

Goal 1: Improve Student Achievement

Measurable Objective 1: Students will demonstrate proficiency or growth as measured by the district assessment system.

Measures: FastBridge; WY-TOPP modulars; WY-TOPP interims; District Student Performance Assessments (DSPA)

Measurable Objective 2: District grade levels will exceed the state average in content areas measured by the Wyoming state assessment.

Measures: WY-TOPP; ACT

[9/12/23](#)

[2022/23 WY-Topp](#)

		District 2021	District 2022	District 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	45.60%	48.60%	47.90%
3	Math	38.60%	52.20%	56.10%
4	ELA	44.90%	42.10%	48.90%
4	Math	49.20%	51.40%	60.10%
4	Science	49.60%	48.10%	52.70%
5	ELA	47.50%	52.20%	47.00%
5	Math	48.50%	51.80%	48.50%
6	ELA	54.40%	54.10%	61.30%
6	Math	49.90%	56.50%	59.80%
7	ELA	49.00%	50.40%	51.70%
7	Math	44.30%	40.40%	51.40%

8	ELA	53.00%	57.90%	57.80%
8	Math	47.30%	50.60%	48.30%
8	Science	36.90%	47.20%	44.60%
9	ELA	39.40%	38.70%	49.60%
9	Math	38.00%	37.60%	45.90%
10	ELA	43.00%	42.10%	46.50%
10	Math	43.10%	41.00%	48.00%
10	Science	37.30%	39.00%	42.60%

		District 2023	State 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	47.90%	48.25%
3	Math	56.10%	53.52%
4	ELA	48.90%	45.48%
4	Math	60.10%	51.10%
4	Science	52.70%	50.23%
5	ELA	47.00%	54.87%
5	Math	48.50%	53.66%
6	ELA	61.30%	59.84%
6	Math	59.80%	51.48%
7	ELA	51.70%	54.40%

7	Math	51.40%	49.08%
8	ELA	57.80%	59.75%
8	Math	48.30%	49.59%
8	Science	44.60%	48.10%
9	ELA	49.60%	52.60%
9	Math	45.90%	40.98%
10	ELA	46.50%	53.66%
10	Math	48.00%	43.73%
10	Science	42.60%	46.56%

2022/23 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2022-23	571	16.0	17.9	18.5	18.2	17.8
CCHS	2022-23	234	15.2	17.5	18.1	17.8	17.3
TBHS	2022-23	241	17.2	19.1	19.6	19.3	18.9
Westwood	2022-23	68	13.7	15.2	15.7	15.0	15.0
WJSHS	2022-23	28	17.8	17.9	18.7	19.1	18.6

2022/23 High School Accountability Chart WAEA & ESSA

School	Measure	Overall	Growth	Equity	Achievement	ELP	On Time Graduation	Post Secondary Readiness	Ninth Grade Credits
CCHS	WAEA	Partially Meeting	Meets	Meets	Below	Below	NA	Below	Meets
	ESSA	NA	Exceeds	NA	Below	Below	Below	Average	NA
TBHS	WAEA	Meeting	Meets	Meets	Meets	N/A	NA	Below	Meets
	ESSA	NA	Average	NA	Average	Average	Above	Average	NA
WJSHS (9-12)	WAEA	Partially Meeting	Meets	Meets	Meets	Exceeds	NA	Below	Meets
	ESSA	NA	Average	NA	Average	Average	Above	Average	NA

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 49	>= 49 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 49	>= 49 and < 60	>= 60	N/A	N/A	N/A
Achievement	< 48	>= 48 and < 60	>= 60	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 19	>= 19 and < 40	>= 40	< 27.7	>= 27.7 and < 50.0	>= 50.0
Graduation	< 85	>= 85 and < 93	>= 93	< 82.3	>= 82.3 and < 90.3	>= 90.3
Post- Secondary Readiness	< 67	>= 67 and < 80	>= 80	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9 Credits	< 88	>= 88 and < 95	>= 95	N/A	N/A	N/A

2022/23 Alternative Schools Accountability Chart WAEA & ESSA

School	Measure	Overall	Growth	Achievement	ELP	High School Credential	On Time Graduation	Post-Secondary Readiness College and Career Readiness	Grades 9-11 Credits Earned	School Climate	Engagement
Westwood	WAEA	Meeting	Meets	Below	NA	Exceeds	NA	Meets	Exceeds	Meets	Yes
	ESSA	NA	Below	Below	NA	NA	Below	Below	NA	NA	NA

Overall School Performance

Indicators	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 40	>= 40 and < 50	>= 50	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	N/A	N/A	N/A	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 30	>= 30 and < 50	>= 50	< 30.0	>= 30.0 and < 50.0	>= 50.0
ELP	N/A	N/A	N/A	< 27.7	>= 27.7 and < 50.0	>= 50.0
Graduation	< 67	>= 67 and < 83	>= 83	< 82.3	>= 82.3 and < 90.3	>= 90.3
College- Career Readiness	< 15	>= 15 and < 20	>= 20	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9,10,11 Credits	< 67	>= 67 and < 83	>= 83	N/A	N/A	N/A
School Climate	< 2.8	>= 2.8 and < 3.3	>= 3.3	N/A	N/A	N/A

2022/23 Middle School Accountability

School	Measure	Overall	Growth	Equity	Achievement	ELP
Twin	WAEA	Partially Meeting	Meets	Meets	Below	Below
	ESSA	NA	Average	Average	Average	Below
Sage	WAEA	Meeting	Meets	Meets	Meets	Below
	ESSA	NA	Average	Average	Average	Below
WJSHS (7-8)	WAEA	Partially Meeting	Below	Below	Meets	NA
	ESSA	NA	Average	Below	Average	Average

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

2022/23 Elementary School Accountability

School	Measure	Overall	Growth	Equity	Achievement	ELP
Buffalo Ridge	WAEA	Meeting	Meets	Meets	Meets	N/A
	ESSA	NA	Average	Average	Average	N/A
Conestoga	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Above	Average	Average	Average
Cottonwood	WAEA	Not Meeting	Below	Below	Below	Meets
	ESSA	NA	Below	Below	Below	Average
4-J	WAEA	Meeting	Above	NA	Meets	NA
	ESSA	NA	Above	NA	Above	NA
Hillcrest	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Average	Above
Lakeview	WAEA	Meeting	Meets	Exceeds	Below	Below
	ESSA	NA	Above	Above	Average	Below
Little Powder	WAEA	Meeting	Meets	NA	Exceeds	NA
	ESSA	NA	Above	NA	Above	NA
Meadowlark	WAEA	Not Meeting	Below	Meets	Below	Meets
	ESSA	NA	Below	Average	Below	Above
Paintbrush	WAEA	Exceeding	Exceeds	Exceeds	Meets	Below
	ESSA	NA	Above	Above	Above	Below

Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	N/A
	ESSA	NA	Above	Average	Average	N/A
Pronghorn	WAEA	Partially Meeting	Below	Meets	Meets	Below
	ESSA	NA	Below	Average	Above	Below
Rawhide	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Below	Above
Recluse	WAEA	Meeting	Exceeds	NA	Meets	NA
	ESSA	NA	Above	NA	Above	NA
Rozet	WAEA	Meeting	Meets	Exceeds	Below	NA
	ESSA	NA	Above	Above	Below	NA
Stocktrail	WAEA	Meeting	Meets	Meets	Meets	Exceeds
	ESSA	NA	Above	Above	Above	Above
Sunflower	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA
Wagonwheel	WAEA	Exceeding	Exceeds	Exceeds	Meets	Exceeds
	ESSA	NA	Above	Above	Above	Above

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

3/14/23
2022 WY-TOPP

		District 2021	District 2022
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	45.60%	48.60%
3	Math	38.60%	52.20%
4	ELA	44.90%	42.10%
4	Math	49.20%	51.40%
4	Science	49.60%	48.10%
5	ELA	47.50%	52.20%
5	Math	48.50%	51.80%
6	ELA	54.40%	54.10%
6	Math	49.90%	56.50%

7	ELA	49.00%	50.40%
7	Math	44.30%	40.40%
8	ELA	53.00%	57.90%
8	Math	47.30%	50.60%
8	Science	36.90%	47.20%
9	ELA	39.40%	38.70%
9	Math	38.00%	37.60%
10	ELA	43.00%	42.10%
10	Math	43.10%	41.00%
10	Science	37.30%	39.00%

		District 2022	State 2022
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	48.60%	47.90%
3	Math	52.20%	51.60%
4	ELA	42.10%	47.40%
4	Math	51.40%	52.30%
4	Science	48.10%	49.60%
5	ELA	52.20%	57.00%
5	Math	51.80%	52.50%
6	ELA	54.10%	58.10%

6	Math	56.50%	51.50%
7	ELA	50.40%	54.70%
7	Math	40.40%	47.30%
8	ELA	57.90%	58.40%
8	Math	50.60%	48.60%
8	Science	47.20%	45.90%
9	ELA	38.70%	49.50%
9	Math	37.60%	41.60%
10	ELA	42.10%	51.60%
10	Math	41.00%	41.60%
10	Science	39.00%	46.50%

2022 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2021-22	606	16.2	18.0	17.9	18.2	17.7
CCHS	2021-22	245	16.2	18.1	18.2	18.5	17.9
TBHS	2021-22	266	17.0	18.7	18.4	18.9	18.4
Westwood	2021-22	70	13.0	14.8	14.7	15.0	14.5
WJSHS	2021-22	25	16.6	18.2	18.2	17.9	17.8

2022 High School Accountability

School	Measure	Overall	Growth	Equity	Achievement	ELP	On Time Graduation	Post-Secondary Readiness	Ninth Grade Credits
CCHS	WAEA	Partially Meeting	Meets	Meets	Below	Below	NA	Below	Below
	ESSA	NA	Average	NA	Below	Below	Average	Average	NA
TBHS	WAEA	Not Meeting	Below	Below	Below	Meets	NA	Below	Below
	ESSA	NA	Average	NA	Below	Below	Above	Average	NA
WJSHS (9-12)	WAEA	Meeting	Exceeds	Exceeds	Meet	Exceeds	NA	Below	Meets
	ESSA	NA	Average	NA	Average	Average		Average	NA

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 49	>= 49 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 49	>= 49 and < 60	>= 60	N/A	N/A	N/A
Achievement	< 48	>= 48 and < 60	>= 60	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 19	>= 19 and < 40	>= 40	< 27.7	>= 27.7 and < 50.0	>= 50.0
Graduation	< 85	>= 85 and < 93	>= 93	< 82.3	>= 82.3 and < 90.3	>= 90.3
Post- Secondary Readiness	< 67	>= 67 and < 80	>= 80	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9 Credits	< 88	>= 88 and < 95	>= 95	N/A	N/A	N/A

2022 Alternative High School Accountability

School	Measure	Overall	Growth	Achievement	ELP	High School Credential	On Time Graduation	Post-Secondary Readiness College and Career Readiness	Grades 9-11 Credits Earned	School Climate	Engagement
Westwood	WAEA	Meeting	Meets	Below	NA	Meets	NA	Below	Exceeds	Meets	Yes
	ESSA	NA	Below	Below	NA	NA	Below	Below	NA	NA	NA

Overall School Performance

Indicators	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 40	>= 40 and < 50	>= 50	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	N/A	N/A	N/A	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 30	>= 30 and < 50	>= 50	< 30.0	>= 30.0 and < 50.0	>= 50.0
ELP	N/A	N/A	N/A	< 27.7	>= 27.7 and < 50.0	>= 50.0
Graduation	< 67	>= 67 and < 83	>= 83	< 82.3	>= 82.3 and < 90.3	>= 90.3
College- Career Readiness	< 15	>= 15 and < 20	>= 20	< 41.8	>= 41.8 and < 65.4	>= 65.4
Grade 9,10,11 Credits	< 67	>= 67 and < 83	>= 83	N/A	N/A	N/A
School Climate	< 2.8	>= 2.8 and < 3.3	>= 3.3	N/A	N/A	N/A

2022 Middle School Accountability

School	Measure	Overall	Growth	Equity	Achievement	ELP
Twin Spruce	WAEA	Partially Meeting	Meets	Meets	Below	Below
	ESSA	NA	Average	Average	Below	Below
Sage Valley	WAEA	Meeting	Meets	Meets	Meets	Below
	ESSA	NA	Average	Average	Average	Below
WJSHS (7-8)	WAEA	Meeting	Below	Below	Below	NA
	ESSA	NA	Average	Below	Average	Average

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

2022 Elementary School Accountability

School	Measure	Overall	Growth	Equity	Achievement	ELP
Buffalo Ridge	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Average	Above
Conestoga	WAEA	Partially Meeting	Meets	Meets	Below	NA
	ESSA	NA	Average	Average	Below	NA
Cottonwood	WAEA	Meeting	Meets	Exceeds	Below	Meets
	ESSA	NA	Above	Above	Average	Average
4-J	WAEA	Not Meeting	Below	NA	Below	NA
	ESSA	NA	Below	NA	Average	NA
Hillcrest	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Below	Above
Lakeview	WAEA	Partially Meeting	Meets	Meets	Below	Meets
	ESSA	NA	Above	Average	Below	Average
Little Powder	WAEA	Meeting	Meets	NA	Exceeds	NA
	ESSA	NA	Average	NA	Above	NA
Meadowlark	WAEA	Partially Meeting	Meets	Meets	Below	Below
	ESSA	NA	Average	Average	Average	Average

Paintbrush	WAEA	Exceeding	Exceeds	Exceeds	Meets	Meets
	ESSA	NA	Above	Above	Average	Average
Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Average	Average	Average	Average
Pronghorn	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Average	Above	Above	Average
Rawhide	WAEA	Meeting	Meets	Meets	Meets	Exceeds
	ESSA	NA	Above	Above	Average	Above
Recluse	WAEA	Meeting	Exceeds	NA	Meets	NA
	ESSA	NA	Above	NA	Average	NA
Rozet	WAEA	Partially Meeting	Meets	Meets	Below	NA
	ESSA	NA	Average	Average	Below	NA
Stocktrail	WAEA	Meeting	Exceeds	Meets	Meets	Meets
	ESSA	NA	Above	Above	Above	Average
Sunflower	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA
Wagonwheel	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Above	Above	Above	Above

Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

8/23/22

English Language Arts and Math results of the 2022 WY-TOPP will not be available for public review until September 14, 2022. Science performance is expected to be released in October. In addition, ACT results will not be available until November. Once available, student achievement data will be shared publicly during individual school academic reports to the board of trustees and posted on the district website.

Strategy 1: Professional Learning Communities (PLC)

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/2023	Status	Status
1.1 Develop instructional cycles that include common formative assessments aligned to Specific, Measurable, Attainable, Results-Based, and Timely (SMART) goals.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
1.2 Determine appropriate interventions based on common formative assessment data, and monitor and document progress to drive instruction.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
1.3 Collaborate in ongoing professional development regarding best practices for instruction.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 1.1 - Grades K-6 will continue to refine instructional cycles based off of common formative assessment and state assessment data. Teachers in K-6 will use district-level CFAs for the second year to measure student learning. Secondary content teams will continue to meet at the district level to analyze data from common formative assessments and state assessments to revise instructional units. Work will continue with professional development in secondary science and math to support systematic instructional units district-wide. Grade-level and content teams will develop SMART goals as part of their collaborative work to increase student achievement.
- 1.2 - Grades K-6 will continue to utilize FastBridge screening data and progress monitoring tools to close gaps in students' learning. Secondary teachers received professional development in the intervention component of Performance Matters. Using assessment data from the platform and creating intervention groups within the platform to support progress monitoring will support the ELA and Math intervention teachers across the secondary schools.
- 1.3 - In the spring of 2023, all staff completed a professional development survey. This provided the professional development team with data on professional development that was most impactful for teachers across the district. This survey also supported the next steps in professional development by gathering data on what needs are across the district. The 2023-2024 professional development focus will be based on the results of this survey as well as align to this strategy and also increasing achievement scores on district and state assessments.

3/14/23

- 1.1 - Grades K-6 have implemented common formative assessments in Math and ELA aligned to the prioritized standards and instructional cycles. Grades 9-12 ELA teachers have collaborated to develop instructional cycles that are common and consistent across the district. This work will happen in grades 7-8 this spring. As State Performance Standards are approved, content areas will work to align instructional units and assessments to the performance standards.
- 1.2 - Progress monitoring of interventions is ongoing; grades K-3 utilize FASTBridge to track the progress monitoring for state requirements of IRPs. The addition of secondary intervention teachers is allowing for students to receive Tier 2 and 3 support for essential standards in addition to core instruction.
- 1.3 - The district professional development for grades K-6 in ELA is complete. This PD focused on best practices to support the big 5 areas of literacy instruction. AVMR, CPM, and Eureka professional development have been offered to teachers throughout the school year.

8/23/22

- 1.1 - Professional development was completed in grades K-6 on instructional cycles and quality common formative assessments in the spring of 2022. For grades 7-12, this professional development is scheduled for this academic school year. Continued support for all schools will be done through professional development visits throughout the year.
- 1.2 - The implementation of Formative Assessment System for Teachers (FASTBridge), a universal screener, has provided a Multi-Tiered System of Support (MTSS) efforts with a universal screener to be used with all Tier 1 students. With a universal screener in place, the focus will be on identifying Tier 1, 2, and 3 interventions and pedagogical best practices. Professional development will focus on identifying prioritized and supporting standards in English Language Arts (ELA) and Math.
- 1.3 - Professional development will continue to focus on instructional best practices via the CCSD professional development department course offerings. The district strategic plan for improvement identifies specific professional development for reading, writing, math, and science.

Strategy 2: District Assessment System (DAS)

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
2.1 Monitor and adjust the DAS consistent with state guidelines.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
2.2 Fully implement the DAS.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
2.3 Identify areas of strength and improvement for student learning.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 2.1 - District facilitators continue to work with content teams to align the district assessments to the updated state performance standards. During the professional development days prior to school, content and grade-level teams worked to review data from district assessments. This work focuses on performing reliability and validity checks of the district assessments to ensure alignment to the rigor of the state performance standards.
- 2.2 - The CCSD DAS is fully implemented across the 10 content areas in the basket of goods. Teams will continue to use data from the DAS to support teaching and learning across the district. As the state continues to update state standards, teams will work to align the DAS in that content area to any changes in the standards.
- 2.3 - District and school teams reviewed the results of the DAS as well as the state assessment during professional development days prior to school starting. Continued growth is evident across multiple grade levels in different content areas. Along with this growth, the DAS identifies areas of improvement. At the elementary level, this includes ELA and Science. At the secondary level this includes pockets of the three core areas tested in the state assessment at different grade levels.

3/14/23

- 2.1 - District assessments that have been completed are aligned to priority standards in core content areas. The work to support other content areas with this alignment will continue.
- 2.2 - The District Assessment System will continue to be revised to meet state statutes and expectations. In addition, the District Assessment System will remain as an indicator of student achievement throughout the school year to support instruction.
- 2.3 - Administration and teachers will use data from the District Assessment System to support instruction needs and celebrate high levels of achievement. At the Elementary level, the WY-TOPP Authoring Tool is being used to align the district assessments with item types similar to WY-TOPP. At the secondary level, this is being done in the Performance Matters platform.

8/23/22

- 2.1 - The District Assessment System will continue to be implemented during this school year, assessing performance standards in each content area. CCSD is also revising the district assessment system to align to changes to standards as all content areas roll out performance standards.

- 2.2 - The District Assessment System will continue to be revised to meet state statutes and expectations. In addition, the District Assessment System will remain as an indicator of student achievement throughout the school year to support instruction.
- 2.3 - Administration and teachers will use data from the District Assessment System to support instruction needs and celebrate high levels of achievement.

Strategy 3: Literacy Instruction Across Content Areas

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
3.1 Identify and implement best practice reading and writing instructional strategies across all content areas.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
3.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
3.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 3.1 - Professional development aligned to the expectations of the K-3 literacy bill will continue to serve as the guide in supporting ELA instruction at the elementary level. The addition of a systematic phonics resource in grades K-2 (UFLI) will be a primary focus for professional development at this level. In grades K-6, the addition of the supplemental core resource Panorama will drive the professional development and support for elementary teachers. Both resources will be embedded in the ongoing efforts to support teachers in implementing best-practice reading and writing strategies. For secondary ELA teams, the common instructional units and assessments will continue to support instruction across all ELA classrooms. Teams will provide support to other content areas in implementing reading and writing into all content.**
- 3.2 - The continued use of FastBridge Interventions and addition of the Performance Matters Intervention platform will provide an ongoing and consistent system of providing tiered interventions. These systems provide data that supports student learning from grade to grade if they continue to show learning gaps. The K-3 literacy bill will require ongoing collaboration and documentation of these interventions for all students reading below grade level.**
- 3.3 - Elementary professional development will continue this year in working with district grade-level teams as they implement the new ELA resources. Content facilitators and professional development specialists will continue to support teams at the building level with quarterly school visits to differentiate the support based on what the teams need. Secondary ELA professional development will continue to support the work of the common units of instruction and common assessments that were revised last school year and will be implemented this year across the district.**

3/14/23

- 3.1 - Professional development that supports the expectations in the K-3 Literacy bill as well as best practices from a framework released by the Wyoming Department of Education (WDE) last year has been completed for grades K-6 and Jr High intervention teachers. Follow-up professional development is being planned to support instructional strategies and application of this learning for the classroom. At the secondary level, professional development will continue to be offered to support instructional strategies identified as areas of needing support aligned to WY-TOPP and ACT data. This includes support for reading and writing across all content areas. ELA teachers in grades 9-12 have also worked to develop consistent instructional cycles that are common and aligned to the standards at each grade level.**

- 3.2 - The use of FASTBridge in grades K-10 continues to be supported by the district, with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of reading and writing skills. At the secondary level, progress monitoring, used within FASTBridge, has been supported at each school. The addition of intervention teachers at the high school level will work to support tiered interventions in reading and writing using data from FASTBridge and district assessments.
- 3.3 - The restructured support provided by the professional development team has provided differentiated support to meet teachers' needs that are based on observations and analysis of data. This support has included content help as well as support with instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in reading and writing instruction.

8/23/22

- 3.1 - At the elementary level, district professional development was developed and implemented for grades K-2 in the spring of 2022. CCSD will continue professional development for grades 3-6 this fall. This professional development supports the expectations in the K-3 Literacy bill as well as best practices from a framework released by the Wyoming Department of Education (WDE) last year. At the secondary level, professional development will continue to be offered to support instructional strategies identified as areas of needing support aligned to WY-TOPP and ACT data. This includes support for reading and writing across all content areas.
- 3.2 - The use of FASTBridge in grades K-10 continues to be supported by the district, with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of reading and writing skills. At the secondary level, progress monitoring, used within FASTBridge, will be an area of professional development to support teachers. The addition of intervention teachers at the high school level will work to support tiered interventions in reading and writing.
- 3.3 - The restructured support provided by the professional development team will provide differentiated support to meet teachers' needs that is based on observations and analysis of data. This will support teachers with content help as well as instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in reading and writing instruction.

Strategy 4: Core Math Instruction

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
4.1 Identify and implement best practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
4.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
4.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 4.1 - Continued support of best practice instructional strategies in math across all grade levels will be incorporated into professional development. Facilitators will begin to identify best practices in teachers' work that can be used to share with other teams during district collaboration.**

- 4.2 - Implementation of a strong tiered intervention system will continue to be the focus in supporting learning gaps. AVMR knowledge is very strong in all teachers. Training will be provided for new teachers and expand the fractions (Course 3) AVMR knowledge across the district.**
- 4.3 - AVMR, Eureka, and CPM professional development will focus on areas of math standards that show gaps in teachers' instruction based on FastBridge and WY TOPP data. With the continued growth across all grade levels in our math data, the professional development focus will remain on working to meet teams where they are at and supporting areas that data identifies as next steps for that team.**

3/14/23

- 4.1 - Support with instructional strategies aligned to Eureka and AVMR continues to be the focus at the elementary level. AVMR Fractions training has started to support teachers. Follow-up CPM training has occurred with instructional strategies aligned to specific skills in the CPM curriculum. Planning for CPM training and AVMR training over the summer to support new teachers is in place.
- 4.2 - The continued support of AVMR and providing the training for the Fractions Course in AVMR supports a system of intervention at the elementary and middle school level.
- 4.3 - The restructured support provided by the professional development team has provided differentiated support to meet teachers' needs that is based on observations and analysis of data. This support has included content help as well as support with instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas of math instruction.

8/23/22

- 4.1 - At the elementary level, work to support the continued implementation of Eureka math includes providing instructional resources to support teachers in grades K-6. College Preparatory Mathematics (CPM) training was offered for secondary teachers to support instructional strategies in secondary math classrooms. This professional development will continue this school year with return visits that bring observations to the classroom to provide feedback and support to teachers. The district will provide additional CPM training each summer as support for new teachers or a refresher class for returning teachers.
- 4.2 - The use of FASTBridge in grades K-10 continues to be supported by the district with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of math skills. At the secondary level, progress monitoring, used within FASTBridge, will be an area of professional development this school year to support teachers. The addition of intervention teachers at the high school level will work to support tiered interventions in math. The district continues to provide AVMR (Math Recovery) training for all grade-level teachers and intervention teachers. The addition of a fractions course will be added during the 2022/2023 school year to support higher-level math.
- 4.3 - The restructured support provided by the professional development team will provide differentiated support to meet teachers' needs that is based on observations and analysis of data. This professional development will support teachers with content help as well as instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in math instruction.

Strategy 5: Core Science Instruction

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
5.1 Identify and implement best practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
5.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
5.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 5.1 - Elementary science is a focus area this year with the addition of the Panorama resource. The resource is science content-based, with texts aligned to the science performance standards. This will support the building of background knowledge and introduction of critical science content at each grade level to support student learning. Secondary best practices that align to the increase in science performance data are being shared collaboratively throughout the different units where needed.**
- 5.2 - Continued use of the new science assessments (Interim and Modular WY TOPP) will be used in classrooms across the district to identify learning gaps. Both assessment tools provided data to support tiered interventions for teachers to provide students in the classroom.**
- 5.3 - Collaboration between the ELA and Science Facilitators to support the professional development of Panorama and the existing science content units is ongoing. Work to create a structure of teaching all components of both areas is being provided based on need at each grade level.**

3/14/23

- 5.1 - Science content teams have analyzed data and worked collaboratively to share instructional strategies to support areas needing addressed based off of assessment data.
- 5.2 - The addition of the Interim and Modular Science WY-TOPP assessments has provided additional data to support interventions.
- 5.3 - The professional development team and content facilitators will work to develop differentiated professional development that helps support the science content in other content areas, such as reading and writing. PD will be provided to support the integration of science content into reading and writing classes, as well as opportunities to explore science concepts with hands-on activities and learning opportunities.

8/23/22

- 5.1 - With the full implementation and assessment of the new science content standards, CCSD will work to analyze WY-TOPP and ACT data to support the need for support with instructional strategies. This will occur by bringing in collaborative teams of teachers to work with content facilitators and professional development staff.
- 5.2 - Tiered intervention support will be developed based on the results from the state assessment and the district assessments in science.
- 5.3 - The professional development team and content facilitators will work to develop differentiated professional development that helps support the science content in other content areas, such as reading and writing. PD will be provided to support the integration of science content into reading and writing classes, as well as opportunities to explore science concepts with hands-on activities and learning opportunities.

Measurable Objective 3: The district graduation rate will exceed the state graduation rate.

Measures: WDE reported graduation rates

9/12/23

2023 graduation rates will not be released until January, 2024

3/14/23

CCSD has met Measurable Objective #3.

2022 Graduation Rates	2022	2021	2020
State	81.8%	82.4%	82.3%
District	83.9%	83.9%	84.3%
CCHS	79.2%	83.2%	85.3%
TBHS	89.3%	90.9%	92.9%
Westwood	80.8%	78.0%	68.3%
WJSHS	90.9%	92.6%	82.5%

8/23/22

2022 State graduation rate data will not be released until January, 2023.

Strategy 1: Early Warning Indicators

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
1.1 Utilize Performance Matters to track and analyze academic performance.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
1.2 Utilize Multi-Tiered Systems of Support (MTSS).	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
1.3 Provide summer school and extended day opportunities.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
1.4 Monitor 9th-grade credit attainment.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 1.1 - On 8/3/23, all secondary administrators received additional Performance Matters training. The training provided administrators with additional knowledge of the program to collect, sort, and analyze data associated as early warning indicators for dropout prevention. Administrators are able to track at-risk status of every student while also identifying demographic or school-wide trends.
- 1.2 - Each secondary school has an established MTSS structure. School staff revisit plans annually.
- 1.3 - Secondary summer school was offered to 9-12 students at the conclusion of the 2023 semester. The 16-day session was well attended, with 226 students taking advantage of the opportunity to recover credit. Overall, summer school students passed 236 courses of the 320 attempted for a success rate of 73.75%. A highlight of the session was two senior students fulfilled the requirements to earn their diploma.
- 1.4 - The following is the percentage of 9th-grade students earning at least 6.5 credits during the 2022-23 school term.
- CCHS 77.2%
 - TBHS 73.1%
 - WW 50%
 - WJSHS 100%
 - District 75.6%

3/14/23

- 1.1 - All secondary schools continue to utilize Performance Matters to identify students at-risk of dropping out of school. The system is used to track attendance, discipline, and academic progress to establish each student's "at-risk" status and the need for specific interventions.
- 1.2 - Each secondary school has established a MTSS structure based on the needs of their students.
- 1.3 - Planning for summer school 2023 is underway. Information will be sent to parents and students this spring.
- 1.4 - The following is the percentage of 9th grade students earning the maximum of 3.5 credits in the fall of 2022.
- CCHS 75.1%
 - TBHS 76.3%
 - WW 100%
 - WJSHS 85.0%
 - District 76.1%

8/23/22

- 1.1 - All secondary schools have been trained to use Performance Matters, a program that is utilized to organize and sort relevant data, such as attendance, credit attainment, and discipline referrals. Building administrators will utilize the program to identify trends and respond with appropriate interventions. Administrators will also utilize the program at the individual student level to monitor at-risk status.
- 1.2 - Each secondary school has established a Multi-Tiered System of Support based on the needs of their students.
- 1.3 - Secondary summer school was offered to 9-12 students at the conclusion of the 2022 spring semester. The session included 16 student contact days, with 251 students participating to recover credit, which is an all-time high. Students successfully passed 295 classes out of 387 attempted for a success rate of 76.2%. Summer school continues to be a valuable opportunity for students to get back on track for graduation.
- 1.4 - Ninth-grade credit attainment is a strong predictor of success in earning a high school diploma. District high schools will monitor ninth-grade credit attainment each semester and will adjust programming as necessary. Ninth-grade credit attainment will be reported in each update of this document beginning in the spring of 2023.

Strategy 2: Student Involvement							
Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
2.1 Monitor student attendance.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
2.2 Provide academic and athletic activities.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
2.3 Implement Positive Behavior Intervention Systems (PBIS).	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

2.1 - The 2022-23 school attendance rate for each secondary school is as follows:

School	1st Quarter	2nd Quarter	Fall 2022 Semester	3rd Quarter	4th Quarter	Spring 2023 Semester	2022-2023 School Term
CCHS	90.61%	87.05%	88.83%	88.29%	87.03%	87.64%	88.42%
TBHS	91.52%	88.41%	89.97%	89.48%	89.42%	89.46%	89.86%
Westwood	84.06%	84.48%	84.27%	87.33%	86.15%	86.67%	86.88%
WJSHS	93.87%	89.33%	91.6%	90.76%	88.72%	89.74%	90.39%

2.2 - The percentage of students engaged in at least one school-sponsored activity during the 2022-23 school term is as follows;

SVJH- 454/683 = 66.47%
TSJH- 430/659 = 65.3%
WJSHS- 152/185 = 82.2%
CCHS- 642/1112 = 57.7%
TBHS- 640/1165= 54.9%
Total= 2318/3804= 60.1%

*WW students have the opportunity to participate in CCHS/TBHS activities.

2.3 - Each school has established a Positive Behavior Intervention System (PBIS) unique to their school. These PBIS teams work to support positive student behavior throughout the school based on school goals and the school's identified behavior matrix.

3/14/23

2.1 - The attendance rate for each secondary school is as follows:

School	1st Quarter	2nd Quarter	Fall 2022 Semester
CCHS	90.61%	87.05%	88.83%
TBHS	91.52%	88.41%	89.97%
Westwood	84.06%	84.48%	84.27%
WJSHS	93.87%	89.33%	91.60%

2.2 - The percentage of students engaged in at least one school sponsored activity in the fall/winter seasons is as follows;

SVJH- 308/665 = 46.3%
TSJH- 303/657 = 46.1%
WJSHS- 116/188 = 82.2%
CCHS- 531/1118 = 47.5%
TBHS- 536/1181= 50.1%
Total= 1794/3809= 47.1%

*WW students have the opportunity to participate in CCHS/TBHS activities.

2.3 - Secondary schools continue to implement PBIS strategies to promote positive behaviors.

8/23/22

2.1 - Secondary student attendance is monitored daily in each of the 7 periods offered at the district's traditional schools. Parents will be notified by the conclusion of each day if their child was absent for one or more periods during the day. Overall attendance rates will be compiled and reported at the end of each quarter. Overall attendance will be reported in each update of this document beginning in the spring of 2023.

- 2.2 - A full slate of activities will continue to be offered to CCSD students. Participation rates will be compiled at the conclusion of each activity. Programming will be evaluated based on student participation. Overall student participation will be reported in each update of this document beginning in the spring of 2023.
- 2.3 - Each secondary school will implement Positive Behavior Intervention Systems (PBIS) to promote ideal behaviors and desired school climate.

Strategy 3: Post-Secondary Readiness

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status	Status
3.1 Support ACT preparation.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		
3.2 Monitor CTE and Concurrent/Dual Course Enrollment.	July 1, 2022	June 30, 2022	In Progress	In Progress	In Progress		
3.3 Monitor secondary counselor and principal engagement with students.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress		

9/12/23

- 3.1 - The CCSD ACT committee met on 3/8/23 to establish recommendations to support student ACT preparation. Recommendations included establishing annual funds for each high school to support ACT initiatives, including software programs, tutoring, scholarships for additional testing opportunities, and snacks for the 11th-grade assessment schedule. Ultimately, all recommendations were approved and supported by the board of trustees. In the fall of 2023, 115 students are enrolled in the newly established “ACT Prep” course at CCHS and TBHS.**
- 3.2 - Career Technical Education (CTE) and college (dual/concurrent) course enrollment for 2022-23 is as follows: For the 2022/2023 school year, CCSD students enrolled in 3,217 dual/concurrent courses, with several students enrolling in more than one dual/concurrent class. CCSD students in grades 9-12 were enrolled in 5,095 CTE courses during the 2022-2023 school term.**
- 3.3 - During the spring semester, principals/counselors were able to fulfill the expectation of two non-disciplinary contacts with every student. This was accomplished through individual contacts as well as small group situations. All schools will continue to improve the tracking of student contacts.**

3/14/23

- 3.1 - An ACT Committee has been created to address ACT preparation at CCSD high schools. Wright Junior Senior High School and Westwood High School will utilize alternative calendars to integrate ACT preparation during scheduled intervention times. CCHS and TBHS will incorporate an elective ACT prep course into the 2023-24 class schedule.
- 3.2 - Career Technical Education (CTE) and college (dual/concurrent) course enrollment for 2022-23 is as follows: For the first semester of the 2022/2023 school year, CCSD students were enrolled in **1,602 dual/concurrent courses**. Several students enrolled in more than one dual/concurrent class during the first semester. CCSD students in grades 9-12 were enrolled in **2,665 CTE courses** in the fall of 2022.
- 3.3 - Secondary principals/counselors continue to monitor academic progress and wellbeing. Sage Valley, Wright Junior Senior High School, and Westwood were able to meet the new initiative of two non-disciplinary contacts with each student in the fall semester. Twin Spruce, Campbell County High School, and Thunder Basin High School will continue to work toward this goal, including improving methods of tracking student interactions.

8/23/22

- 3.1 - Each CCSD high school is responsible for developing and implementing an ACT preparation program. Both stand-alone and embedded preparation is expected.
- 3.2 - Career Technical Education (CTE) and college (dual/concurrent) course enrollment will be tabulated at each high school/district level. New courses will be considered based on student interest and community need. CTE and college course enrollment will be reported in each update of this document beginning in the spring of 2023.
- 3.3 - All secondary students will be assigned to the same principal/counselor for the duration of their schooling at each level of schooling (JH/HS). It is expected each principal/counselor will have a non-disciplinary conference with each student a minimum of twice each semester.