadron, where they represented Douglas High School with excellence and professionalism. Their participation showcased both their individual talent and the growing strength of our vocal music program.

Overall, our fine arts and agricultural programs have represented Douglas High School with excellence this fall, and we look forward to seeing their continued success throughout the year.

To broaden our students' interests and experiences through extracurricular activities that encourage cooperation and commitment while improving individual self-esteem, perseverance, and positive spirit.

Key Performance Indicators		October		
	Target	Actual	Status	Notes
Performance Goal				
Process documentation shows improved practice.	Improved practice	Continue to review existing process and put in repository	Meets	
Processes communicated to stakeholders	Processes Communicated	Using Thrill share by all of our coaches and activity sponsors as well as our office communicating changes in schedules.	Meets	





1. High-Impact Domain: Data-informed planning

✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

1. Action Items: Sustain protected and sacred PLC time within the master schedule.

2. Action Items: Sustain usage of a PLC agenda template with tight elements outlined.

3. Action Items: Identify and implement evidence based and highest leverage tier 1 instructional practices guided by CCSD1 frameworks

4. Action Items: Use data protocols and follow systematic processes to analyze data in order to make decisions

5. Action Items: Provide EL programming to include language acquisition classes.

DMS continues to meet the “Meeting Expectations” category across all WAEA performance goal measures, with the exception of English Learner Progress, which remains below both WAEA expectations and the school’s short-term goal in this area.

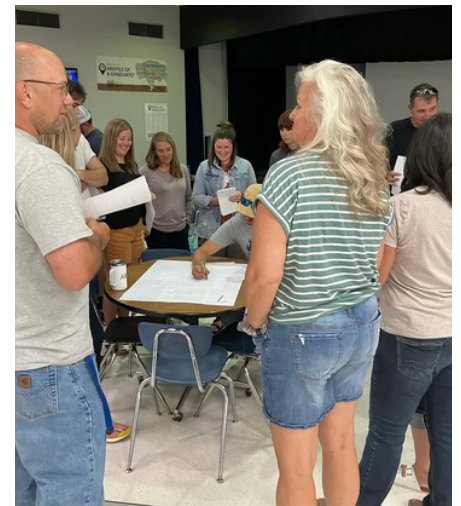
While DMS maintains performance in achievement, growth, and equity, it is important to note a decline in scores across all three areas compared to the 2023–2024 school year. A key strength is the school’s consistent use of the MTSS process to analyze data and respond to student needs related to attendance, behavior, emotional well-being, and academics.

Priority Areas for Improvement:

1. Sustain the use of team-developed data protocols within academic Professional Learning Communities to support routine data analysis that identifies and addresses individual student needs.
2. Deepen teachers’ understanding and implementation of high-impact instructional practices aligned with the CCSD1 framework.
3. Strengthen the EL language acquisition class and overall EL programming to better support English Learner progress.

Everyone Belongs. Everyone Becomes.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	2.6	2.0	Meets	22-23 and 23-24 DMS scored 2.0. The cut score for "exceeding expectations" category is 2.6. This is our goal.
Growth (numeric value) WAEA	53	49	Meets	22-23 and 23-24 DMS scored 52. Our short term goal is to raise this score. Our long term goal is to be at or above 60, as this is the cut score for "exceeding expectations"
Achievement (numeric value) WAEA	60	56	Meets	22-23 DMS scored 56. 23-24 DMS scored 58. Our short term goal is to raise this score. Our long term goal is to be at or above 68, as this is the cut score for "exceeding expectations"
Equity (numeric value) WAEA	58	49	Meets	22-23 DMS scored 57. 23-24 DMS scored 56. Our short term goal is to raise this score. Our long term goal is to be at or above 60, as this is the cut score for "exceeding expectations"
EL Progress (numeric value) WAEA	31	14	No change or declined	22-23 DMS scored 13. 23-24 DMS scored 20. Our short term goal is to raise this score to 31 as dictated by WDE interim target. Our long term goal is to be at or above 36 as this is the cut score for "meets target"





Upper Elementary School

1. High-Impact Domain: Data-informed planning

✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

1. Action Items: 5D data analysis of student performance data with guidance from Marzano Research

2. Action Items: Alignment of GVC and state standards (PLD's)

3. Action Items: Increase data literacy of grade-level teams with Marzano Research

Intermediate School

1. High-Impact Domain: Data-informed planning

✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

1. Action Items: K-12 Vertical Team Work

2. Action Items: PLC Weekly Meetings

3. Action Items: Grade Level Teams to Monitor and Identify Areas of Practice and Rigor Aligned to WyTopp

4. Action Items: MTSS Weekly Meetings

**Become recognized at the state and national level for excellence;
provide a safe environment for all students.**

As the 2025-2026 school year begins, the first goal for the campus is to align not only as a K-5 district but to align and implement consistent processes and routines for both buildings. This includes creating schedules and practices to fully implement the required K-3 Literacy Law components; the components of the laws will cover grades K-5. To date, dedicated time for Tier 2 and Tier 3 literacy interventions has been integrated into the daily schedule, daily grade level Professional Learning Community (PLC) time has been established for all classroom teachers, and resource adoption and standards alignment is a top priority to create a tight delivery of Tier 1 instruction for all content areas. The instructional coaches and reading coaches have worked to develop processes to analyze student ELA data and provide students with interventions or acceleration opportunities in reading. The grade level teams will work to create a solid scope and sequence for all standards in ELA, math, and science to include aligned Tier 1 content delivery, common assessments, interventions and supports for all standards, and additional tools to analyze student data to identify growth, achievement, and areas of need.

To ensure this work is the result of the staff, a leadership team and guiding coalition has been established to work through these areas and develop processes and procedures to ensure the campus is aligned and progressing. Lastly, to develop the K-5 PLC teams, identified teachers are being trained in PLC facilitation which will allow teams to develop capacity and stamina in the fostering of their own PLC support.

As a campus, the staff is currently constructing a new mission, vision, and motto for the campus which upholds the common connection between the two buildings. This year long process will allow all staff teams, students, and parents to have input in developing these important statements.

Student celebrations continue to be a focus on the campus with students being recognized weekly and monthly for reading steps, R.O.A.R. (respectful, organized, academic, responsible) traits, and outstanding character. These supports and adjustments will continue the concentration on academic achievement and student development into the future as the two separate schools come together as one connected campus.



DOUGLAS
UPPER & INTERMEDIATE SCHOOL

Douglas Upper Elementary School

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8	1.4	Improvement but did not meet	
Growth (numeric value) WAEA	48	51	Meets	
Achievement (numeric value) WAEA	51	51	Meets	
Equity (numeric value) WAEA	48	46	No change or declined	
EL Progress (numeric value) WAEA	36	47	Meets	



Douglas Intermediate School

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8	1.4	Improvement but did not meet	
Growth (numeric value) WAEA	48	46	No change or declined	
Achievement (numeric value) WAEA	51	51	No change or declined	
Equity (numeric value) WAEA	48	46	No change or declined	
EL Progress (numeric value) WAEA	36	47	Meets	





1. High-Impact Domain: Data-informed planning

✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

1. Action Items: Marzano Research for data analysis around acceleration and tools to help students thrive.

2. Action Items: DPS Data Analysis Team 5D's Training

3. Action Items: PLC Teams create SMART goals tied to the engagement and data-informed analysis of student information

Douglas Primary School continues to strengthen student success through intentional, data-driven practices that ensure every child is progressing toward grade-level proficiency and readiness for future learning.

"It starts with us—every step, every paw,"

Performance Summary:

Teachers at DPS engage in ongoing cycles of data analysis focused on essential standards and the foundational skills students need to be proficient readers, writers, and mathematicians. Grade-level teams use school-wide data trackers to monitor growth and make informed instructional adjustments, ensuring that support and enrichment are responsive to individual student needs. DPS has fully aligned instructional and assessment practices with the Wyoming K–3 Literacy Law. Regular literacy screenings, progress monitoring, and targeted interventions ensure early identification of students needing additional support. This alignment has strengthened reading foundations and created consistent communication with families about student progress toward proficiency benchmarks.

There is a prioritized commitment to collaboration across DPS and DIS/DUES elementary schools to ensure vertical alignment of academic standards, data systems, and instructional priorities. This partnership will provide a seamless transition for students and a consistent, evidence-based approach to teaching and learning. Through purposeful data discussions and shared accountability, DPS staff continue to elevate instructional quality and student outcomes.

Every student; Every day

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8	1.4	Improvement but did not meet	
Growth (numeric value) WAEA	48	46	No change or declined	
Achievement (numeric value) WAEA	51	51	Meets	
Equity (numeric value) WAEA	48	46	No change or declined	
EL Progress (numeric value) WAEA	36	47	Meets	



1. High-Impact Domain: Data-informed planning

- ✓ A. Priority Practice: C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.
 - 1. Action Items: Deep study and alignment into the PLC structure, using Learning By Doing as a framework
 - 2. Action Items: Implement a PDSA around 5D findings

Douglas Rural Schools have been working diligently to improve and grow both academically and professionally. Our short-term goal is for all schools to meet or exceed state expectations. Over the past year, the rural schools have focused on aligning standards and scales with the state's Performance Level Descriptors (PLDs) to ensure consistency across all sites.

The rural staff have also made a strong commitment to improving mathematics instruction. Additional time has been built into Rural Fridays to analyze formative assessment data and engage in questions 3 and 4 of the PLC process, "How do we respond when students don't know?" and "How do we respond when they already know?" These discussions have guided instructional changes to ensure students are gaining the knowledge and skills needed for success.

This year, Douglas Rural staff have continued working closely with their instructional coach to explore effective responses to students who are struggling. Teams have held open discussions on how this might look within the CNI (Curriculum, Instruction, and Intervention) framework for Math and Science, while also creating shared folders for ELA and Social Studies to house reference materials and instructional ideas. Staff have also explored the use of AI tools to generate ideas and strategies to support student learning.

The same collaborative practices have continued around question 4, with teams making steady progress. These efforts are being implemented with fidelity and documented through ongoing PLC meetings, reflecting the staff's commitment to continuous growth and student success.

DRS will collaborate as a cohesive unit to ensure proficiency of the priority standards by all students.

DRY CREEK

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8			No Historical Data: Small School Review in less then 10
Growth (numeric value)	48			
Achievement (numeric value) WAEA	51			No Historical Data: Small School Review in less then 10



MOSS AGATE

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8			No Historical Data: Small School Review in less then 10
Growth (numeric value)	48			
Achievement (numeric value) WAEA	51			No Historical Data: Small School Review in less then 10



SHAWNEE

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8			No Historical Data: Small School Review in less then 10
Growth (numeric value)	48			
Achievement (numeric value) WAEA	51	53	Meets	23-24 below target (50)



WHITE

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal - WAEA				
WAEA Weighted Average Indicator Score (0.0-3.0)	1.8	1.5	Improvement but did not meet	No Historical Data: Small School Review in less then 10
Growth (numeric value)	48	56	Meets	
Achievement (numeric value) WAEA	51	38	No change or declined	23-24 Below Target (48) 22-23 Meeting (55)





1. Strategic Domain: Culture - Collaborative teams drive our culture and collective responsibility.
 - A. Priority Practice: Develop an education and communication plan around safety practices for all staff
2. Strategic Domain: Leadership - Analyze the efficiency and effectiveness of budgets to ensure alignment with strategic priorities
 - A. Priority Practice: Deploy our 5-year plan
3. Strategic Domain: Growth - Create, improve, and evaluate system programs and processes.
 - A. Priority Practice: Work on department processes

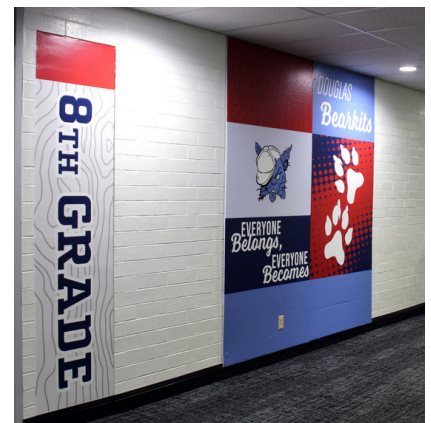
This past year, the facilities team has continued improvements on various facets of the district. These projects include: At DMS, new classroom flooring, remodeled PE locker rooms, phase 1 of 2 for HVAC renovations, new roof, and new paint and decals in the hallways/commons area. At DHS/Rec we did an auditorium remodel and two new air handler units that will help control the climate and add cooling capabilities to the Auxiliary gym, locker rooms and weight room. We also replaced some of the busted up concrete at Central.

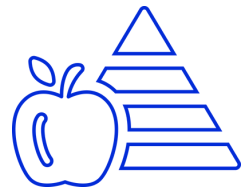
We also had a big focus on building processes to ensure we met our goals and to ensure a better transition when onboarding new staff. This year our team completed about 20 processes. We have also continued our workforce safety by reducing the number of deficiencies at each school, most of which have come from our aging playground structures. The team has worked to correct each deficiency once the reports come in. While our reports will always have some marks on them, we have greatly reduced those numbers.

The facilities team is always looking for ways to improve and make a district safe and appealing. They make a list of improvements needed and then we prioritized them from highest priorities to lowest. We try to use as many resources as possible to get as much done with monies allocated. We use a wide range of funding resources from general budget, major maintenance and component funding.

To make all CCSD1 facilities safe and attractive to all who enter our buildings.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
5-year plan updated	Plan updated	Plan has been updated in regards to using major maintenance, component funding and general fund. We are working with the facilities committee to identify projects outside those funding streams.	Meets	We have a timeline for projects for the next five years using our usual funding streams.
Processes evaluated for effectiveness	Evaluation measures	Multiple processes have been created. We are monitoring those projects and teaching staff how to monitor the effectiveness of the projects.	Meets	A lot of processes have been built. I am working with staff to measure the effectiveness of those processes to see if they need altered right now or not.
Plan deployed	Deploy plan	We have started building RFP's to start the work on our five year plan.	Meets	We have identified the projects that will be completed this fiscal year and will present the first couple of those at the November board meeting.





1. Strategic Domain: Growth - Create, improve, and evaluate system programs and processes.

A. Priority Practice: Develop and deploy processes, procedures, and documentation identified in audit findings.

Local Sourcing Efforts

On the local sourcing front, we are deeply grateful for the generous donations of beef and hogs from our community partners. Your support has been invaluable in keeping costs down and flavors authentic. However, with beef prices surging this year, we anticipate falling short of our ambitious goal to serve 100% local beef across all meals. We continue tracking this closely and report back in our board meeting in June.

Staffing Stability and Team Excellence

One of our proudest achievements is maintaining a full staff complement with nearly 0% turnover—a testament to our supportive work environment, competitive benefits, and ongoing professional development opportunities. Thank you to our staff for their unwavering commitment to fueling our students' success!

Expansion of the Community Eligibility Provision (CEP) Program

We're delighted with the expansion of the CEP program to all K-5th grade students this year. This universal free breakfast and lunch initiative has removed barriers to participation, CEP supports equity and ensures every child starts the day ready to learn. Feedback from teachers indicates improved focus and attendance, and we're already planning enhancements for next year, we are looking at ways to add the middle school and high school all dependent on our numbers in April.

(SWAG) Program update

An addition for the SWAG program this year, our department will provide healthy snacks to participants in afterschool academic and enrichment activities.

Summer Nutrition Program Success and Future Plans

This past summer marked the successful rollout of our inaugural Summer Lunch Program, operating at 2 sites and serving an average of 200 free meals per week to children during June, July and August. Looking ahead to summer 2026, we're eager to introduce new strategies for more community participation.

Every customer satisfied every day!

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
Process evaluation data	100% of processes are monitored and evaluated.	10%	No change or declined	Process work Continues and is reworked with new plan and secure repository expected soon



1. Strategic Domain: Culture - Collaborative teams drive our culture and collective responsibility.
 - A. Priority Practice: Build a collaborative team within the Douglas Recreation Department.
 - B. Priority Practice: Build a collaborative team between the Douglas Recreation Department and the Douglas High School
2. Strategic Domain: Leadership - Analyze the efficiency and effectiveness of budgets to ensure alignment with strategic priorities.
 - A. Priority Practice: Maintain and prioritize DRC Pool updates and maintenance
3. Strategic Domain: Growth - Create, improve, and evaluate system programs and processes.
 - A. Priority Practice: Evaluate and improve current programs
 - B. Priority Practice: Research, review, and create new programs
 - C. Priority Practice: Create, improve, and evaluate processes

The Recreation Department continues to prioritize a collaborative and coordinated working environment—both within our own team and in partnership with the high school and activities department.

Our recreation leaders meet weekly to plan and prepare for upcoming events, address concerns, review logistics, and participate in department training. In addition, the team has been focused on improving operational consistency by developing and refining departmental processes using the district's new template and uploading them to the district repository. As the year progresses, we will implement a more centralized approach to process development and review through bi-monthly individual meetings and evaluations. These meetings will complement our regularly scheduled team meetings, ensuring alignment and accountability across the department.





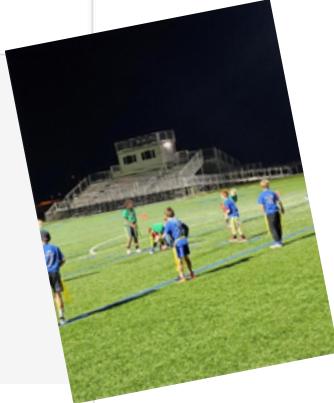



The Recreation Director also meets bi-monthly with recreation monitors to share updates, address concerns, and provide support. Collaboration with our educational partners has also strengthened: monthly meetings between the Recreation Director, high school principals, and the Activities Director have resumed. These meetings serve as a valuable forum for discussing upcoming events, addressing challenges, and identifying opportunities to enhance coordination and shared use of district facilities.

Overall, these efforts reflect our commitment to communication, consistency, and collaboration—core elements that strengthen both our department and the broader district community.



Recreation

Our vision at the Douglas Recreation Center is to be a vibrant hub of community life, where joy, health, and connection thrive. We aspire to be recognized as a leading recreation center that enriches lives through a dynamic blend of activities that promote well-being, personal fulfillment, and enduring friendships. We envision a future where every member of our community finds happiness, growth, and a sense of belonging within our doors.

Key Performance Indicators		October			
		Target	Actual	Status	Notes
Performance Goal					
	Analyze communication metrics and participation opportunities	Analyze metrics	During staff meetings discuss potential opportunities for additional programs, determine and provide monthly activities for the community, partner with community activities when available.	Meets	
	Process evaluation data	Priority processes evaluated	Obtained PM/KM Certification from APQC. Support assistant superintendent with building a district repository for processes and training staff.	Meets	Use the new repository to identify, develop, and improve DRC Processes
	Staffing reflects improved retention rate	Improved rate	Meet with all recreation staff a minimum of once a week. These meetings are individual or in teams to assess and analyze progress and current state of the DRC while providing support and feedback.	Meets	
	DRC operational framework is developed	Framework developed	During the months of the school year, the DRC Director, Activities Director, DHS Principal, and DHS Asst. Principal met to collaborate on the use and concerns of co-using facilities.	Meets	
	Sustainable budget plan reflects preventative maintenance goals for DRC Pool	Plan Developed	Work with Aquatics Director to develop a list of items of concern, maintenance logs, and identify any areas in need of replacement or upgrades based on priority.	Improvement but did not meet	



1. Strategic Domain: Growth - Implement a high quality, standards-aligned, evidence-based instructional cycle that results in high levels of achievement for all students.

A. Priority Practice: Meet proficiency target rates for students with disabilities, as measured by the WY-TOPP.

2. Strategic Domain: Growth - Create, improve, and evaluate system programs and processes.

A. Priority Practice: Examine the effectiveness of processes in the special education, EL, gifted and talented, and Title I-A programs.

Special Education (SPED)

Strengths: Completed Special Education System Review with Marzano Research, providing clear needs assessment. District-wide case management team established with collective commitments, PLC structure, and SMART goal to populate knowledge management folder for increased consistency and efficiency. Targeted professional development offered to all SPED.

Improvements Needed: Review/revise department vision and mission to align with new district strategic plan. Re-examine staffing model and program deployment to ensure full continuum of placements across sites. Routine monitoring revealed needs for: improved specially designed instruction (SDI) delivery and IEP articulation, detailed prior written notices (PWNs) and present levels (PLAAFPs) demonstrating educational impact, and appropriate services/accommodations to ensure FAPE.

English Learners (EL)

Strengths: Developed collective commitments represented in district EL plan. Created SMART goals for student achievement using baseline data, improvement formulas, and personalized AI-driven lessons (Summit K-12 platform).

Improvements Needed: Continue optimizing provider assignments and caseloads for equity while navigating scheduling conflicts to minimize disruption to core classes and electives. Enhanced newcomer support and parent engagement through dedicated language instruction time and software licenses for families to learn alongside students at home.

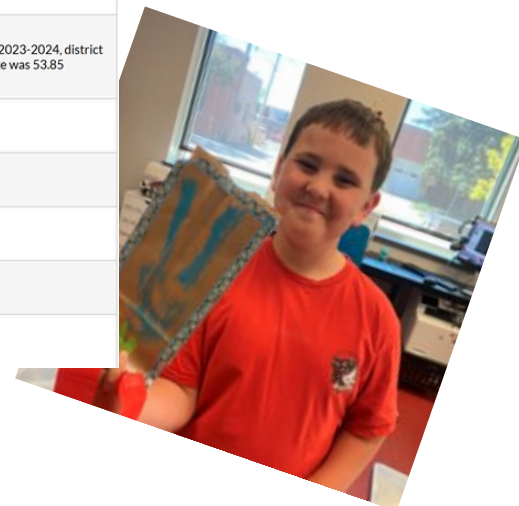
Gifted/Talented (GT)

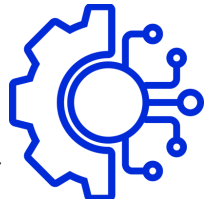
Strengths: GT teacher expanded teaching opportunities across grade levels/subjects to reach more advanced learners. Ongoing collaboration with grade-level PLCs to develop extensions for proficient students per question 4 of Learning by Doing framework.

Improvements Needed: Develop GT collective commitments. Complete comprehensive GT plan including student identification procedures, program details, and high-leverage instructional strategies resource.

To create a trusting environment to support every individual in learning skills to reach their full potential.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
DHS - Meet or exceed target level on the ELP measure of the WAEA*.	19	8	No change or declined	
DHS - Meet or exceed target level on the growth measure of the WAEA*.	49	55	Meets	
DIS - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	
DIS - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
DMS - Meet or exceed target level on the ELP measure of the WAEA*.	20	14	No change or declined	
DMS - Meet or exceed target level on the growth measure of the WAEA*.	48	49	Meets	
DPS - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	
DPS - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
DUES - Meet or exceed target level on the ELP measure of the WAEA*.	36	47	Meets	
DUES - Meet or exceed target level on the growth measure of the WAEA*.	48	46	No change or declined	
Meet or exceed target level on the graduation rate measure of the WY Special Education Programs Report Card.	59.40	46.15	No change or declined	In 2023-2024, district rate was 50.00
Meet or exceed target level on the ELA grade 4 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	20.60	43.48	Exceeds	In 2023-2024, district rate was 28.00
Meet or exceed target level on the ELA grade 8 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	18.44	38.89	Exceeds	In 2023-2024, district rate was 7.69
Meet or exceed target level on the ELA grade 9-10 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	13.98	28.57	Exceeds	In 2023-2024, district rate was 26.47
Meet or exceed target level on the Math grade 4 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	22.57	26.09	Exceeds	In 2023-2024, district rate was 16.00
Meet or exceed target level on the Math grade 8 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	12.63	16.67	Exceeds	In 2023-2024, district rate was 0.00
Meet or exceed target level on the Math grade 9-10 proficiency rate for the regular assessment measure of the WY Special Education Programs Report Card.	8.12	20.59	Exceeds	In 2023-2024, district rate was 15.63
Meet or exceed target level of the percent of youth competitively employed measure of the WY Special Education Programs Report Card.	60.95	57.14	Improvement but did not meet	In 2023-2024, district rate was 38.46
Meet or exceed target level of the percent of youth enrolled in postsecondary/training measure of the WY Special Education Programs Report Card.	75.15	57.14	Improvement but did not meet	In 2023-2024, district rate was 53.85
DHS - Meet or exceed target level on the equity measure of the WAEA*.	49	57	Meets	
DIS - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	
DMS - Meet or exceed target level on the equity measure of the WAEA*.	48	49	Meets	
DPS - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	
DUES - Meet or exceed target level on the equity measure of the WAEA*.	48	46	No change or declined	





1. Strategic Domain: Growth - Create, improve, and evaluate system programs and processes.

A. Priority Practice: Identify a review and evaluation procedures for our processes

2. Strategic Domain: Culture - Engage students, staff, parents, and community through outreach and intentional communication opportunities.

A. Priority Practice: Improve internal department communications and create intentional communications to stakeholders

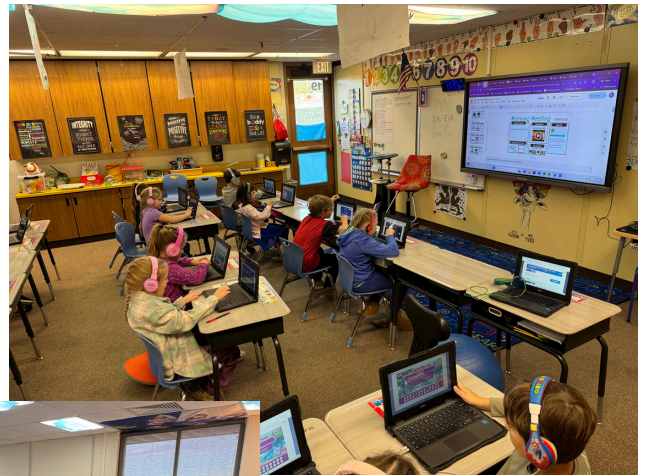
The Technology Department had another successful school year. We restructured our titles and duties through the IBN process and had our first full year with our new positions. We continue to work closely with each other to ensure that all of our systems are operational and reliable. We are focused on ensuring that our student devices are configured properly to make sure they are successful with WY-TOPP, ACT and their daily schoolwork on their 1:1 devices. We have made continual improvements in how we deploy iOS devices and how we manage our STEM and Windows computer labs using our Microsoft tools. We also deployed a new SafeArrival app to help parents preschedule absences.

We modernized to our new Frontline ticketing system that integrates with our Frontline inventory program to keep all our tickets and inventory synced within both systems. We are enjoying the benefits of those systems to keep track of issued devices, collect and redistribute student Chromebooks and keep our staff updated on their tech requests. We started the migration of our virtual environment from VMWare to Hyper-V for our servers. We are beginning to make progress and should be able to avoid any noticeable disruptions to staff and students.

For our Board goals, our department met in January to develop our own review procedure for the Technology Processes we have created. We identified 221 initial tech processes, archiving 18, then an additional 15 more later in the fall. Throughout the year, we are always editing and creating new processes as needed. This fall we are using the Process and Knowledge Repository to store processes that affect others such as Report Cards, Student Device fees, Issuing Student Devices and Critical Outages. We will continue to review those processes as we use them and at the end of each school year. We started our intentional communication goal with a monthly Tech newsletter, but we did not analyze the data. We need to now see if the newsletter is effective by measuring how it was received by staff.

Providing a secure, stable and reliable IT infrastructure.

		October			
Key Performance Indicators		Target	Actual	Status	Notes
Performance Goal					
Procedure for evaluating processes deployed		Procedure deployed	Meets	Meets	Annual Tech Process Review In Place
Communication process data analyzed		Data analyzed	Improve	Improvement but did not meet	Monthly Newsletter sent, but did not analyze data to see effectiveness



Douglas Transportation

Mr. John Bartling
Director



1. Strategic Domain: Growth - Foster and inclusive K-12 culture that prepares students to learn, work, contribute, and thrive in post secondary opportunities.

A. Priority Practice: Student engagement using PBIS strategies

2. Strategic Domain: Culture - engage students, staff, parents, and community through outreach and intentional communication opportunities.

A. Priority Practice: Engage with the community through a variety of formats.

Last year, Transportation was busy continuing to work on improving processes to enhance our efficiency and effectiveness. We continued to utilize positive behavior interventions to reduce the number of negative behaviors that we have on our buses. We were successful in our efforts and did reduce the number of negative behaviors by 18%. However, in the later part of the year the drivers reduced the number of positive behavior cards that they passed out. We will work to keep the number as high as possible because the data proves that it is effective.

We implemented a new goal this year for community involvement. This goal was for each member of transportation to commit 3 hours of involvement with the community. I am very excited to report that we were 100% successful in accomplishing this goal. We did a wide variety of things such as working in the libraries, nursing homes, shoveling walks and participating in the Christmas parade. We had a lot of fun with this and achieved much exposure to our community.

We continued our work with school evacuation in conjunction with bus evacuations and gathered good data while becoming more efficient with every training.



To provide safe, efficient, and professional transportation for all staff and students.

Key Performance Indicators	October			
	Target	Actual	Status	Notes
Performance Goal				
Number of negative incidents reduced.	Reduction from previous school year.	We had a decrease of 13% in behaviors	Meets	We had a decrease in behaviors from 63 to 55 incidents.
Community service data	Data reflects community service in a variety of formats	100%	Meets	All transportation staff volunteered a minimum of 3 hours in community service.

