ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Fremont County Redistricting Request

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

Approve the recommended redistricting request proposed by Fremont County District Boundary Board for an overlapping area in Fremont County School District No. 2 and Fremont County School District No. 6.

SUPPORTING INFORMATION ATTACHED:

- Plan of adjustment for the boundary line change.

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

FREMONT COUNTY DISTRICT BOUNDARY BOARD

Fremont County Courthouse - 450 N 2nd Street – Lander, WY 82520
307-332-1130

April 13, 2010

Ms. Sandra Barton, Chairman
State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0500

Dear State Board of Education:

The Fremont County District Boundary Board convened on April 5, 2010 with the following members present: Fremont County Commissioner Douglas L. Thompson, Pat Hickerson and Dennis Christensen, County Assessor Eileen Oakley and County Treasurer Scott Harnsberger. Also present were Deputy Fremont County Attorney Jodi Darrough, Fremont County School District No. 2 Superintendent Dick Barton and Fremont County School District No. 6 Superintendent Diana Clapp.

The Districts had been informed by the Department of Revenue on January 19, 2010 (see enclosed letter) there was an overlap in an area of Section 19 through 36 T40N R107W whereby both Districts were claiming the area. As a result, School District No. 2 trustees voted to change their boundary to exclude the area in question. The area will now solely be included within School District No. 6 boundary lines. Please find enclosed letters from Fremont County School Districts No. 2 and No. 6 Board of Trustees regarding the support of the change as well as a newly revised legal description and associated maps.

County Treasurer Scott Harnsberger stated the area in question is forest wilderness area and there would be no tax implications as a result of the boundary line change.

The Fremont County District Boundary Board voted 5-0 to approve the boundary line change to be included within School District No. 6 for the benefit of the educational needs of the people in the two districts. We respectfully request that the State Board of Education approve the boundary change as recommended.

If we can provide additional information, please let us know.

Sincerely,

FREMONT COUNTY DISTRICT BOUNDARY BOARD

By: Douglas L. Thompson
Douglas L. Thompson, Chairman

xc: Department of Revenue
School District No. 2
School District No. 6

enclosures

The State of Wyoming

DEPARTMENT OF REVENUE

Herschler Building
2nd Floor West
122 West 25th Street
Cheyenne, Wyoming 82002-0110
E-Mail: dor@wy.gov
Web: http://revenue@state.wy.us

DAVE FREUDENTHAL, *Governor*
EDMUND J. SCHMIDT, *Director*

Telephone (307) 777-7961
DOR Main FAX (307) 777-7722
Property Tax FAX (307) 777-7527
Excise FAX (307) 777-3632
Mineral FAX (307) 777-7849
Liquor FAX (307) 777-6255

January 19, 2010

Fremont County School District #2
Attn: Ms. Lu Beecham
PO Box 188
Dubois, WY 82513

Dear Ms. Beecham,

In a letter dated September 11, 2009 we notified you and Fremont County School District #6 of an overlap of in an area, Section 19 through 36 T40N R107W. To date we have not received a corrected legal description or map from either entity.

We are currently in the process of publishing our tax district booklet and we needed to work toward district 204 being resolved. To work towards this we reviewed the legal descriptions we currently have on file and discovered Fremont County School District #6 had a legal description claiming this area, document date January 1, 1979. Fremont County School District #2 had a legal description claiming this area, document date December, 28, 1994. Therefore the department, for the sake of cleaning up the area has currently/temporarily assigned this to School District #6.

Please know this is NOT considered a resolved issue by any means. We strongly encourage and recommend working with School District #2 to resolve this issue.

We still require an accurate and complete legal description and boundary map for our records. Should you have any questions, please let me know.

Thanks,

Patsy Donovan
Property Tax Division
307-777-5308

FREMONT COUNTY SCHOOL DISTRICT #6

WIND RIVER SCHOOLS
P.O. BOX 10
PAVILLION, WYOMING 82523

April 14, 2010

Eileen Oakley, County Assessor
Fremont County Courthouse
450 N. 2nd Street
Lander, WY 82520

Dear Ms. Oakley and the Fremont County Boundary Board:

At a special board meeting held on April 13, 2010, the Fremont County School District No. 6 Board of Trustees moved and seconded to agree with the decision from the Fremont County Boundary Board and to accept the parcel of land that the Department of Revenue deemed in dispute with Fremont County School District No. 2. The board motion passed with a 7-0 affirmative vote.

Thank you for your attention to this matter. Please feel free to call me, if you have any further questions regarding Fremont County School District No. 6's position on this issue.

Sincerely,

Diana Clapp

Diana Clapp, Superintendent
Fremont Co. School District #6

HOME OF THE COUGARS

PAUL LUNDBERG
ELEMENTARY PRINCIPAL
307-856-6372

DIANA CLAPP
SUPERINTENDENT
307-856-7970

CEATRISS WALL
MIDDLE/HIGH SCHOOL PRINCIPAL
307-856-6327

EVERY ONE...
A STUDENT A TEACHER
DUBOIS SCHOOLS

Fremont County School District #2
P.O. Box 188 • Dubois, WY 82513
Phone: (307) 455-2323
Fax: (307) 455-2178

High School
(307) 455-2279

Elementary • Middle School
(307) 455-2488

Business Office
(307) 455-2338

March 22, 2010

Eileen Oakley, County Assessor
Fremont County Courthouse
450 N. 2nd Street
Lander, WY 82520

Dear Ms. Oakley and the Boundary Board,

At its regularly scheduled Board meeting of March 16, 2010, the Fremont County School District No. 2 Board of Trustees moved and seconded to accept the change to the FCSD#2 School district boundary, as depicted in the newly written land description. The motion passed with a 5-0 vote. It would be appreciated if you would present the new district boundary description to the Boundary Board for their approval, and disseminate to the Department of Revenue and other relevant entities. Please find attached all supporting documentation that you may need for this presentation.

Thank you for your attention to this matter. Please feel free to call me, if you have any further questions regarding this issue.

Sincerely,

Dick Barton

Dick Barton, Superintendent
Fremont Co. School District #2

The following will be the district's new boundary description. This description will be given to the Fremont County Assessor's office. The County Assessor will then present the new description to the County Boundary Board for their approval.

10-004
11/28/94

SCHOOL DISTRICT NO. 2
Fremont County, Dubois, Wyoming
(As passed on by the Fremont County District Boundary Board)
(September 5, 1961)
(Latest Legal Description, 1988)

Old District No. 2:

Beginning at the Northwest corner of Fremont County; thence Easterly along the North boundary of Fremont County to the point of intersection with the West boundary of the ceded portion of the Shoshone Indian Reservation; thence Southwest along said West boundary of the Shoshone Indian Reservation to the point of intersection of the section line between R. 4 W. and R. 5 W., T. 9 N., W.R.M.; thence South to the Southeast corner of Sec. 36, T. 9 N., R. 5 W., W.R.M.; thence East to the Northeast corner of Sec. 1, T. 8 N., R. 5 W.; thence South to the Southeast corner of Sec. 36, T. 6 N., R. 5 W.; thence East to the Northeast corner of Sec. 6, T. 5 N., R. 4 W.; thence South to the Northwest corner of the SW ¼ SW ¼ of Sec. 20, T. 5 N., R. 4 W.; thence East to the Northeast corner of said SW ¼ SW ¼ of Sec. 20; thence South to the Southeast corner of said SW ¼ SW ¼ of Sec. 20; thence East to the Northeast corner of Sec. 29, T. 5 N., R. 4 W.; thence South to the Southeast corner of the NE ¼ NE ¼ of said Sec. 29, T. 5 N., R. 4 W.; thence East to the Northeast corner of the SW ¼ NW ¼ of Sec. 28, T. 5 N., R. 4 W.; thence South to the Southeast corner of said SW ¼ NW ¼ of Sec. 28; thence East to the Northeast corner of SE ¼ of said Sec. 28; thence South to the Southeast corner of the NE ¼ SE ¼ of said Sec. 28; thence East to the Northeast corner of the SW ¼ SW ¼ of Sec. 27, T. 5 N., R. 4 W.; thence South to the Southeast corner of said SW ¼ SW ¼ of Sec. 27; thence East to the Northeast corner of the NE ¼ NW ¼ of Sec. 34, T. 5 W., R. 4 W.; thence South to the Southeast corner of said NE ¼ NW ¼ of Sec. 34; thence East to the Northeast corner of the SE ¼ NE ¼ of said Sec. 34; thence South to the Southeast corner of said SE ¼ NE ¼ of Sec. 34; thence East to the Northeast corner of Lot 1 of Sec. 35, T. 5 N., R. 4 W.; thence South to the Southeast corner of said Lot 1, Sec. 35; thence East to the Northeast corner of Lot 2 of said Sec. 35; thence South to the point of intersection with the middle of the channel of the Wind River; thence Northwest up the middle of the channel of said Wind River to the point of intersection with the section line between Secs. 10 and 11, and Secs. 15 and 14, T. 5 N., R. 5 W.; thence South to the Southeast corner of Sec. 34, T. 5 N., R. 5 W.; thence West to the Southwest corner of the fractional Sec. 34, T. 5 N., R. 6 W.; thence North to the South line of Sec. 33, T. 40 N., R. 105 W.; thence West to the Southwest corner of Sec.

31, T. 40 N., R. 105 W.; thence North to the Southeast corner of Sec. 36, T. 40 N., R. 106 W.; thence West to the Southwest corner of Sec. 31, T. 40 N.; R. 106 W., thence North to the Southeast corner of Sec. 13, T. 40 N., R. 107 W.; thence West to the Southwest corner of Sec. 18, T. 40 N., R. 107 W.; thence North to the Southeast corner of Sec. 36, T. 41 N., R. 108 W.; thence West to the Southwest corner of Sec. 34, T. 41 N., R. 110 W.; thence North to the point of beginning.

Bar Gee Area:

AND, beginning at the Northwest corner of Sec. 6, T. 7 N., R. 2 W., W.R.M.; thence East to the Northeast corner of Sec. 1, T. 7 N., R. 2 W.; thence South to the Southeast corner of said Sec. 1, T. 7 N., R. 2 W.; thence East to the Northeast corner of Sec. 12, T. 7 N., R. 1 W.; thence South to the Southeast corner of Sec. 13, T. 7 N., R. 1 W.; thence East to the Northeast corner of Sec. 21, T. 7 N., R. 1 E.; thence South to the Southeast corner of Sec. 16, T. 5 N., R. 1 E.; thence West to the Southwest corner of Sec. 18, T. 5 N., R. 1 E.; thence North to the Southeast corner of Sec. 36, T. 6 N., R. 1 W.; thence West to the Southwest corner of Sec. 31, T. 6 N., R. 2 W.; thence North to the point of beginning.

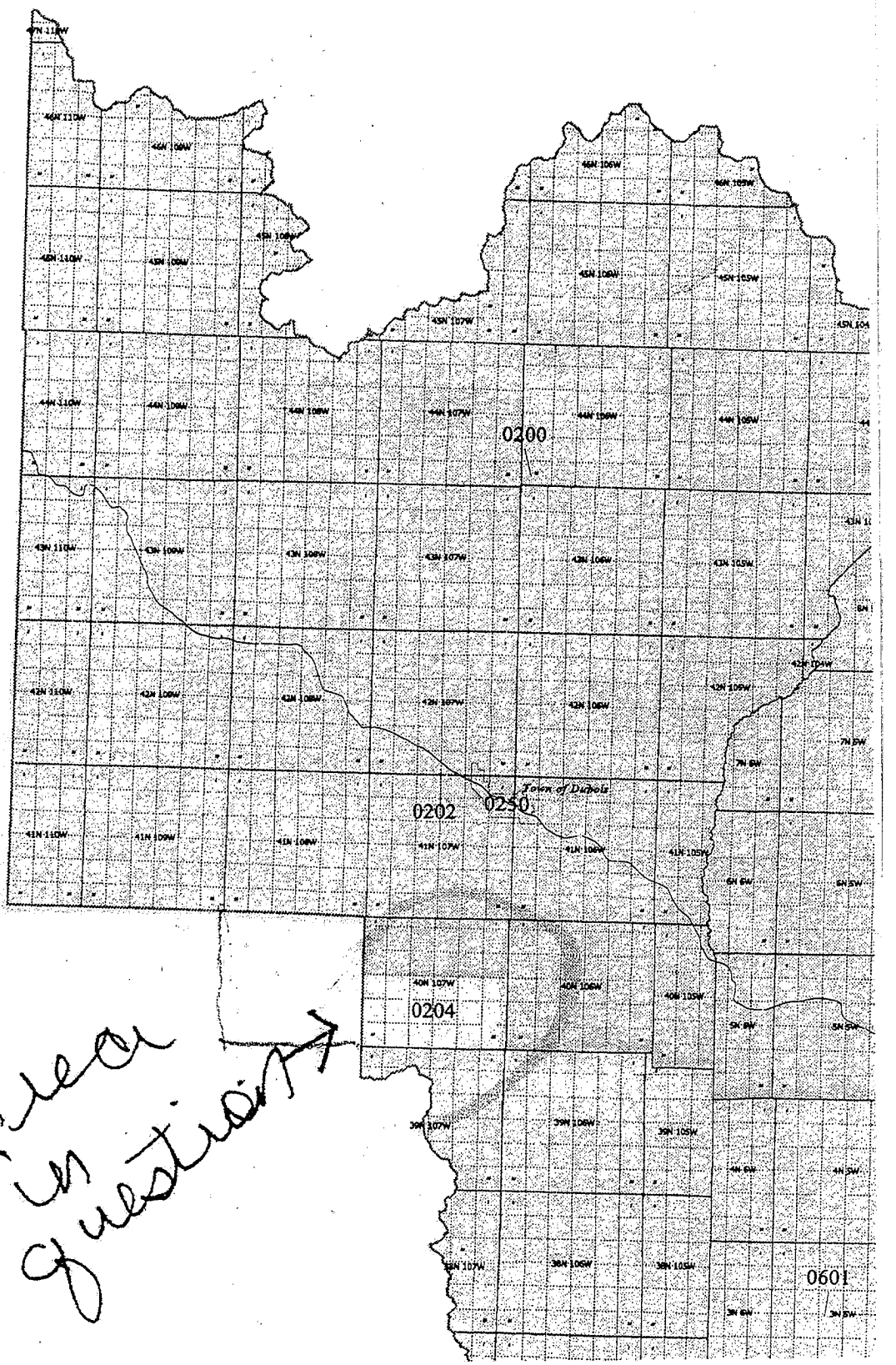
Line Making Them Contiguous:

AND, beginning at the Northeast corner of Sec. 1, T. 7 N., R. 3 W., W.R.M., thence South to the Southeast corner of Sec. 1, T. 7 N., R. 3 W., thence West to the Southwest corner of Sec. 1, T. 7 N., R. 4 W., thence North to the Northeast corner of Sec. 11, T. 8 N., R. 4 W., thence East to the Northwest corner of Sec. 11, T. 8 N., R. 4 W., thence North to the Northeast corner of Sec. 34, T. 9 N., R. 4 W., thence West to the Northwest corner of Sec. 34, T. 9 N., R. 4 W., thence North to the Northeast corner of Sec. 21, T. 9 N., R. 4 W., thence West to the Northwest corner of Sec. 21, T. 9 N., R. 4 W., thence North to intersection of Wind River Indian Reservation boundary, thence up Wind River Indian Reservation boundary to the Hot Springs County Line, thence down Wind River Indian Reservation boundary to East side of Sec. 1, T. 8 N., R. 4 W., thence South to the Northeast corner of Sec. 1, T. 7 N., R. 4 W., thence East to the point of beginning.

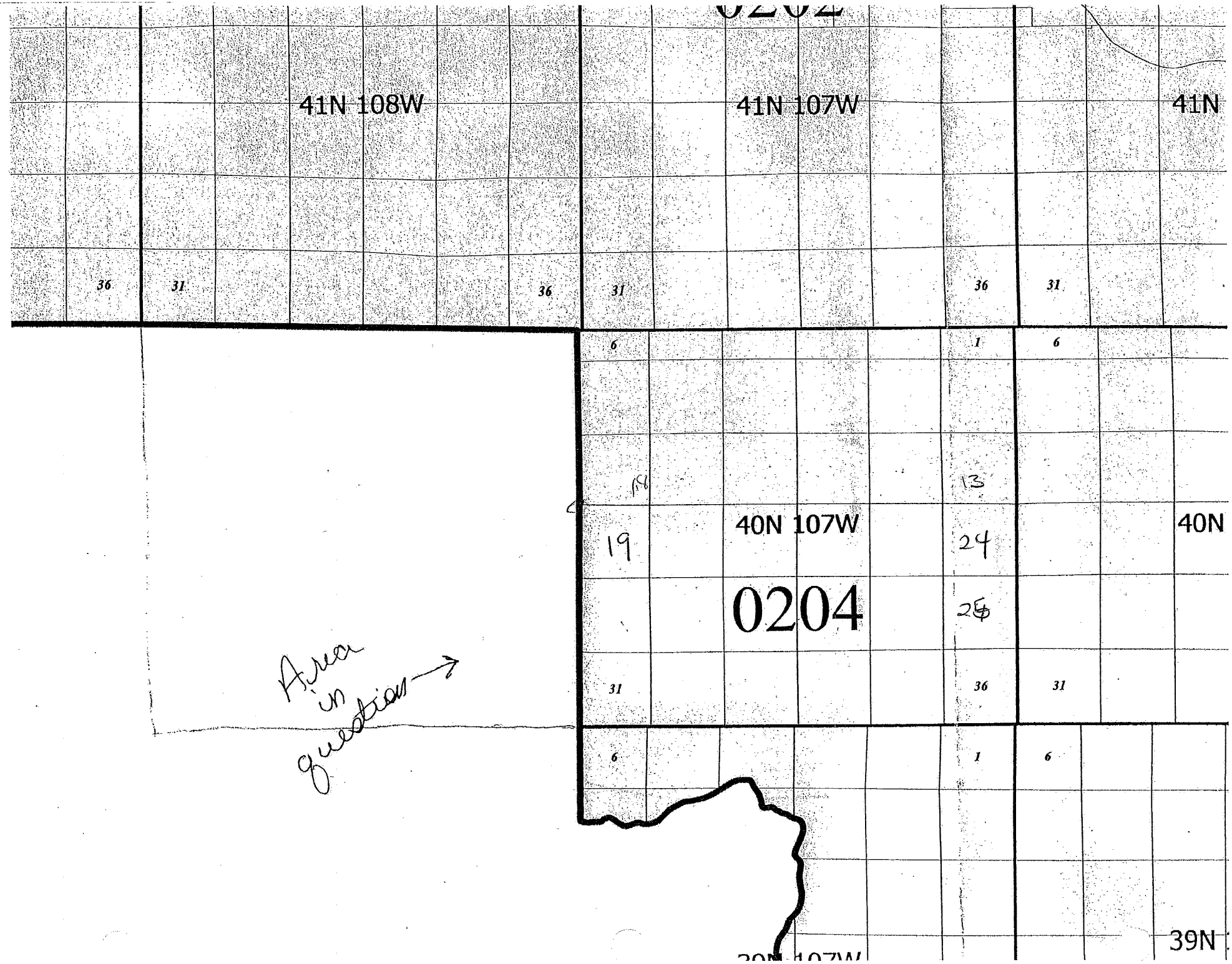
(All of School District No. 2 is the Dist. No. 2 Recreation District)

Total square mileage for the district:

District #200:	1,303
District #201 (Bar Gee):	201
	1,504



Area in question


0204
41N 108W
41N 107W
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36
31
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40N
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36
31
Area in question
6
1
6
39N

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Approval of LEA Restructuring Plans.

BACKGROUND: SBE has been hearing updates from the two districts developing their Restructuring Plans throughout the school year. Plans have been approved by the LEA.

SUGGESTED MOTION/RECOMMENDATION: Approval of the plans – recommendation for approval will be given first to Dr. McBride, the Dr. McBride will recommend approval to the SBE.

SUPPORTING INFORMATION ATTACHED:

Fremont County School District #14 Restructuring documents

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING INDIAN ELEMENTARY SCHOOL

FREMONT COUNTY SCHOOL DISTRICT #14
638 BLUE SKY HIGHWAY
21 COOLIDGE DRIVE
ETHETE, WYOMING 82520
PHONE (307) 332-2053
FAX (307) 332-6739
WWW.FREMONT14.K12.WY.US

OWEN ST. CLAIR
ELEMENTARY PRINCIPAL
owens@fremont14.k12.wy.us

April 14, 2010

Hi, Brian!

Enclosed is the final "Restructuring Plan" along with supporting documentation for you to review. It was presented to our board last night and was approved. Maybe you could provide your suggestions/comments when you visit on the 28th? We'll give you the original signature page then as well.

(The board also approved Dan's request for early retirement.)

See you on the 28th!

Pat

Section 4 – Restructuring Plan Required Signatures Page

These signatures are only required for Title I schools in Year 4 of School Improvement, Corrective Action (Planning for Restructuring). Original Signatures required. Once the LEA has obtained their necessary signatures, this Signature Page needs to be sent to the WDE Title I Director so WDE and SBE approval can be secured.

LEA SIGNATURES	
School Principal (Name)	Date
LEA Superintendent (Name)	Date
LEA School Board Approval – YES ( ) NO ( )	
LEA Board Chairperson (Name)	Date

Wyoming Department of Education Approval – **YES ( ) NO ( )**

Wyoming Superintendent of Public Instruction — Date

Wyoming State Board of Education Approval – **YES ( ) NO ( )**

WSBE Chairperson — Date

Section – Restructuring Plan

Required for those Title I Schools in School Improvement Status Year 4 (Corrective Action – Planning For Restructuring)

Members of Restructuring Planning committee and Titles/Positions

Member Name	Position	Content Area/Grade Level If applicable
Pamela Frederick	Principal Wyoming Indian Middle School	
Owen St. Clair	Principal Wyoming Indian Elementary School	
Pat Bekken	Consolidated Grants Facilitator/Title One Mgr.	
Tina Scott	Chairperson	Title One Resource Teacher
Sherry Spofford	Co-Chairperson	Science Grades Teacher
Tim Frank	English Teacher	English
Petrina Murfitt	Special Education Teacher	Grades 6 ,7 8
Rose Goggles	Secretary	
Lou Beck	Math Teacher	Grade 6
Jana Meyer	Teacher	Grade 6 Health/Social Studies
Twila Kaufman	Counselor	
Dallas Eagle	Teacher Assistant	Special Education
Mona Glenmore	Teacher Assistant	
Karen & Gary Chingman	Parents	

PROPOSED RESTRUCTURING OPTION(S)

- ☐ **OPTION 1** Reopen as Charter School Process
- ☐ **OPTION 2** Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
- ☐ **OPTION 3** LEA contracts with private management to govern the school
- x **OPTION 4** Any other major restructuring of the school's governance

Description of the School's Plan for Restructuring

(Use additional sheets if necessary and/or attach supporting documentation)

Wyoming Indian Middle School began the process of restructuring with four main ideas: school within a school, Academic Learning Academies, early release time and the Individual Learning Plans. The team decided that our population was not conducive for the school within a school as well as the lack of sufficient information at the time to warrant the academic learning academies. We will research and gather the necessary information on this concept later next fall. The team, however, chose the development and use of an Individual Learning Plan (ILP) for each student. They are an effective tool that is at the heart of assessment, learning, support and achievement. It helps the learner to become an active, motivated partner in their own learning.
Specifically, an Individual Learning Plan is:

- a personalized, flexible pathway that will guide each student's academic career;
- a working document, owned and used by the student, supported by staff and parents;
- a record of student goals and academic growth, and;
- a communication aid between school and home.

--see attached Document #1--

Description of how Stakeholder's were involved in Restructuring Plan

(If available, attach documentation to support these efforts)

A total of nine monthly meetings with specific agendas were held throughout the school year. Parents, teachers, students, district administration and WDE personnel were invited to take part in the planning for restructuring process. Small groups were utilized for the discussion of research, comments and revision purposes. Staff meetings were held on a monthly basis as well. All involved were able to comment on the developed ILP form either through either electronic or paper copy. In addition, flyers were sent out advertising the monthly meetings via our Home School Coordinator. Advertisements were also placed on the local radio station and in the local newspaper. Students were also sent home flyers that announced the restructuring meetings. An information table explaining the benefits and use of the Individual Learning Plan next year was available at the Spring Parent/Teacher Conferences.

--see attached Document #2,3,4,5,6--.

Evidence to Support O[illegible]n Selected

What data has been used to support selected option?

(If applicable, attach supporting documentation)

Scientific research-based information *for Individual Learning Plans (ILP)* was gathered which is an effective tool that is at the heart of assessment, learning, support and achievement. It helps the learner to become an active, motivated partner in learning.
It is a personalized, flexible pathway that will guide each student's academic career, a working document, owned and used by the student, supported by staff and parents, a record of student goals and academic growth, a communication aid between school and home. Students are more likely to succeed in school, work and life when they know how to meet their personal goals for success. The ILP structured process will enable students to plan for their school success in academics, with interventions that allow for remediation if needed as well as personal/social considerations. The ILP will give students specific learner outcomes and functions as a pathway to personalization.

The following assessment data was gathered to select our option:

- *Measures of Academic Progress (MAP)*: a computer based formative testing system that responds to the child and gives educator's detailed insights into student learning.
- *Proficiency for Wyoming Students (PAWS):* state assessment system
- *AIMSWeb*: a benchmark and monitoring system based on direct, frequent and continuous student assessment. Results are reported to student, parents, teachers and administrators via a web-based data management and reporting system.
- PASeries: grades 3-12 is the first formative assessment product designed to measure progress and *forecast student growth* toward state performance goals or grade level expectations

--see attached Document #7--

Professional Development Activities

Wyoming Indian Middle School is engaged in systemic reform. In systemic reform everyone needs to be trained. Critical professional opportunities will be implemented throughout the school year. Professional development sessions on creating a personalized environment for students will be implemented at the beginning of the school year. Teachers learn to assist students with the Individual Learning Plans (ILP) to ensure that they are on track for presenting the ILP to their families at Parent/Teacher Conferences held in the fall. Team planning time through grade level meetings (bi-weekly or weekly if/when needed) to share student information and results from testing, attendance and interventions to aid with student progress. Teachers also use this time to coordinate with parents around their child's ILP and implement changes if necessary for student growth. Teachers also will engage in ongoing in-service days within the building and staff meetings to discuss students across other curricular areas.
Learning Academics will be further researched next school year.

--see attached Document #8--

How is the District Supporting the Restructuring Plan?
What Systematic or District-Wide Improvement efforts are being implemented to support restructuring initiatives?

Wyoming Indian Middle School is fortunate in the fact that they are part of a small, rural school system. As well, the Fremont #14 school board has been very stable and supportive with efforts that benefit students. The Leadership Team, comprised of the superintendent, business manager, principals, curriculum coordinator, and grants manager, meets twice monthly to share ideas on building/district improvement efforts PreK-12. Math and Literacy Coordinators also meet on a regular basis and will continue to address better bridging/transition techniques from one grade span to another; i.e., 5th Grade to 6th, 8th Grade to high school. The Consolidated Grants Manager will continue to keep the building/district appraised of any changes in federal/state Title I regulations.

How will this plan support current School Impr ement efforts within the school?

Student individual learning goals will address the school wide goals, which consist of:

- All students will improve their reading comprehension skills.
- All students will improve their writing skills.
- All students will improve their basic math and problem solving skills.

What data will be used to measure the success and monitor restructuring efforts?

(If available, attach documentation to support these efforts)

The following data will be used to measure and monitor the success of the restructuring efforts:

Measures of Academic Progress (MAP) a formative testing system that responds dynamically to the child, and gives educators detailed insight into kids' learning. It provides continuous growth provides opportunity and challenge, collaborative efforts contribute to mutual strength and vitality, investment in local expertise and resources enhances kids' growth, continuing relationships are vital to effectiveness, credibility is built through quality products and responsive service and thoughtful questioning and reflection are critical to creating the future.

Proficiency for all Wyoming Students (PAWS) is the assessment system developed by the Wyoming Department of Education in cooperation with NCS Pearson. The instructionally supportive design of PAWS presents a palette of information focusing on individual student growth and performance. Assessments in PAWS include reading, writing, math and science. The design provides information for teachers to make instructional decisions regarding their students throughout the school year. This allows re-teaching within specific standards focused upon concepts where students need additional opportunities for success. In order to accommodate the dialogue of students, teachers, and parents about student learning the results will be available within one month of testing.

AIMSWeb (Achievement Improvement Monitoring System on the web) assesses students on grade level to determine their *level of instruction*. The means of assessment includes two teacher administered AIMSweb assessments; one assessment (RCBM) is for fluency and the other assessment (MAZE) is for comprehension. Both tests are administered by a trained benchmark team of teachers, to eliminate errors and guarantee validity of the assessment. The data groups students for Benchmark, which is on grade level, Strategic, which is one level below grade level, and Intensive, which is two or more levels below grade level. The students are benchmark tested three times per year, to determine their level; teachers use their discretion in administering the progress monitoring throughout the year. Data for both tests are reported as: words read correct over number of errors. The individual student data can be compared to the district scores, as well as to the national aggregated norm-referenced scores provided by AIMSweb.

PASeries for grades 3-12 is the first formative assessment product designed to measure progress and ***forecast student growth*** toward state performance goals or grade level expectations. Built from the ground up to be scientifically valid, reliable and research-based, PASeries (Progress Assessment Series®) for Reading, Mathematics, Algebra I, and Writing connects classroom instruction to results, helping states and districts meet increasing demands for accountability.

WYOMING INDIAN MIDDLE SCHOOL
INDIVIDUAL LEARNING PLAN

Student Name_____ Date Plan Developed_____

Grade _____ DOB _____ Age _____ Date of Entry_____

Parents/Guardians_____

Assessment Results:

READING

Data (F=Fall, W=Winter, S=Spring)	5th Grade			6th Grade			7th Grade			8th Grade		
	F	W	S	F	W	S	F	W	S	F	W	S
MAP(RIT Score)												
Reading												
Language												
AIMS Web												
Reading-CBM												
Maze												
PAWS(Proficiency Score)												

WRITING

Data *Six Traits* =Fall, W=Winter, S=Spring)	5th Grade			6th Grade			7th Grade			8th Grade		
	F	W	S	F	W	S	F	W	S	F	W	S
Idea Development												
Organization												
Voice												
Conventions												
Rubric Score												
PAWS Overall Language Arts Proficiency Score												

MATH

Data (F=Fall, W=Winter, S=Spring)	5th Grade			6th Grade			7th Grade			8th Grade		
	F	W	S	F	W	S	F	W	S	F	W	S
Pearson Assessment of Student Success (PASS)												
Numbers/Operations												
Algebra												
Geometry												
Statistics/ Probability												
Measurement												
MAP (RIT Score)												
Mathematics												
PAWS(Proficiency Score)												
Mathematics												

Name_____ School Year_____ _____

6th Grade

STUDENT GOALS:

Reading: Students use the reading process to demonstrate understanding of literary and informational texts.	Writing: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.
☐ Benchmark to work on:_____ _____ _____	☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my reading level up to _____ _____ _____	☐ I need to write all the parts of an essay.
☐ I need to learn to decode words.	☐ I need to make my stories make sense.
☐ I need to read with fluency so it sounds smooth.	☐ I need to check my spelling, punctuation or capitalization.
☐ I need to understand what I read.	☐ I need to add details to my story.
☐ I need to answer questions with accuracy.	☐ I need to add voice and word choice.
☐ I need to read different types of genre'.	☐ I need to have organization.
☐ I need to read _____ _____books by the semester.	☐ Other:
☐ Other:	

***PAWS* Instructional Needs Level**		
Functional Texts	Expository Texts	Narrative Texts
☐ Relevance /Importance	☐ Major Points/Supporting Details	☐ Story Elements
☐ Selection/Application	☐ Information Relationships	☐ Plot

Math: Students use numbers, number sense, number, geometric concepts, properties, and a variety of tools and techniques of measurement, algebraic methods, data analysis and probability to analyze given relationships in problem-solving situations.
☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my math level up to _____ _____ _____
I need to solve word problems.
I need to understand or remember math vocabulary.
☐ I need to complete my homework and turn it in.
☐ Other:

INTERVENTIONS:

Check interventions used and indicate met or not met in each column.

Type	6th Grade Goal	Goal Met or Not met		**Other Areas to be Considered for Achievement**	*Fall*	*Winter*	*Spring*
☐ After School Tutoring				☐ Attendance:			
☐ After School Program				☐ Behavior:			
☐ Summer School				☐ Health:			
☐ Lunch Tutoring				☐ ELL (if applicable)			
☐ Before School Tutoring				☐ Other:			
☐ Reading Intervention (DI, Boost, Blitz)							
☐ Math Intervention (DI)							
☐ One on One Classroom Support							
☐ Computer Assisted Instruction (Math/Reading Blaster, Successmaker, Read Naturally)							
☐ SES (If provided)							
☐ Other:							

(Sign or initial)	Fall	Winter	Spring
Student Signature:	_____	_____	_____
Parent Signature:	_____		_____
Teacher Signature:	_____	_____	_____

Name_____ School Year_____ _____

7th Grade

STUDENT GOALS:

Reading: Students use the reading process to demonstrate understanding of literary and informational texts.	Writing: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.
☐ Benchmark to work on:_____ _____ _____	☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my reading level up to _____ _____ _____	☐ I need to write all the parts of an essay.
☐ I need to learn to decode words.	☐ I need to make my stories make sense.
☐ I need to read with fluency so it sounds smooth.	☐ I need to check my spelling, punctuation or capitalization.
☐ I need to understand what I read.	☐ I need to add details to my story.
☐ I need to answer questions with accuracy.	☐ I need to add voice and word choice.
☐ I need to read different types of genre'.	☐ I need to have organization.
☐ I need to read _____ _____books by the semester.	☐ Other:
☐ Other:	

***PAWS* Instructional Needs Level**		
Functional Texts	Expository Texts	Narrative Texts
☐ Relevance /Importance	☐ Major Points/Supporting Details	☐ Story Elements
☐ Selection/Application	☐ Information Relationships	☐ Plot

Math: Students use numbers, number sense, number, geometric concepts, properties, and a variety of tools and techniques of measurement, algebraic methods, data analysis and probability to analyze given relationships in problem-solving situations.
☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my math level up to _____ _____ _____
☐ I need to solve word problems.
☐ I need to understand or remember math vocabulary.
☐ I need to complete my homework and turn it in.
☐ Other:

INTERVENTIONS:

Check interventions used and indicate met or not met in each column.

Type	7th Grade Goal	Goal Met or Not met		**Other Areas to be Considered for Achievement**	*Fall*	*Winter*	*Spring*
☐ After School Tutoring				☐ Attendance:			
☐ After School Program				☐ Behavior:			
☐ Summer School				☐ Health:			
☐ Lunch Tutoring				☐ ELL (if applicable)			
☐ Before School Tutoring				☐ Other:			
☐ Reading Intervention (DI, Boost, Blitz)							
☐ Math Intervention (DI)							
☐ One on One Classroom Support							
☐ Computer Assisted Instruction (Math/Reading Blaster, Successmaker, Read Naturally)							
☐ SES (If provided)							
☐ Other:							

(Sign or initial)	Fall	Winter	Spring
Student Signature:	_____	_____	_____
Parent Signature:	_____		_____
Teacher Signature:	_____	_____	_____

Name_____ School Year_____ _____

8th Grade

STUDENT GOALS:

Reading: Students use the reading process to 'emonstrate understanding of literary and .formational texts.	Writing: Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.
☐ Benchmark to work on:_____ _____ _____	☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my reading level up to ____ ____ ____	☐ I need to write all the parts of an essay.
☐ I need to learn to decode words.	☐ I need to make my stories make sense.
☐ I need to read with fluency so it sounds smooth.	☐ I need to check my spelling, punctuation or capitalization.
☐ I need to understand what I read.	☐ I need to add details to my story.
☐ I need to answer questions with accuracy.	☐ I need to add voice and word choice.
☐ I need to read different types of genre'.	☐ I need to have organization.
☐ I need to read _____ _____books by the semester.	☐ Other:
☐ Other:	

***PAWS* Instructional Needs Level**		
Functional Texts	Expository Texts	Narrative Texts
☐ Relevance /Importance	☐ Major Points/Supporting Details	☐ Story Elements
☐ Selection/Application	☐ Information Relationships	☐ Plot

Math: Students use numbers, number sense, number, geometric concepts, properties, and a variety of tools and techniques of measurement, algebraic methods, data analysis and probability to analyze given relationships in problem-solving situations.
☐ Benchmark to work on:_____ _____ _____
☐ I need to bring my math level up to _____ _____ _____
I need to solve word problems.
I need to understand or remember math vocabulary.
☐ I need to complete my homework and turn it in.
☐ Other:

INTERVENTIONS:

Check interventions used and indicate met or not met in each column.

Type	8th Grade Goal	Goal Met or Not met		**Other Areas to be Considered for Achievement**	*Fall*	*Winter*	*Spring*
☐ After School Tutoring				☐ Attendance:			
☐ After School Program				☐ Behavior:			
☐ Summer School				☐ Health:			
☐ Lunch Tutoring				☐ ELL (if applicable)			
☐ Before School Tutoring				☐ Other:			
☐ Reading Intervention (DI, Boost, Blitz)							
☐ Math Intervention (DI)							
☐ One on One Classroom Support							
☐ Computer Assisted Instruction (Math/Reading Blaster, Successmaker, Read Naturally)							
☐ SES (If provided)							
☐ Other:							

ign or initial)	Fall	Winter	Spring
udent Signature:	_____	_____	_____
Parent Signature:	_____		_____
Teacher Signature:	_____	_____	_____

DOCUMENT #2

Restructuring Plan / School Improvement Committee Meetings
School Year 2009-2010

August 13, 2009	Thursday	1:00	WIMS Library
September 23, 2009	Wednesday	5:00	WIMS Library
October 21, 2009	Wednesday	5:00	WIMS Library
November 4, 2009	Wednesday	5:00	WIMS Cafeteria
December 16, 2009	Wednesday	5:00	WIMS Cafeteria
January 20, 2010	Wednesday	5:00	WIMS Cafeteria
February 10, 2010	Wednesday	5:00	WIMS Cafeteria
March 24, 2010	Wednesday	5:00	WIMS Cafeteria
April 28, 2010	Wednesday	5:00	WIMS Cafeteria
May 19, 2010	Wednesday	5:00	WIMS Cafeteria

DOCUMENT #3

Wyoming Indian Middle School
School Improvement/Planning for Restructuring Meeting
March 24, 2010
5:00 P.M.
WIMS Cafeteria
AGENDA

I. Welcome/Introductions (Tina Scott)

Meeting Conduct Reminders:

- Address the chairperson.
- One person speak at a time.
- Speak clearly and concisely.
- Stay on the topic.
- Most importantly, Be Courteous.

II. Old Business

Reminders: * April – School Board and District #14 looks at plan
* May – WDE
* June – plan to state school board for approval

****

A. Reviewed minutes from last meeting

B. PEN – Megan Mitchell

- Helps schools improve
- Kids do better with involved parents
- Study tips for kids
- Tie "Family/Parent" Training Nights into Sports events (home games)
- Information/training for parents once a month.

C. LEA Restructuring Report to State Board of Education
Timeline: Develop a timeline for Individual Learning Plans (ILP)

D. Committee decided there was not enough evidence and/or information at this time to warrant pursuing the Learning Academies will revisit in the Fall.

E. Hand Game Tournament was well received!

III. New Business

A. Review minutes from last meeting

B. Board Report April 14th @ 6:00 Tina/Lou (anyone interested… please attend)

C. Distribute and discussion of the newly developed ILP Information:
   a. Timeline
   b. Individual Learning Plan
   c. Goal Setting Chart

D. ILP comments or revisions…

E. School Improvement Grant: what's been done, what $ is left? Expend by Aug.

F. Home/School Compact: needs revisions by the end of the school year May 27

"Thank you so much for everyone's input, dedication & commitment to WIMS"

IV. Adjourn for meal and **"Hand-Games Tournament"** *Go Teams!*

Next Meeting – April 28, 2010 in the cafeteria @ 5:00p.m.

Wyoming Indian Middle School
School Improvement/Planning for Restructuring Meeting
February 10, 2010
6:00 P.M.
WIMS Cafeteria

AGENDA

I. Welcome/Introductions (Tina Scott)

Meeting Conduct Reminders:

- Address the chairperson.
- One person speak at a time.
- Speak clearly and concisely.
- Stay on the topic.
- Most importantly, Be Courteous.

II. Old Business

A. Review minutes from last meeting
B. As of this date our coach has not yet attended any sessions.
C. Breakout sessions:
D. **ILP Group** will gathered information from other districts in the state to determine which ILP will fit our students
   * Make plans that are meaningful to our school
   * Several members shared different plans with the group
   * Wednesday, Jan. 27 Tina/Lou will get together to piece a template to present to the team, staff and Michelle to design an ILP that fits the needs of our students.
E. **Academic Learning Academy Group** will specifically looked at what an academy looks like and gathered information for a central theme.
   * Discussed the importance of the learning academy
   * Community building w/values and identify them
   * Schedules
F. A timeline was handed out and the information needs to be turned into Michelle on Feb. 3rd
G. Came back together as an entire group to discuss findings

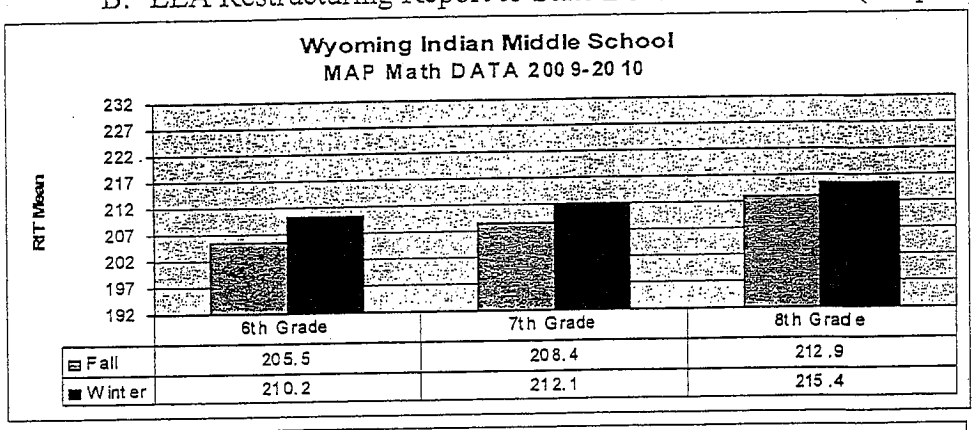
Reminders:

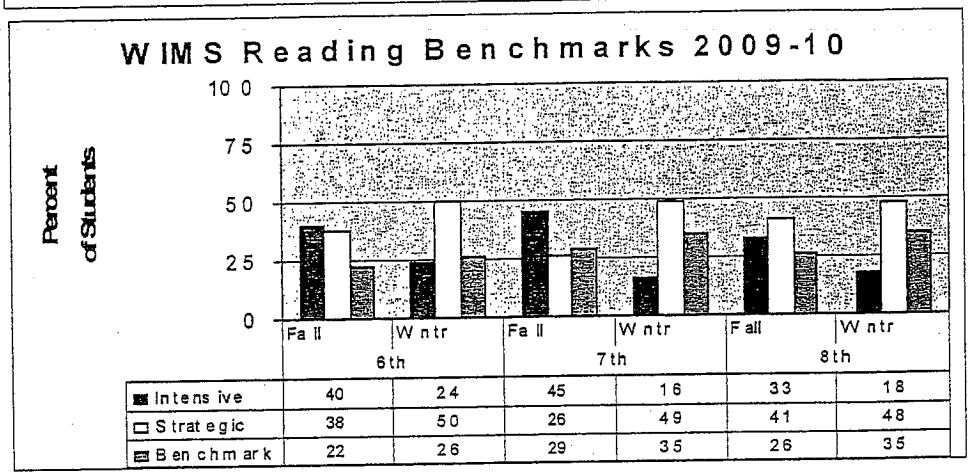
* February – Cheyenne to State Board (February 25, 2010 @ 10:00)
* March – School Board and District #14 looks at plan
* April – WDE
* June – plan to state school board for approval

III. New Business

A. Read minutes from last meeting

B. LEA Restructuring Report to State Board of Education(see packet)





Implementation

Timelines:

1.Need one for the Individual Learning Plans (ILP)
what needs to be done by when, etc., before we start using them next fall.

2.Need one for the Learning Academies: Trent will discuss and have some handouts so we can see what it's looking like on paper—how groups are organized, schedules, what teachers are with kids, etc

- **What are the Major Milestones or Timelines for the Plan?**—*Provide a detailed timeline for implementation that includes major milestones and key accomplishments.*
- **What Data Will be Used to Measure the Success and Monitor Restructuring Efforts?**—*How will the LEA and school determine the effectiveness? What data will be used?*
- **Professional Development Activities**—*Give a detailed description as to what professional development activities will be needed to implement the Restructuring Plan. (Who, What, When, Where, $$)*
- **What Resources Will Be Used to Support the Plan?**—*This could be LEA resource or school resources. Resources could be additional staff, funds, equipment, support, etc.*
- **Evidence to Support Option Selected—What Data Has Been Used to Support Selected Option?** *Provide a detailed explanation of why you chose this option and the supporting evidence behind why this option would work. If applicable, reference research and data used to make the determination.*

IV. Adjourn for meal and "Hand-Games Tournament" ***Go Teams!***

Next Meeting – February 15, 2010 @ with Staff

- **March 24, 2010 in the cafeteria @ 5:00p.m.**

Wyoming Indian Middle School
School Improvement/Planning for Restructuring Meeting
January 20, 2010
5:00 P.M.
WIMS Cafeteria

AGENDA

I. Welcome/Introductions (Tina Scott)

Meeting Conduct Reminders:

- Address the chairperson.
- One person speak at a time.
- Speak clearly and concisely.
- Stay on the topic.
- Most importantly, Be Courteous.

II. Old Business

A. Michelle reported on State Meeting "State boards was real receptive to our ideas" Michelle will be going back to the board on Feb. 25, 2010 to discuss the research and options that we're looking at thus far and present the timeline for getting the plan done.

B. Trent reported on "Learning Academies" He explained what they are; has a lot of promise (example: Friday afternoons blocked off for student academics.

C. Pam reported on School within a School not beneficial to us at this time

D. Carol reported on Early Release (see handouts) will dovetail into the Learning Academies and Individual Learning Plans(ILP)

E. Tina and Lou reported on Individual Learning Plans

F. Breakout Session for committees to get together to further discuss next plan

G. *RESULTS* of Breakout Sessions:

Individual Learning Plans (ILP)

- Build a blueprint
- ~~Information on It~~
- MAP Data
- PAWS
- AIMSWeb
- Goals
- Concerns
- Bridging from elementary to middle school
- Each person look up a district that is currently using an ILP

Academic Academy

- have academy for entire day
- have core teachers work on ILP, analyze data
- need extended period of time for students 1 day in order for academy to work
- Academy teachers would need time to collaborate
- Place in academy for remediation
- Culture integral part of academy
  * culture should be used on a daily basis in school work throughout the curriculum
  * Culture big component for academy

(Restructuring Plan/School Improvement Meeting cont.)

H. Reminders:
* January - to look at additional resources (Feb 3rd)
* February – Cheyenne to State Board (February 25, 2010 @ 10:00)
* March – School Board and District #14 looks at plan
* April – WDE
* June – plan to state school board for approval

III. New Business

A. Review minutes from last meeting
B. Breakout sessions:
C. **ILP Group** will gather information from other districts in the state to determine which ILP will fit our students
D. **Academic Learning Academy Group** will specifically look at what an academy looks like and gather information for a central theme.
E. Timeline will be developed for each group (See below timeline)
F. Come back together as an entire group to discuss findings.

IV. Adjourn for Meal

REMINDER: Next Meeting – February 17, 2010

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LEA Restructuring Report to State Board of Education
February 25, 2010

Re: Research and Data

* needs to be done Feb 3rd

LEA: _____
School in Restructuring: _____
Written by _____
Reported to the SBE by _____ *(WDE Coaches Name)*

Option (s) school is considering:
(List what options your school is seriously considering)

Overview of Research Conducted on Option (Please attach any data you would like the board to review): (data)
(Please keep this report to 3-5 pages max)

Based on your research, what option did you choose and why?
(Give a brief synopsis of the option

Next Steps:

(Timeline or PSDA Items)

Wyoming Indian Middle School
School Improvement/Planning for Restructuring Meeting
Dec. 16, 2009
5:00 P.M.
WIMS Cafeteria

AGENDA

I. Welcome/Introductions

Meeting Conduct Reminders:

- Address the chairperson.
- One person speak at a time.
- Speak clearly and concisely.
- Stay on the topic.
- Most importantly, Be Courteous.

II. Old Business

A. Review forms monthly –as we go thru the plan with by Brian Wright
   - Clear and Concise Plan

B. Overview

1. AYP History
   - Plan for restructuring this year.
   - Implement plan next year if in year 5
   - Doing plan even through this year AYP is in a hearing/due to process/trial-corrective action
2. Federal/State Requirements
   - Ex. Of changes that can be done
   - Restructuring of school governance-any other major-5th option
   - Brian Wright explained about this option and other schools have done it-Arapahoe is also going through this. This is the best option for us to do.
   - LEA District

C. Ideas already talked about or done.

- Time added to the day
- Math Coordinator hired
- Data Binders given to all staff
- Will do ILP's for each child

Brian Wright's comment to a question

* Change of grade configuration of schools-doesn't necessary mean we start over with year I for AYP

E. Timeline-core team established – people currently present at his meeting

F. Ideas/Options – Need to Research these

1. Learning Academies-mix of class – Math/History/Science
2. School-within-a-School Concept
3. Early Release Options for Prof. Development
   - (out @ 2pm on Fridays-2-3:00 teachers work)
4. ILPs (Individual Learning Plans – very important-will most likely be doing this)

(School Improvement/Planning for Restructuring Meeting) cont.

G. New Ideas
   1. Placement in classes based on data – School w/n School / Academies
      - Tracking – use ILP's for ability level classes
      - Bring in new curriculum to fill in gaps – especially w/ math program currently used. done
   2. Need time for staff development
   3. Need local parent support → active/local involvement

H. Research – Chair for these areas:
   - Learning Academy – Trent
   - School w/n a School – Pam
   - Early Release – Carol
   - ILP – (Individual Learning Plan) have a good start → who will set the goals?
   - Add behavior and/or attendance goals along with academic goals.

I. Restructuring Meetings:
   - December 16th, 2009 – Next meeting @ 5:00 – cafeteria – go over research meeting 1st then have a meal-dinner will be served
   - January 20th, 2010 – review plan so far 5 pm. Works for most parents

III. New Business

A. Report on State Meeting (Nov. 18, 2009) – Michelle Hoffman, Pamela Fredrick

B. Brief Discussion of Committee Research Findings (10 mins. presentations)

C. Break into Groups to further discuss options:
   - Learning Academy – Trent
   - School w/n a School – Pam
   - Early ~~Release~~ – Carol
   - ILP – (Individual Learning Plan)- ~~Pam~~ Tina LA Lou M

D. Come back together as a group & share findings
   - Designate a presenter to report on findings for each group

E. January 20th-next meeting
   - Develop preliminary plan
   - Timeline
   - Resources needed

F. Reminder of Timeline: *(State Feb. 25, 10:00 Cheyenne)
   1. Feb.-further discussion and findings and a develop a plan, timeline, resources needed
   2. March-plan presented to WIMS Board for approval
   3. April-plan to WDE for approval
   4. ~~May~~ June-plan to State School Board for approval, published on district website, letters home to parents.

IV. Adjourn for Meal

Next Meeting – January 20, 2010

Wishing you a joyous Christmas holiday with family & friends!

Wyoming Indian Middle School
School Improvement/Restructuring Meeting
Nov. 4, 2009
5:00 P.M.
WIMS Cafeteria

AGENDA

I. Welcome/Introductions/Conduct – Mrs. Frederick

Meeting Conduct:

- Address the chairperson.
- One person speak at a time.
- Speak clearly and concisely.
- Stay on the topic.
- Most importantly, Be Courteous.

II. **Old Business**

A. Brian Wright explained Title I Forms Section 1 & 2

- Brian will be available approx. each month to review where and what we need to accomplish on the plan
- Restructuring Plan needs to be into our school board by March 2010
- Restructuring Plan needs to be forwarded to B. Wright shortly after that

B. Restructuring Plan

C. **Restructuring Meeting** – Nov.4th @ 5:00 p.m.

- Parent/Teacher Conferences
- Notify Parents of the Nov. 4th Restructuring Meeting / put out SIP dates
- NEED a clear and concise plan and why we need it (WDE/Guidance Policy) (Staff are encouraged to look over this packet before the meeting)
  1. Options are available
  2. Timelines
  3. Profile
- to include SIP team, Board Members. Owen St. Clair and Literacy/Math Coordinator
- Nov. 18th in Casper…State School Board (15 mins.) to present options, profile and timeline

D. AARA Funds – professional development (i.e. More MAP Training)

School Improvement/Restructuring Meeting (cont.)

IV. New Business

A. Overview/Purpose of Restructuring Process – Mrs. Frederick/Mrs. Bekken
   1. AYP history
   2. Corrective Action
   3. Federal & State Requirements

B. Restructuring Timeline
   1. November
      a. establish core team
      b. report for Nov. 18th State School Board meeting
      c. idea discussion
   2. December
      a. Research
         1. Learning Academy
         2. School within a school
         3. Early Release for Professional Development
         4. Individual Learning Plan (I.L.P.)
   3. January
      a. Discuss the findings
   4. February
      a. Decision
   5. March
      a. plan to Fremont #14 Board for approval
      b. plan to WDE for approval
   6. April
      a. plan to State School Board for approval

VI. Adjourn

Wyoming Indian Middle School
School Improvement Committee *Minutes*

Date: October 21, 2009 **Time:** 5:00-6:00 **Location:** Library

Members Present: Jana Meyer, Lou Beck, Tim Frank, Pam Frederick, Tina Scott, Petrina Murfitt
Parent Members: Gary & Karen Chingman
Students: none
Other: Brian Wright, Dianne Frasier, Pat Bekken

Old Business:

A. Sherry/Pam discussed the "Restructuring Plan"
   * what possibilities for the restructuring process (ie. Add new math class, more classroom minutes on day)
   * can not be instructional methods / far-reaching interventions to Revamp the operation/governance of the school
   * data was discussed

B. School Improvement Conference...Sept. 28-29, 2009
   * Pam, Tina, Sherry will attend Sept. 26-28, 2009 Peer Review

New Business:

A. Brian Wright explained Title I Forms Section 1 & 2 climate survey (Dodie)
   - Plan needs to be into our school board by March 2010
   - Plan needs to be forwarded to him shortly after that
   - Brian will be available approx. each month to review where and what we need to accomplish on the plan

B. **Restructuring Meeting** – Nov.4th @ 5:00 p.m
   - NEED a clear and concise plan and why we need it (WDE/Guidance Policy) (Staff are encouraged to look over this packet before the meeting)
     1. Options are available
     2. Timelines
     3. Profile
   - Tina will get agenda and email Pat/Pam
   - Set firm ground rules for discussion
   - to include SIP team, Board Members. Owen St. Clair and Literacy Coordinator
   - Pat put a letter in newsletter / Send home to parents
   - Flyers for Parent/Teacher Conference
   - Pat will get a hold of Jerry Maas for the Nov. 4th meeting
   - Nov. 18th in Casper...State School Board (15 mins.) to present options, profile and timeline

C. AARA Funds – professional development (i.e. More MAP Training)

D. Parent/Teacher Conferences
   - Notiffy Parents of the Nov. 4th Restructuring Meeting
   - Put out SIP dates

Next Meeting: (Interested Visitors are always welcome.)

Date: November 18, 2009 **Time:** 5:00 **Location:** Library

Wyoming Indian Middle School
School Improvement Committee *Minutes*

Date: September 23, 2009 **Time:** 5:00-6:00 **Location:** Library

Members Present: Jana Meyer, Lou Beck, Tim Frank, Pam Frederick, Tina Scott

Parent Members: Gary & Karen Chingman

Students: Lyric Chingman

Other: WDE was not in attendance

Old Business:

A. WDE School Restructuring Plan Guidance/Policy & School Improvement Plan template
B. State coaching for Peer Review (Jerry Moss/Diane Frazier)
C. Leadership report handed in to the state 5 times this year
D. Plan needs to be completed by April 2010
E. WELLAA has been replaced by WIDA which will be given in February
F. ELL standards have changes

New Business:

A. Sherry/Pam discussed the "Restructuring Plan"
   * what possibilities for the restructuring process (ie. Add new math class, more classroom minutes on day)
   * can not be instructional methods / far-reaching interventions to Revamp the operation/governance of the school
   * data was discussed
B. School Improvement Conference...Sept. 28-29, 2009
   * Pam, Tina, Sherry will attend Sept. 26-28, 2009 Peer Review

Next Meeting: (Interested Visitors are always welcome.)

Date: October 21, 2009 **Time:** 5:00 **Location:** Library

Wyoming Indian Middle School
School Improvement Committee *Minutes*

Date: August 13, 2009 **Time:** 1:00 – 2:00 **Location:** Library

Old Business:

A. School Improvement Plan

New Business:

A. Pat Bekken handed out WDE School Restructuring Plan Guidance and Policy & School Improvement Plan template

B. State Coaching was discussed for Peer Review
* Jerry Moss(Organizational Assessment) /Diane Fraiser

C. Leadership will report to the state 5 times in the school year with updates and plan progress

C. Plan needs to be completed by April 2010

D. WELLA has been replaced by WIDA which will be given in February

E. ELL Standards have changed

Next Meeting: (Interested Visitors are always welcome!!!)

Date: September 23, 2009 **Time:** 5:00 p.m. **Location:** Library

"Restructuring Plan /School Improvement Meeting"

Wyoming Indian Middle School

March 24, 2010

Name	Title
Jeri Scott	Title I Resource - WIMS
Pat Bikkin	Title I Mgr.
Pam Frederick	WIMS Principal
Myra Ridgley	Parent
Veronica Spotted Elk	Parent
Carol Turner	6-12 Lit Coordinator
Dianne Fagan	WDE Consultant
Hope Whitney	WIMS Teacher
Petrina Murfitt	WIMS Sped Teacher
Robyn Swanson	WIMS Sped
Karen Chingman	Grandparent
Gary Chingman, Sr.	" "
Lou Beck	6th Teacher
Tim Frank	8th teacher
[illegible]	6th Grade Health/S.S
[illegible] St Clair	Admin. - Elem
Leann Dearness	Sp. Ed. Director
Orlena Killsontop	Parent/Guardian

"Restructuring Plan/School Improvement Meeting"

Hand-Games Tournament

Wyoming Indian Middle School

February 10, 2010

Name	Title
[illegible] Beck	6th Math / Science
Jana [illegible]	6th Soc. St. / Health
Shelly St Clair	Paraprofessional
Tim Frank	8th grade Language Arts
Megan Mitchell	Parent Education Network
[illegible]	Parent
Yosha Haslam	Student
[illegible] Lanfall	7th 8th Social Studies
Hannah Clifford	Parent
Dawn Scarnice	Sp Ed. Director
Charles Jamieson	Student Teacher
Wilson Clifford	Student
Brandon Bell	student
[illegible]	Parent to Brant
Pam Frederick	Principal
[illegible]	Community Member
Donald/Andrea Clifford	parents
Melvena Oldman	parent
Roberta Behan	parent

"Restructuring Plan/School Improvement Meeting"

Wyoming Indian Middle School

January 20, 2010

Name	Title
Petrina Murfitt	Sped Teacher
Pamela Kennah	Parent
Pam Frederick	Principal
Bill Wehle	Library
Jim Scott	Title I
Hope Whitney	Language Arts
Karen Chingman	Grandparent
Gary Chingman, Sr	" "
Lyric Chingman	
Carol Turner	6-12 Lit Coordinator
Dawn Dearmin	Sp Ed. Dir.
Lou Beck	6th Math/Sci
Charles Jamieson	Student Teacher
Alfred Robe	BI Member
[illegible]	1st Grade Health/S.S.
Sandra C. Buring	parent

"Restructuring Plan Meeting"

Wyoming Indian Middle School

December 16, 2009

Name	Title
Bill Wehrle	Library/Computers
Tina Scott	Title I
Jan Meyer	Lit Head/S.S
Carol Turner	6-12 Lit Coordinator
Pam Frederick	WIMS Principal
Hope Whitney	WIMS 7th Language Arts
Susan Weight	WDE - Title I
Betty Friday	Parent
Andi Clifford	Parent
[illegible]	Parent
Robyn Swanson	Special Ed Teacher
Tim Frank	8th grade Language Arts
Michelle Hoffman	Supt
Sandra C'Berg	parent
Lou Beck	WIMS 6th Math/Science
Scott Morrow	Vice Principal
Shelly St. Clair	parent/paraprofessional
Owen St Clair	principal
Karen Lessmann	Special Ed. Director
Ron McIntosh	Art
Karen J. Chingman	Grandparent
Gary Chingman Sr.	" "

"Restructuring Plan Meeting"

Wyoming Indian Middle School

December 16, 2009

Name	Title
Pat Bukkun	Dist. Title I-A Mgr.

"Restructuring Plan Meeting"

Wyoming Indian Middle School

November 4, 2009

Name	Title
Petrina Murfitt	7th Sped Teacher
Pam Frederick	WIMS Principal
Brian Wright	Title I Director, WDE
Teri Scott	Title I
Carol Turner	6-12 Lit. Coordinator
Dawn Scarmes	Sp Ed. Director
Scott Monroe	Vice Principal
Rose Spagles	Secretary
Cassinda Bass	Board Chairperson
Bill Wehle	Computer/Library
Trent Blankenship	General
Karen J. Chingman	
Gary J. Chingman	
Hazel Whitney	WIMS English
Cora Willow	community member
Rogg Lawson	Sped teacher - WIMS
Jim Frank	8th grade Language Arts
Lou Beck	6th math/science
Shelly St. Clair	Sped Para

"Restructuring Plan Meeting"

Wyoming Indian Middle School

November 4, 2009

Name	Title
[illegible] St Clair	WIES Principal
Sergio A. Maldonado, Sr.	CWC Faculty; Community Member
[illegible]	WIMS Teacher
Leland Hill	Assistant
JEN RUNS CLOSE TO LODGE	PARA PROFESSIONAL MIDDLE SCHOOL
Pamela LG Kennah	PARENT
[illegible]	6th Grade
Pat Bubbert	Title 1 Coord.

SIP Committee Meeting Sign-In Sheet

Meeting Date: 10/21/09

1. Tori Scott — Little Ones
2. Jan McGee — 6th Social St. / Health
3. Petina Mulfitt — 7th Sped. Teacher
4. [illegible] — Title I / WDE
5. Pam Frederick — Principal
6. Dianne Fogg — WDE Consultant SSOS
7. Pat Bibbins — Cons. Grant Mgr.
8. Lou Beck — 6th Math / Science
9. Gary Chingman Sr. — Grandparent
10. Karen T. Chingman — " "
11.
12.
13.
14.
15.
16.

SIP Meeting 9-23-09

Name	Dept.
Jane J Meyer	6th grade Health/Soc St.
Lou Beck	6th Math/ ~~Science~~ Science
Tim Frank	8th Language Arts
Pam Ludeman	Principal
Tera Scott	Title One
Gary & Karen Chingman	Grand parent
Lyric chingman	Student

DOCUMENT #5

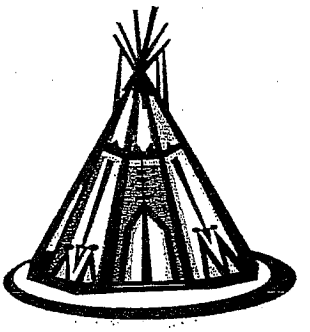
****

WYOMING INDIAN MIDDLE SCHOOL

Parent Meeting

School Improvement/Planning for Restructuring Meeting

Wednesday, March 24, 2010
Wyoming Indian Middle School
Cafeteria
5:00 P.M.



Join us for an interactive presentation that will help parents and guardians understand the "School Improvement/Restructuring Plan".
We will have discussions on the use of Individual Learning Plans.
Please plan on attending this meeting…
Parental input is **strongly** needed and encouraged!

Dinner will be served!!!
"Hand Games Tournament "after the meeting!!!
DOOR PRIZES

"Easter (food) Baskets" to give away!

An adult must accompany all students.

****

Tina Scott

From: Dan Hudson
Sent: Wednesday, March 17, 2010 10:27 AM
To: 'journalads@wyoming.com'
Cc: Tina Scott
Subject: FW: WIMS Newspaper

Folks, please run LJ/RR/WRN through the 24th of March. Thank you!

Dan Hudson
Assistant Superintendent
Fremont County School District #14
638 Blue Sky Highway
Ethete, WY 82520

From: Tina Scott
Sent: Wednesday, March 17, 2010 11:21 AM
To: Dan Hudson
Subject: RE: WIMS Newspaper

I have attached the announcement!

Wyoming Indian Middle School
School Improvement/Restructuring Meeting
March 24, 2010
5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process.
Parental input is strongly needed and encouraged!!!
Dinner will be served &
"Hand Games Tournament" after the meeting!!
Door Prizes & "EASTER (food) BASKETS" to give away!!

From: Dan Hudson
Sent: Wednesday, March 17, 2010 9:58 AM
To: Tina Scott
Subject: RE: WIMS Newspaper

Tina, be glad to. However. The paper doesn't have Microsoft Publisher software, which seems odd for a publisher, but there it is.. Have you this in a regular document (or scan and send it back).

****

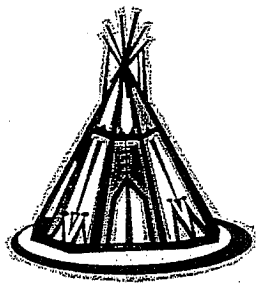
WYOMING INDIAN MIDDLE SCHOOL

PARENT TRAINING NIGHT

for

6-8 Parents/Guardians

School Improvement/Restructuring Meeting w/ "HAND-GAME Tournament" (Reading & Math)



Not out 2/1/10

Wednesday, February 10, 2010

6:00 - 7:30

Gym

This fun interactive workshop offers a fun way to provide family involvement through traditional hand-games as well as learning about the school improvement/restructuring process for the school.

Snacks will be served!

There will be prizes for 1st and 2nd place!!!

There will also be "wonderful" and "exciting" door prizes to give away!!!

Please come and enjoy a wonderful family night!

****

****

WYOMING INDIAN MIDDLE SCHOOL

Parent Meeting

School Improvement/Planning for Restructuring Meeting

Wednesday, January 20, 2010
Wyoming Indian Middle School
Cafeteria
5:00 P.M.

Sent on radio(s)
sent to newspapers

Join us for an interactive presentation that will help parents and guardians understand the "School Improvement/Restructuring Plan".
We will have committee discussions on the current research.
Please plan on attending this meeting…
Parental input is **strongly** needed and encouraged!

Dinner will be served after the meeting!!!

An adult must accompany all students.

****

****

WYOMING INDIAN MIDDLE SCHOOL

Parent Meeting

School Improvement/Planning for Restructuring Meeting

Wednesday, December 16, 2009
Wyoming Indian Middle School
Cafeteria
5:00 P.M.

Join us for an interactive presentation that will help parents and guardians understand the "School Improvement/Restructuring Plan".

We will have committee discussions on the current research.
Please plan on attending this meeting…
Parental input is **strongly** needed and encouraged!

Dinner will be served after the meeting!!!

An adult must accompany all students.

****

DOCUMENT #6

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

March 24, 2010

5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served & "Hand Games Tournament" after the meeting!!

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

March 24, 2010

5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served & "Hand Games Tournament" after the meeting!!

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

March 24, 2010

5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served & "Hand Games Tournament" after the meeting!!

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School Improvement/Restructuring Meeting

March 24, 2010

5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served & "Hand Games Tournament" after the meeting!!

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

February 10, 2010
5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served!
Door Prizes will be given away!

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

February 10, 2010
5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served!
Door Prizes will be given away!

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Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served!

Wyoming Indian Middle School

Restructuring Meeting

November 4, 2009

5:00 p.m.

Please plan on attending this meeting to learn more about this process. We are in need of your comments and participation regarding restructuring plans.

Wyoming Indian Middle School

Restructuring Meeting

November 4, 2009

5:00 p.m.

Please plan on attending this meeting to learn more about this process. We are in need of your comments and participation regarding restructuring plans.

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Restructuring Meeting

November 4, 2009

5:00 p.m.

Please plan on attending this meeting to learn more about this process. We are in need of your comments and participation regarding restructuring plans.

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

October 21, 2009
5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served &

DOOR PRIZES to give away!!!

Wyoming Indian Middle School

School Improvement/Restructuring Meeting

October 21, 2009
5:00 p.m. (Cafeteria)

Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served &

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Wyoming Indian Middle School

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Please plan on attending this meeting to learn more about this process. Parental input is strongly needed and encouraged!!! Dinner will be served &

DOOR PRIZES to give away!!!

Goals for Student Achievement
Individual Learning Plans (ILP)

Reading

MAP Benchmark Goals (Median Score)

RIT Scores/Grade Level Equivalencies (Approximate)

Grade Level	Fall @ 50th % ile	Winter @ 50th % ile	Spring @ 50th % ile
K	146	151	155
1	160	167	173
2	179	180	190
3	192	197	200
4	201	205	207
5	208	211	212
6	213	215	216
7	217	219	219
8	220	222	223
9	222	223	224
10	226	229	228
11	227	228	227

AIMS Web

Fluency & Maze

Grade	Fall		Winter		Spring	
	RCBM	MAZE	RCBM	MAZE	RCBM	MAZE
6th Grade	135	20	148	25	160	26
7th Grade	136	21	146	23	158	27
8th Grade	142	22	149	20	158	26

WIMS Building *Writing* Raw (Cut) Scores	
9…12	Proficient /Advanced
5…8	Basic
4↓	Below Basic

Goals for Student Achievement
Individual Learning Plans (ILP)

Math

MAP Benchmark Goals (Median Scores)

RIT Scores/Grade Level Equivalencies (Approximate)

Grade Level	Fall @ 50th % ile	Winter @ 50th % ile	Spring @ 50th % ile
K	148	152	158
1	164	171	178
2	179	186	191
3	192	199	203
4	203	208	211
5	212	216	220
6	219	222	225
7	225	228	230
8	230	232	234
9	233	234	236
10	237	238	239
11	239	240	241

Wyoming Indian Middle School
Individual Learning Plan
Timeline
2010-2011

Fall

August

Distribute Individual Learning Plan to all staff
Develop "Teams" *for*:

- Reading Team (all reading/English teachers, Social Studies, Health, Special Education and Title One teachers)
- Math Team (all Math teachers, Librarian, Science, Special Education and Title One teachers)

(Student ILP notebooks will be kept in the Literacy/Math Coordinators rooms)

September

Reading/Math Teams will flood classrooms to administer the ILP (one day)
(If needed teacher assistants will cover the remaining classes)
Introduce Individual Learning Plan to each student before Fall Testing
*Interview students individually
Discussion with each student: (Last year's scores)

Data:

- PAWS
- MAP
- Writing

Student Goals for Reading, Writing & Math:

- Students will choose 1 or 2 goals for each content area

Other areas may be discussed for achievement:

- Attendance, behavior, health or other issues that will help in the student's success

Discussion of 1 or 2 possible interventions with each student (if applicable)
Students and Teachers will sign the document for fall.
ILP will be discussed and signed with parent/guardians during parent/teacher conferences

October

Review Fall Data with each student

- MAP (Reading/Math)
- AIMSWeb (Reading)
- PASS (Math)

November

Review Data with each student:

- Writing Assessment

*(New and/or transfer students: Literacy or Math Coordinator will give an initial individual learning plan (ILP), an interview and appropriate building tests (AIMSWeb, PASS) with goals: students will resume on schedule testing within the building)

Winter

December
January

Reading/Math Teams will flood classrooms to administer the ILP (one day)
(If needed teacher assistants will cover the remaining classes)
*Discussion with each student from winter scores
Data:

- MAP
- AIMSWeb
- PASS

Re-evaluate Student Goals for Reading, Writing & Math:

- Students will choose 1 or 2 goals for each content area or leave the ones the student chose in the fall

Re-evaluate other areas may be discussed for achievement:

- Attendance, behavior, health or other issues that will help with student success

Discussion of 1 or 2 possible interventions with each student (if applicable)
Students and Teachers will sign the document for winter.
ILP will be discussed and signed with parent/guardians during parent/teacher conferences

February

Review Data with each student:

- Writing Assessment

Spring

March/April

PAWS TESTING

May

Reading/Math Teams will flood classrooms to administer the ILP (one day)
(f needed teacher assistants will cover the remaining classes)
Summarize Individual Learning Plan with each student
*Interview students individually
~~Discussion with each student with all scores from the entire school year~~
Data:

- MAP
- AIMSWeb
- Writing
- PASS

Re-evaluate Student Goals for Reading, Writing & Math:

- Students will choose 1 or 2 goals for each content area or leave the ones the student chose to work on for the next school year.

Re-evaluate other areas may be discussed for achievement:

- Attendance, behavior, health or other issues that will help with student success for next year

Discussion of an INTERVENTION for Summer School (if applicable)
Students and Teachers will sign the document for spring.

DOCUMENT #9

FREMONT COUNTY SCHOOL DISTRICT #14

Planning for Restructuring
Timeline of Events
2009-2010

August 12, 2009 – Planning for Restructuring LEA Meeting
10:00 A.M. – 12:00 P.M.
WDE-Riverton Office

Purpose:

- To review the requirements for School in Improvement Year 4, Planning for Restructuring
- To become familiar with the WDE Restructuring and Policy
- To review the School Improvement Plan Format and how Restructuring is part of that process
- To outline WDE assistance in this process

October 21, 2009 – WDE Technical Assistance/Title I School Improvement Meeting
3:45 P.M.-5:00 P.M.
Wyoming Indian Middle School Library

Purpose:

- To review School Improvement/Corrective Action Plan forms
- To become more familiar with WDE Restructuring Policy and Guidance

November 4, 2009 – School Improvement/Planning for Restructuring Meeting
5:00 P.M.-6:00 P.M.
Wyoming Indian Middle School Library

Purpose:

- To familiarize staff and parents with the purpose of Planning for Restructuring options, AYP history of the school
- To establish a core team
- To establish a timeline of activities in accordance with WDE policy

DOCUMENT #9

December 16, 2009 – School Improvement/Planning for Restructuring Meeting
5:00 P.M. – 6:00 P.M.
Wyoming Indian Middle School Cafeteria

Purpose:

- To report on initial visit with State Board in Casper
- To discuss committee research findings dealing with:
  - * Learning Academies
  - * School-within-a-School concept
  - * Early Release options
  - * Individual Learning Plans (ILPs)

January 20, 2010 – School Improvement/Planning for Restructuring Meeting
5:00 P.M. – 6:15 P.M.
Wyoming Indian Middle School Library

Purpose:

- To report on differences between researched ILPs and possibilities that would work best for our students
- To specifically detail how an Academic Learning Academy would operate and gather information for a central theme
- Establish timelines for development

February 10, 2010 – School Improvement/Planning for Restructuring Meeting
6:00 P.M. – 7:30 P.M.
Wyoming Indian Middle School Cafeteria

Purpose:

- To explore visuals related to ILPs and Learning Academies and discuss what data can be used to support these options in more detail
- Establish a preliminary timeline for implementation

DOCUMENT #9

February 15, 2010 – WIMS Staff Meeting
8:30 A.M. – 11:00 A.M.
Wyoming Indian Middle School Cafeteria

Purpose:

- To dialogue with ***all staff*** about the options chosen and why
- To discuss supporting evidence behind the options
- To discuss professional development activities that will be needed to implement the plan
- To discuss what data will be used to measure success and monitor efforts
- To discuss the timeline for implementation
- To discuss ideas on how to reach all parents for comments on proposed plan

March 11, 2010 – Wyoming Indian Schools Board of Trustees Meeting
6:00 P.M. – 7:00 P.M.
Wyoming Indian Schools Tech Center

Purpose:

- To present how the planning process was approached, timeline of development, and answer any questions about the written plan
- To gain approval by the Board for submission to WDE for approval

April, 2010 – Submit written plan to WDE Title I Program Manager for approval

May, 2010 – Add any suggested refinements to plan and submit to the Wyoming State Board of Education for approval

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Approval of LEA Restructuring Plans.

BACKGROUND: SBE has been hearing updates from the two districts developing their Restructuring Plans throughout the school year. Plans have been approved by the LEA.

SUGGESTED MOTION/RECOMMENDATION: Approval of the plans – recommendation for approval will be given first to Dr. McBride, the Dr. McBride will recommend approval to the SBE.

SUPPORTING INFORMATION ATTACHED:

Fremont County School District #38 Restructuring documents

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Arapahoe School

Fremont County School District #38

445 Little Wind River Bottom Rd. • ARAPAHOE WY 82510

Phone: (307) 856-9333

Front Office/Nurse FAX: (307) 856-1245 • Special Education FAX: (307) 856-2440 • Business Office/Superintendent FAX: (307) 857-4327

April 13, 2010

Brian Wright, Title I Director
Wyoming Department of Education
Federal Programs Unit
Hathaway Building, 1st Floor Room 117, 2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

RE: Restructuring Plan

Dear Mr. Wright:

I am submitting to you the Restructuring Plan as required by NCLB legislation. The FCSD #38 Board of Trustees approved the plan at the regular board meeting on April 12, 2010. We will be looking forward to Wyoming Department of Education approval and the Wyoming State Board of Education approval so this plan can be implemented during the 2010-2011 school year.

Respectfully,

Barney Lacock

Barney Lacock
Assistant Superintendent

Section 3 – Restructuring Plan

Required for those Title I Schools in School Improvement Status Year 4 (Corrective Action – Planning For Restructuring)

Members of Restructuring Planning committee and Titles/Positions

Member Name	Position	Content Area/Grade Level If applicable
Rick Lindblad	Superintendent	Administration
Barney Lacock	Assistant Superintendent	Administration
Sharei Ricketts	Principal	K-8
Howard Brown	Board Member	NA
Ben Miller Jr.	Parent	NA
Ruth Moss	Parent	NA
Gerry Maas	WDE Coach	NA
Georgia Hammerstrom	Teacher	Middle School Language Arts
Shane Green	Title I Teacher	K-8
Sarah Stoll	Title I Teacher	K-5
Claudette Duran	Title I Paraprofessional	K-8

Martha Paxton	SPED Director	K-12
Pat Morgan	Librarian	K-8
Donna Alverez	Counselor	K-8
Roy Brown	Safe Schools Rep	K-12
Dee Cuch	Homeless/Neglected & Delinquent Rep	K-12
Robert Martinez	Crisis Team Rep	K-12

PROPOSED RESTRUCTURING OPTION(S)		
☐	**OPTION 1**	Reopen as Charter School Process
☐	**OPTION 2**	Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
☐	**OPTION 3**	LEA contracts with private management to govern the school
☒	**OPTION 4**	Any other major restructuring of the school's governance

Description of the School's Plan for Restructuring

(Use additional sheets if necessary and/or attach supporting documentation)

The district feels that Option #4 "Any Other" Restructuring Efforts is the most appropriate, as this would allow for a mechanism in which greater accountability could be attained. Arapahoe Elementary School would be reconfigured into a K-5 school and a separate middle school (grades 6-8) would be created. Both schools would remain under one building, and retain a single unique school ID number, but functionally they would be two separate learning communities.

Arapahoe Elementary has had a significant improvement in their Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores as a result of the Reading First Initiative implemented three years ago. In addition, sustained professional development/coaching in reading/math began as a result of low reading and math scores. Because of this, scores in the lower grades-- as measured by DIBELS, have demonstrated a remarkable growth in the last two years. Arapahoe Elementary received the 2009 Wesley Becker Excellent School Award based on the DIBELS scores and the pedagogical improvements observed by consultants. However, growth at the 6-8 level has been minimal.

Preliminary Reading First data show that the K-5 group has a chance of making AYP in its own right, especially if the results demonstrated in DIBELS translates to PAWS in the coming years. The School split will make staff more accountable to students and improve achievement. This would also facilitate more specific school improvement interventions and strategies for both groups. This would also potentially require Title I and Title II-A funds to be allocated to each school with greater fidelity to specific challenges to meet the needs of each group. Finally, this move provides more direct administrative support to the middle school grades. The superintendent is now doing classroom walkthroughs on a weekly basis based on Marzano's nine essential strategies. This load would shift somewhat with an additional administrative help.

There should be minimal, if any, additional cost, as the grade 6-8 teachers are already required to be middle school certified. The District may assign a part-time administrator to the middle school since it would be functioning as its own unit; it would have its own school improvement plan and distinct set of resources. Outside of this there really should be no additional cost.
The end effect is positive in that there would be increased focus, as functionally there would be smaller learning communities. Bottom line, it appears there will be little to no impact with respect to the cost effectiveness of the proposed grade configuration for the delivery of adequate educational services.

The expectation is that the middle school would begin to experience a higher level of engagement with students (think pair-share) and active learning strategies. Generally speaking, the K-5 processes and team makeup would remain the same, excepting some personnel changes due to performance issues. The corrective action piece would also stay in place, as this is at least a five (5) year initiative that is already beginning to bear fruit.

The bigger changes would stem from using the new configuration to hone in more closely on school improvement issues, ranging from attendance, dropout prevention, and bullying issues, to math and reading and the direct impact this would have on the AYP of the smaller populations.

More specifically, drawing a clear demarcation between elementary school and middle school would allow the staff to more effectively implement the following:

1. A goal and career focus starting in the 6th grade;
2. Extensive Dropout prevention strategies:
   bullying/behavior, parent involvement, absenteeism, school relevance, and after school issues;
3. Professional Development more focused to instruction relevant to students, including engagement of students and active learning;
4. RTI/PBIS -- Differentiated Instruction training provided through WDE if available

Description of how Stakeholder's were involved in Restructuring Plan

(If available, attach documentation to support these efforts)

08/06/2009—Sent out notice of school adequate yearly progress (AYP) to parents and that the school would be in restructuring
11/17/2009—Met with entire school, explained the Restructuring process & announced committee members.
11/24/2009—Met with Committee (Included two parents, a board member and a cross section of the school). Reviewed committee function, restructuring options, options, timeline, and restructuring template.
12/13/2009—Notice of restructuring meeting in the newspaper
12/14//2009—Sent letter regarding notice of restructuring and parent meeting
12/15/2009—Parent/Community Restructuring—Explained restructuring, options, provided timeline. WDE Title I Rep in attendance.
12/16/2009—Committee reviewed the following data: Dropout, attendance, Discipline, DIBELS MAP, PAWS. Discussed implication of the data.
12/21/2009—All staff meeting at the recommendation of the committee: reviewed AYP targets, restructuring background, options, & data review
01/12/2010—Committee Reviewed Research regarding the 5 options for restructuring. Chose to adopt option #5 "any Other" with the intent of splitting the k-8 elementary school into a K-5 and 6-8.
01/18/2010—Board Report—updated Fremont #38 Trustees regarding progress of the restructuring planning
01/26/2010—Committee created restructuring outline & Also addressed NCA issues.
2/17/2010—Committee discussed Professional development activities and identified potential resources
02/23/2010—Committee reviewed professional development survey & discussed implications. Committee also identified miles stones for restructuring plan.
03/09/2010—Committee reviewed the 2009-2010 School Improvement plan for updates & accuracy
03/23/2010—Committee reviewed rough draft of restructuring Plan
03/31/2010—Parent Letter explaining the restructuring process & inviting parents to a meeting.
04/06/2010—Parent/Community Meeting to review restructuring plan & solicit new ideas
04/07/2010—Committee reviewed Final Draft of restructuring Plan
04/12/2010—Board Approval of Plan
04/16/2010—Final letter to parents explaining the restructuring decision.

Evidence to Support Option Selected

What data has been used to support selected option?

Following is a description of the frequency and effectiveness of each of the five primary methods the law prescribes (state takeovers, private management, charter schools, reconstitutions, and "any other" re-structuring effort). Since test scores are the law's major assessment mechanism, each sanction is evaluated for effects on test scores as well as for effects on other vital educational quality factors.

1. **State Takeovers**
   - Only five states had exercised the school level takeover option by 2005.
   - This low frequency is likely due to the absence of state capacity to send in a team to take over all or part of local operations.
   - In practice, the purpose and the extent of past takeovers have varied. Some are for limited purposes, such as financial irregularities or central office administrative paralysis. Some replace school boards but leave other operational features intact.
   - The Center for Comprehensive School Reform, in its 2005 monograph on school takeovers, bluntly states that "there is no research base to indicate under what conditions this option would lead to improved academic outcomes for students or why a state would take this path."
   - Ziebarth, writing for the Education Commission of the States in 2009, says: "The bottom line is that takeovers, for the most part, have yet to produce dramatic and consistent increases in student performance."

- Takeovers cause internal upheaval, although they may establish much-needed order and stability in chaotic situations. In instances where the stated reason is to control costs, a likely effect of the action is a decrease in spending on education.

2. **Private Management: Educational Management Organizations (EMOs)**

- Molnar, Miron and Urschel reported in 2008 that 50 companies operated 533 schools with a total enrollment of 254,413 students. The majority of the EMO schools are primary schools.

- Philadelphia disbanded its school board and more than 45 of its elementary and middle schools were turned over to seven different private management groups in 2002.

- In 2007, the RAND Corporation provided a test-score evaluation of this reform after four years of operation. The study found that none of the three external provider groups (for-profits, non-profits and universities) produced a statistically significant advantage. While Philadelphia did register test score gains, these gains "have generally not exceeded the gains of low-achieving schools elsewhere in Pennsylvania".

- Responding to RAND's high-profile evaluation, Harvard Professor Paul Peterson produced his own evaluation, which in many regards was a rebuttal of the RAND report. He concluded that the private managers did increase the number of students scoring at a proficient level.

- University of Colorado Professor Derek Briggs gives the edge to the RAND report for the use of more comprehensive scale scores, while the Peterson report is considered limited as it only yielded
- Positive findings around one narrow point at the lowest part of the test-score distribution.

- In a 2009 follow-up study, Peterson and Chingos compared Philadelphia schools that had been taken over by for-profit companies with those taken over by non-profit companies. They concluded that non-profit EMOs had a generally negative effect.

3. **Charter Schools**

- Far more popular than state takeovers and EMOs are charter schools.

- There is a strong research consensus that charter schools show no substantial achievement advantage on average.

- The federal government's Institute of Education Sciences, in 2005 analyzed a national sample of NAEP test scores for charter schools. They found that when ethnic background and reading scores were considered, there were no significant differences between charter and regular school students.

- In 2008, researchers at Western Michigan University undertook an exhaustive review of the literature.... and reported on 47 studies. 19 studies reported positive results, 16 reported negative findings, and the remainder showed mixed conclusions with respect to Charter School choice.

- University of Washington Professor Paul Hill and his colleagues in 2006 examined every state-level charter school study since 2000. Of the state studies, 40 reported test score analysis. The most common finding was null or mixed findings. In no case were the observed differences strong.

- Stanford professor Martin Carnoy and colleagues also reviewed the literature. They concentrated on state-level studies and confirmed the national NAEP studies of "no charter school achievement advantage.

4. **Reconstituting Schools**

- It involves replacing principals, teachers and staff (or segments of them) to establish a new climate, philosophy and structure in the "failed" school.

- Isolating the effects of reconstitution is a difficult task.

- Principal transfers, career changes and replacements are a common occurrence in most districts.

- The Center on Education Policy sorted out reconstitution effects using a regression model in its five study states: CEP noted that since each reconstituted school was already five years into school improvement activities before the reconstitution took place, the previous years of improvement work were often erased or undermined when used as a restructuring approach.

5. **"Any Other" Restructuring Efforts**

- "Any other" is the most popular restructuring option. The most prominent of these "any other" activities were hiring an outside expert (62%), changing the internal structure (61%), implementing a new curriculum (41%), replacing staff (26%), 83 extending the day (26%), and extending the year (10%).

- Typically, the schools opted for a potpourri of popular "best practices," including increased use of data to identify student needs, professional development, off-the-shelf reforms, school planning, aligning curriculum with standards and assessments, intensive academics for needy populations, and extending school day, weeks and years.

- Little can be concluded from this sparsely studied and diffuse area.

- A December 2009 report synthesized findings from five years of state-level research and local case studies of school restructuring by the Center on Education Policy (CEP). All of the case study schools that raised achievement enough to exit restructuring used multiple, coordinated strategies, which they revised over time.

6. **Conclusion and recommendations**

- Refrain from relying on restructuring sanctions (takeovers, private management, charters, and reconstitutions) to effect school improvement. They have produced negative by-products without yielding systemic positive effects.

- Support research on the effectiveness of alternative improvement strategies that have been accepted as "best practices" but have not to date been supported by careful study. These include, turn-around specialists, data analysis, and instructional coaches.

- Support strategies that have been empirically demonstrated to yield significant school improvement. These include early education, longer school years and days, small school communities, intense personal intervention, strong counseling, and social support systems.

Note: For additional info see attached school profile.

How is the District Supporting the Restructuring Plan?
What Systematic or District-Wide Improvement efforts are being implemented to support restructuring initiatives?

Professional Development Activities

2010-2011
Tentative Professional Development

Professional Development Schedule

Day 1 August 11—Marzano Training K-12
Day 2 August 12-- Marzano Training K-12
Day 3 August 13—Strategic Plan/First Aid/Handbooks K-12
Day 4 August 16—Reading First K-8
Day 5 August 17-- Reading First K-8
Day 6 August 18—Reading First K-8
Day 7 August 19—Culture Sensitivity/Business Office/Staff in Classrooms K-12
Day 8 August 20— Staff in Classrooms K-12
Day 9 2nd/3rd Week in October (K-8 Reading)
Day 10 3rd/4th Week in January (K-8 Reading)
105 days of on-site reading Mastering & Writing Coaching through ERI
Afterschool Reading first Training
On site math/reading Coaches (Instructional Facilitators—2 reading/1 math)

Grant Funds:
Title I--$49,850
Title II-A--$134,000
Title II-D--$4,266 District Total for PD
IDEA 611-Some can be used for differentiated instruction training etc. Also can be training for specific SPED issues.

Impact Aid
General Fund
ARRA--$80,000

How will this plan support current School Improvement efforts within the school?

For School Year 2010-2011 the District will again contract with ERI for reading coaches with respect to Direct Instruction/Reading First/ Guided Reading activities. These coaches will be contracted to be on-site at least 115 man-hour days throughout the school year. They will spend time in the classroom, modeling high-yield teaching strategies, meeting with teachers to train in data interpretation, and intervention strategies as they pertain to the idea of Response to Intervention. Coaches will also aid teachers in reviewing data with the intent of forming appropriate/effective student reading groups. Additionally, writing will be emphasized as this is a critical component of the PAWS language component. Two Instructional Facilitators will also be employed to ensure that programmatic fidelity is maintained grades K-8 with respect to Reading Mastery and the attached writing programs.

The District will also employ a math coach through ARRA funds to provide programmatic support with respect to Everyday Math implementation. In addition the District will employ a Math Recovery teacher with the intent of reaching 25% of the first graders annually. Moreover math coaches from the National American Indian, Alaskan & Hawaiian Educational Development Center in Sheridan, Wyoming will be on site throughout the school year to address delivery methods with respect to Math Recovery.

The District will also provide professional development for Marzano's nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Finally, through ARRA funding, the District is adding a preschool classroom (teacher and paraprofessional) as research supports the idea of early education. Current MAP data supports this in that those who have attended preschool at Arapahoe Elementary School generally experience higher academic achievement in subsequent years.

What data will be used to measure the success and monitor restructuring efforts?

(If available, attach documentation to support these efforts)

Dropout, attendance, DIBELS MAP, PAWS, Discipline: Success will be measured against data reviewed on 12/16/2009.

What resources will be used to support this plan?

Title I

Title II-A

Title II-D

Title IV

IDEA 611

ARRA

Impact Aid

Instructional Facilitator Funds

Bridges

General foundation Funding

What are the major milestones or timelines for plan?
Identify some "quick wins" to be accomplished to achieve your goals

04/12/2010—Fremont County School Board Approval
06/2010—WDE and State Board of Education Approval
05/21/2010—Consolidated Grant Planning
05/21/2010—Write School Improvement Plan (K-5 & 6-8)
06/31/2010--Hire assistant principal
06/31/2010—Hire Math Coach
06/31/2010—Hire Additional Preschool Teacher
06/31/2010—Hire Counselor
7/3/2010—Consolidated Grant Submission
11/4/2010--Submit NCA School Improvement Plans

Other Supporting Documentation

(Please list documents attached to support your plan here. Include attachments in submittal.)

CITIZENSHIP & DISCIPLINE

2007-08	SCHOOL	DISTRICT	STATE
Percent of Students Involved in Incidences	8.7%	13.7%	6.5%
Percent of Incidents Resulting in In-School Suspensions	-	18.6%	62.3%
Percent of Incidents Resulting in Out-of-School Suspensions	-	81.4%	37.5%
Percent of Incidents Resulting in Expulsions	-	0.0%	0.2%
Percent of Incidents Involving Alcohol and Drugs	19.6%	12.9%	8.1%

- To maintain student confidentiality the data cannot be reported.

DATA ANALYSIS

- PAWS scores for all tested students in all tested content are consistently below state averages.
- In math, the cohorts that were in 3rd, 4th, and 5th in 2005-06 showed losses over four years.
- In 2008-09, there were less than 10% proficient or advanced in 3rd grade reading. Low proficiency rates in reading at the 3rd grade level correlate with high dropout rates in high school.
- Fremont #38 missed AYP in math & language arts, which is consistent with the low student performance on the ACT.
- The attendance rates are in the low to mid-80%. It is difficult to increase learning if students are not attending school regularly.
- The difference between ADM & ADA is highest in 7th and 8th grade.
- This school population is almost entirely Native American, with most students on free or reduced lunch.
- The percentage of students on IEP is above state averages.
- 78% of the special education students are on an IEP, 15% have an emotional disability.
- The percentage of students involved in incidences is below the district average but is above the state average.

WDE

SCHOOL PROFILE
2009-10

ARAPAHOE ELEMENTARY

Superintendent: Rick Lindblad

Principal: Sharei Ricketts

Arapahoe School, Fremont County School District Thirty-Eight, is located in Arapahoe, Wyoming.
Arapahoe School and the Arapaho community collaborate to provide an outstanding education program to serve its K-8 students and families throughout the Wind River Indian Reservation. To meet the challenges that collaboration provides, the FCSD #38 Board of Trustees, in 2001, established a strategic planning task force to accomplish the following goals:

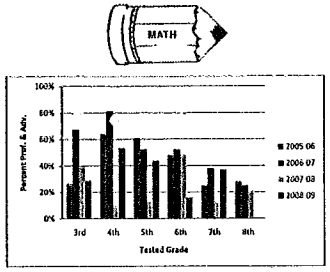
- Study and revise the district's mission as needed
- Analyze external and internal opportunities and threats
- Examine external and internal strengths and weaknesses
- Design and implement a strategic plan to give the district direction via a five-year continual improvement process

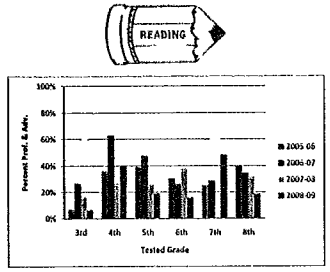
The members of the strategic planning task force, in representation of all stakeholders, are deeply committed to the belief that students who attend Arapahoe School deserve to learn about the rich cultural traditions and values associated with the Northern Arapaho Tribe. Ninety percent of our enrolled students represent the Arapaho culture.

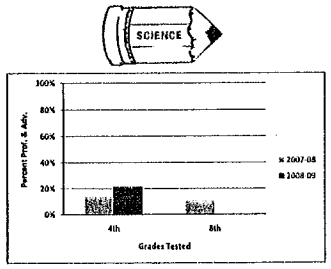
PAWS & AYP RESULTS*

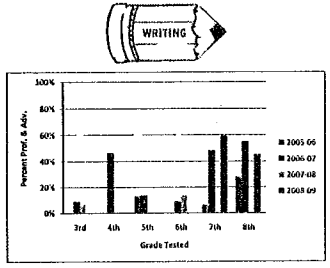
PERCENT PROFICIENT & ADVANCED**

This is the State average for the 2008-09 PAWS.









AYP PARTICIPATION

	MATH									LANGUAGE ARTS								
	ALL STUDENTS	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	ELL	F/R LUNCH	IEP	ALL STUDENTS	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	ELL	F/R LUNCH	IEP
2006	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X
2007	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
2008	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2009	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

AYP ADDITIONAL INDICATOR***

	All Students
2006	✓
2007	✓
2008	✓
2009	✓

AYP ACADEMIC ACHIEVEMENT

	MATH									LANGUAGE ARTS								
	ALL STUDENTS	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	ELL	F/R LUNCH	IEP	ALL STUDENTS	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	ELL	F/R LUNCH	IEP
2006	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	X	X	✓
2007	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2008	✓	✓	✓	✓	✓	✓	X	✓	X	X	✓	✓	✓	X	✓	X	X	X
2009	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	X	✓	X

✓ = Made AYP X = Missed AYP

* The 2006-07 administration of PAWS allowed students the opportunity to take PAWS twice and then use the highest score in performance calculations.

** To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

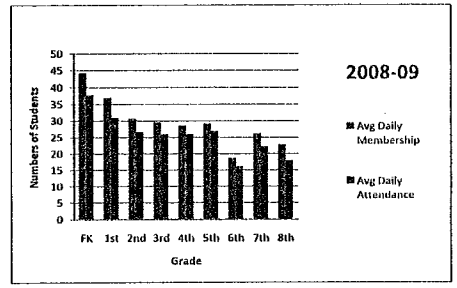
*** AYP Additional Indicator for high school is the graduation rate. For elementary and middle schools it is the percent of students reading below basic.

DEMOGRAPHICS

SCHOOL DEMOGRAPHICS

	2006	2007	2008	2009
Enrollment	291	266	263	266
Attendance Rate	84.9%	83.3%	85.9%	85.9%
Free Reduced Lunch	252	250	266	+
Percent on Individual Education Plan	18.9%	14.7%	15.2%	+
Students per Certified Staff	8.1	6.7	7.5	+

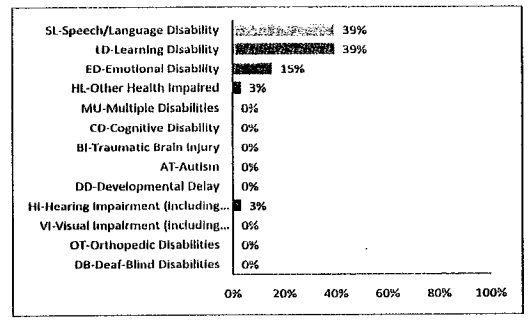
DISTRICT AVERAGE DAILY MEMBERSHIP & ATTENDANCE



COST PER AVERAGE DAILY MEMBERSHIP 2007-08

	DISTRICT	STATE
Instruction	$23,807.00	$8,546.00
Instructional Support	$1,634.00	$1,751.00
Support Services	$12,339.00	$4,168.00
Non-Instructional Services	$1,479.00	$528.00
Facilities Acquisition	$115.00	$46.00
Total Cost per Average Daily Membership	$39,374.00	$15,039.00

SPECIAL EDUCATION COUNTS BY DISABILITY 2008



ETHNICITY COUNT 2008

American Indian/Alaskan Native	527
Asian	0
Black (not Hispanic)	1
Hispanic	1
White (not Hispanic)	7

+ Information is not yet available.

Section 4 – Restructuring Plan Required Signatures Page

These signatures are only required for Title I schools in Year 4 of School Improvement, Corrective Action (Planning for Restructuring). Original Signatures required. Once the LEA has obtained their necessary signatures, this Signature Page needs to be sent to the WDE Title I Director so WDE and SBE approval can be secured.

LEA SIGNATURES

Karen Rickett — 4/12/2010
School Principal (Name) — Date

4-12-2010
LEA Superintendent (Name) — Date

LEA School Board Approval – YES (X) NO ( )

4/12/2010
LEA Board Chairperson (Name) — Date

***Wyoming Department of Education Approval* – YES ( ) NO ( )**

Wyoming Superintendent of Public Instruction — Date

***Wyoming State Board of Education Approval* – YES ( ) NO ( )**

WSBE Chairperson

Date

ACTION SUMMARY SHEET
STATE BOARD OF VOCATIONAL EDUCATION

DATE: June 16, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the April 16, 2010 State Board of Vocational Education Meeting held at the Goshen County School District #1 Board Room in Torrington.

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 16, 2010

PREPARED BY: *Teresa Canjar*
Teresa Canjar, Executive Assistant

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Vocational Education Minutes
April 16, 2010
Goshen County School District No. 1 Board Room

Wyoming State Board of Vocational Education Members present: Phil Orton, Norine Kasperik, Jan Torres, Bill Anthony, Sandra Barton, Mike Hejtmanek, Larry McGarvin, Dana Mann-Tavegia, and Joe Reichardt

Wyoming State Board of Vocational Education Members absent: Matt Garland, Pam Anderson, Jim McBride, and Jim Rose

Also present: Joe Simpson, Wyoming Department of Education (WDE); Teresa Canjar, WDE; John Shumway, Attorney General's Office; Teri Wigert, WDE; Tom Martin, WDE; Joe Baker, WDE; and Linda Scott, WDE

CALL TO ORDER

Chairwoman Sandra Barton called the meeting to order at 12:30 p.m.

Roll call was conducted and it was determined there was a quorum.

APPROVAL OF MINUTES

Minutes from the November 19, 2008, State Board of Vocational Education meeting held at the Hilton Garden Inn in Casper were presented for approval.

Bill Anthony moved that the minutes be approved, seconded by Dana Mann-Tavegia. Motion carried unanimously.

INTRODUCTION

Teri Wigert, Career Technical Education State Director introduced her team.

T. Wigert reviewed the documents in the packet. The first document was a summary which contained the federal government's findings and report to the Department of Education along with our response; the second document was the full final report from the United States Department of Education; the third document was our full projected response to the Department of Education; the fourth document was the required revisions we suggest be made to our 5-Year State Plan; and the last document was topics for presentation at future Wyoming State Board of Vocational Education meetings.

2008 OVAE MONITORING REPORT AND WYOMING'S RESPONSE

T. Wigert reviewed the summary document. It contained findings from the Office of Vocational and Adult Education's monitoring of the Wyoming Department of Education's Perkins Programs. This five day monitoring was conducted in November of 2008. The purpose of the visit was to look at all our programs and "point us in the right direction if we were off course"; a continuous improvement process. During their visit they also monitored five high schools and one community college to evaluate programs and how funds were expended.

There were five findings and those were cited in a report dated July 27, 2009. The findings occurred in three areas: one in Administration, one in Finance, and three in Accountability.

The first finding was based upon who is Wyoming's eligible agency. The eligible agency is the entity that supervises and administers the Perkins Program. The Department of Education has historically been the eligible agency to receive the funds. The monitoring team deducted that the Wyoming State Board of Vocational Education should be designated as the eligible agency after looking at two State Statutes 21-2-202 which describes the duties of the State Superintendent and 21-2-307 which describes the duties of the State Board of Education. The statutes are completely void of language saying the Wyoming State Board of Vocational Education is the entity that should oversee Perkins. The OVAE finding says the Wyoming State Board of Vocational Education failed to properly execute its responsibilities, they delegated its entire authority to the Department of Education, and they failed to properly serve as Wyoming's eligible agency. T. Wigert reiterated that the Board could not have known they were negligent in carrying out these duties, nor did the Department intentionally overstep its authority or try to subsume responsibilities from the Board and carry out duties they were not entitled to carry out.

T. Wigert then deferred to Chairwoman Sandra Barton to explain about the four duties the monitoring team stated cannot be delegated to the Department. Chair Barton referred to the bullets on page 2 of the report. These bullet items need to be corrected in order to assure we are in compliance with receiving the federal funds. The bullets are as follows:

- Coordinating the development, submission, and implementation of the state plan;
- Consulting with the Governor and appropriate agencies, groups, and individuals;
- Convening and meeting as an eligible agency (consistent with state law and procedure for the conduct of such meetings) at least four times within a program year or annually;
- Adopting procedures necessary to implement State-level coordination in administering the plan.
- All other responsibilities, other than the four above, are delegated to the Wyoming Department of Education.

Chair Barton stated this will be an opportunity for us to look at how we are handling current technical education and vocational education. She welcomed discussion on moving towards a recommendation on how we handle and proceed with these bullet items.

Chair Barton stated a subcommittee would be developed from this Board to oversee and make sure these four bullets are completed. The subcommittee will be Chair Barton, Dana Mann-Tavegia, Jan Torres and Mike Hejtmanek. The committee will report back at the next meetings for a final recommendation in September, 2010.

Teri reiterated a confirmation or affirmation has not been received from the US Department of Education on the Wyoming Department of Education's response to the findings.

Bill Anthony suggested from now on this group meets as both Boards at every meeting. Chair Barton agreed and the Wyoming Board of Vocational Education will meet each time the Wyoming Board of Education meets.

T. Wigert said they are enthused about the opportunity to present, share information, and work together on topics the Board have asked about at every meeting. Chair Barton asked the Board to look at the topics for the June meeting; she would like to talk about where career technical education is going and get a vision on what is the future of CTE.

Tom Martin addressed finding number one under Program Finance which states Wyoming permitted eligible recipients to exceed the five (5) percent maximum of funds allowable for local administration under Perkins IV.

Joe Baker stated this result is because the accounting was aggregated and it looked like districts had used more than 5 percent for administrative costs. WDE called the districts and they made the adjustments reflected in the chart. To prevent that from happening again, we've brought it to their attention during visits and have written the operation guidelines in the handbook. Our new grant management system (E-Grant) will throw an error if they fill out the application incorrectly in the future..

There were no findings in Local Applications and Special Populations.

There were three findings in Accountability.

The first finding stated Wyoming's data collection system fails to ensure that the data reported to the eligible agency from the LEAs and the data the eligible agency reports to the Secretary are complete, accurate, and reliable.

Linda Scott explained we have a data collection system that collects data on all our concentrators which are students in their third semester of a program or are completing. Wyoming has small school districts and according to the FERPA rules there are certain regulations on how you can report data less than ten students. Some data can't be reported because of confidentiality situations, so in our Consolidated Annual Report (CAR), we have to enter zeros in the smaller districts and that is what they questioned. The explanation was accepted.

The second finding stated Wyoming failed to ensure that eligible recipients review their performance data to identify and quantify any disparities or gaps in performance among students and disaggregated categories of students.

Joe Baker stated this finding is related to finding number one. As you review their data and if there is small numbers, you can't report their performance. To counter that number, districts have to look at their data over two years then analyze it for disparities of performance among groups and then address those issues.

The third finding stated Wyoming failed to monitor eligible recipient's progress in meeting its Perkins performance goals as a part of its statewide monitoring process.

Tom Martin stated in our response to the federal government, our formal monitoring document would be submitted. There will be a workshop with the districts and colleges in the future to review this process with them.

The Board asked why they hadn't seen this report sooner since it was received in July, 2009. T. Wigert responded by saying we had the data, knew we had to respond within 30 days, and knew it was information the Board needed. We had two opportunities to bring this to the Board and missed both of those. The administration knew it was important, but there were conflicting demands on the Board's agendas. The CTE staff crafted our proposed response and decided to wait and see whether it was acceptable to OVAE and when we received additional information then we would bring it to the Board. We could have been sent it out, but we felt it wasn't self-explanatory and wanted to discuss it face to face.

Chairwoman Sandra Barton strongly stated that anytime there is correspondence/conversation which involves the State Board of Vocational Education, the Executive Committee be notified immediately so they can respond as a State Board in a timely manner.

There was a brief discussion about the Work Readiness Certificate Program. The Board asked for examples of the certificates so they can become familiar with them.

APPROVE 2010 MODIFICATION TO WDE 5-YEAR PLAN

Linda Scott explained that each year before we can get our Perkins allocation for the basic grant, we have to review the State Plan and make any revisions/changes. The first change is 2.S.1. of our performance indicator levels that we have to meet with the State. We have been developing technical skills attainment assessments for programs of study for the last two years and this year we are completing three of them. Pilots have been developed and will be online for our end of year assessment. They are agriculture, food, natural resources, construction and manufacturing.

The second item is a change of definitions to our performance indicator levels. When the State Plan was developed, we had general definitions. As we progressed and collected data, we are requesting changes in some of these definitions and have included a rationale for each change.

Bill Anthony moved to approve the recommended revisions in the 2010 WDE 5-Year Plan, seconded by Mike Hejtmanek. Motion carried unanimously.

CONCLUSION

T. Wigert wrapped up the meeting by stating WDE along with this Board can start accomplishing great things together. It is an opportunity to better utilize the strength and position of the Board to start anew as we conduct career technical education business.

T. Wigert referenced the list of topics in the packet the WDE would like to bring to the Board over time. At future meetings there will be required duties and more broad topics about career technical education in Wyoming.

Phil asked that items needing action be presented at the work session in the future.

ADJOURNMENT

Chairwoman Sandra Barton adjourned the meeting at 2:05 p.m.

Wyoming Department of Education

Career Technical Education

Presentation to the
State Board of Vocational Education

Date: June 16, 2010

Reflect, Transform, Lead:

A New Vision for Career Technical Education (CTE)

The Following five principles collectively form our national vision for CTE:

- Ensure that the United States leads in global competitiveness
- Partner with employers to design and provide high quality, dynamic programs
- Prepare students to succeed in further education and careers
- Deliver comprehensive programs of study aligned to the National Career Cluster Framework
- Embrace a results-driven system that demonstrates a positive return on investment

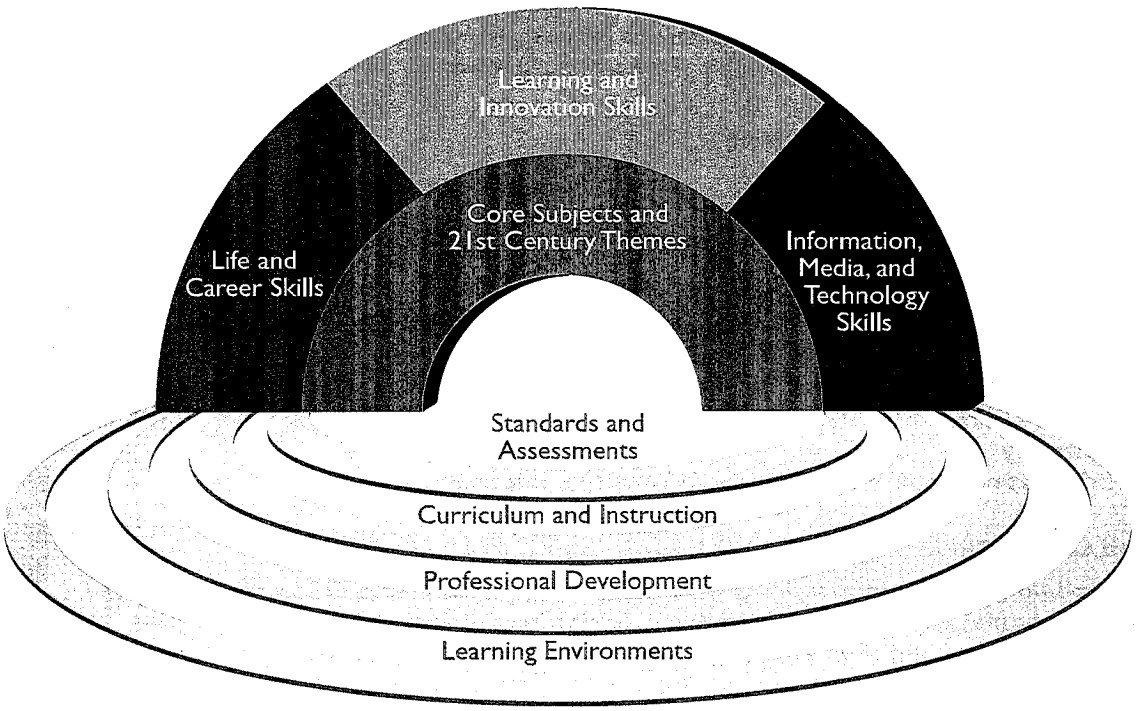
Five Essential Steps
Toward Accomplishing the Plan

- Establish a statewide steering committee to guide pathways adoption
- Strengthen core CTE programs and curriculum
- Conduct pilot demonstrations of comprehensive career pathways
- Strengthen professional development and teacher preparation programs
- Evaluate improvements to CTE instruction and delivery

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Publication date: 12/09

177 N. Church Avenue, Suite 305 Tucson, AZ 85701 520-623-2466 www.21stcenturyskills.org

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.21stcenturyskills.org.

PARTNERSHIP FOR 21ST CENTURY SKILLS

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Reflect, Transform, Lead:

A New Vision for Career Technical Education

A New Vision

The United States has long held its leading economic status in the world. Propelled by innovation, the competitive character of capitalism, and the spirit of entrepreneurship, our nation thrived as a power house setting both the standards and pace for the world economy. On the heels of national fiscal crises, a flattening globe, and the challenges and opportunities brought on by technology, we must now take a hard look at how our workforce is prepared if the United States is to retain its leadership position in the dynamic global economy.

Photo courtesy of Missouri Dept. of Elementary & Secondary Education

Reflect: An Evolution

In the early 1900s, vocational education emerged in response to the burgeoning industrial era. Designed to train individuals with job-specific skills, vocational education helped drive our nation's economic engine throughout the 20th century. Today, vocational education is called career technical education (CTE). To be clear - CTE is not a new label for the same system. While CTE is built upon the rich history and tradition of vocational education, it has adapted to meet the dynamic demands of the global economy. CTE programs at the secondary, postsecondary and adult levels prepare individuals for a wide range of careers such as health care/bio-medical, renewable energy, hospitality, nanotechnology, engineering, logistics, law enforcement, and information technology. As such, CTE reflects the modern workplace. And since the majority of careers require a postsecondary credential, high-quality CTE programs incorporate rigorous academic and technical standards, as well as critical workplace skills such as problem solving, communication and teamwork, to ensure career and college success for its students.

Hence, CTE has a positive impact on student achievement and transitions. The programs help students find their passion, bolster their confidence and empower them to succeed. Because CTE demonstrates a positive return on investment, CTE is a trusted, long-standing partner with the employer community. And since CTE programs can be found in rural, suburban and urban communities in every state in our nation, CTE has the capacity and infrastructure to be the vehicle to prepare students of all ages to be successful in this ever-changing, world marketplace. While many CTE programs have evolved in the ways noted above, not all have. We have made much progress but we can and must go further. Excellence in all of our programs is essential.

Transform: A Reinvention

The forecasted needs of the 21st century, the pace of technological change, demographics, the challenges of student engagement and achievement, and growing global competition have created an urgency to evaluate the trajectory and role of CTE in the United States. In keeping with our leadership role and responsibility, the National Association of State Directors of Career Technical Education Consortium puts forth this bold vision intended to guide CTE's role in our nation's educational, workforce and economic advancement and success.

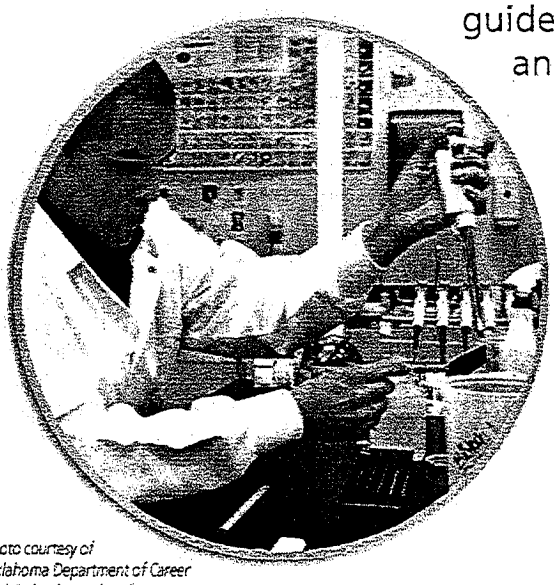

Photo courtesy of Oklahoma Department of Career and Technology Education

The five principles below collectively form our vision for CTE. The principles are interdependent and should not be considered in isolation. This vision charts a progressive, challenging agenda that seeks to ensure that CTE's contributions and potential are fully realized.

CTE is critical to ensuring that the United States leads in global competitiveness.

By meeting the current needs and anticipating the future demands of the economy, CTE is critical to our nation's economic success. CTE is a leader in building collaborative connections among education, economic development, and workforce development to ensure alignment of policies and program delivery. The programs are flexible in how and when they are delivered, and are innovative and quick to respond to employer needs. Standards incorporated in the programs are rigorous, blended academic and technical content, and internationally benchmarked. And students of all ages – youth to adult – who enroll in these programs are prepared as global citizens with an innovative and entrepreneurial spirit and who are boundless in their ideas and endeavors to stimulate positive economic change.

To accomplish this, we will:

- Develop a national common core of technical standards, built upon The National Career Clusters Knowledge and Skills Statements that are benchmarked internationally and supported by leaders from business, labor, education and government.
- Initiate federal policy that secures CTE's leadership role in leading alignment among education, economic development and workforce development, and increases U.S. investment in CTE.
- Launch a marketing and communications campaign to showcase CTE's critical role in transforming the way education is delivered to all students, and to underscore the positive economic impact it provides for individuals and our nation.

CTE actively partners with employers to design and provide high-quality, dynamic programs.

CTE aligns its programmatic offerings to current, emerging and projected labor market needs. Therefore, partnership with business and industry is absolutely essential to our success. Drawing our curricula, standards and organizing principles from the workplace, employers are critical partners in the design and delivery of CTE programs.

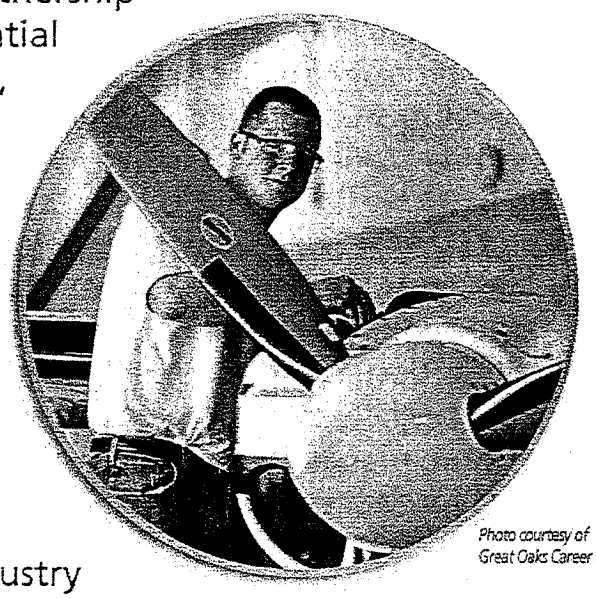

Photo courtesy of Great Oaks Career Campuses

To accomplish this, we will:

- Partner with business and industry organizations to develop and implement rigorous, internationally benchmarked CTE programs of study[a] that are aligned to state, national and international economic demands and industry standards.
- Partner with business and industry organizations to ensure that the credentials earned by students enrolled in CTE programs are valued by the labor market and are, at a minimum, nationally portable.
- Close skills gaps by providing learners of all ages with access to the education and training necessary to be highly competitive in the labor market, including ongoing skill development of the existing workforce.

CTE prepares students to succeed in further education and careers.

The false dichotomy of preparation for work or college is no longer relevant. The global economy places a premium on skills acquisition and innovation. Therefore, all workers must be lifelong learners who continue to cultivate and grow their knowledge and skills through further education[b]. CTE programs prepare students to be successful by providing adaptable skills and knowledge, thereby ensuring flexibility to transition careers as interests change, opportunities emerge and the economy transforms. To document competency of these knowledge and skills, valid and reliable assessments that result in nationally recognized and portable credentials are necessary.

Photo courtesy of Missouri Dept. of Elementary & Secondary Education

To accomplish this, we will:

- Support policies that require all students to have a personalized learning plan that clearly maps out a comprehensive strategy to achieve their education and career goals.
- Promote the acquisition of college and career ready standards, aligned to The National Career Clusters Essential Knowledge and Skills Statements[c], for all students.
- Aspire to have CTE be performance-based, student-centered programs that are delivered without regard to time or place, to the extent feasible without diminishing the quality of the programs.
- Support the development of valid, reliable and rigorous national technical assessments, aligned to a national common core of technical standards, resulting in recognized and portable credentials.

CTE is delivered through comprehensive programs of study aligned to The National Career Clusters framework

To achieve our vision, ongoing transformation in the content and delivery of CTE programs is necessary. Programs of study aligned to The National Career Clusters framework[d] are the means to accomplish this goal and should be the method of delivery of all of CTE. A rigorous and comprehensive program of study, delivered by qualified instructors, is a structured sequence of academic and CTE courses that leads to a postsecondary-level credential. In a program of study, the standards, curriculum, and assessments are aligned, thereby ensuring coordination and seamless delivery of instruction and transitions for students. Students are given opportunities to explore myriad career possibilities and have access to comprehensive career planning that empowers them to plan and prepare for a lifetime of career and educational choices. Relevant work-based learning opportunities, and leadership development offered through career technical student organizations (CTSOs), are incorporated into the program of study.

To accomplish this, we will:

- Convene and lead education, employers, labor and government to develop policy, resources and technical assistance to help states with the design and implementation of programs of study as a standard approach to delivering high-quality CTE.
- Support incentives for employers to provide work-based experiences and professional development opportunities for teachers and faculty, so they are aware of and can incorporate the latest industry standards and technologies into their programs.
- Encourage dual academic and technical certification of all teachers and faculty to support seamless and blended instruction.
- Support federal legislation that encourages rigorous, comprehensive programs of study as the delivery model for education.

CTE is a results-driven system that demonstrates a positive return on investment.

CTE embraces the critical importance of accountability and data-driven decisions. CTE's performance must be measured by appropriate indicators that accurately reflect programmatic outcomes. Data is used to drive decisions on resources and programs, thus ensuring programs are aligned to the economy's needs and resources are directed toward areas of highest need. Further, data demonstrates CTE's positive impact through return on investment measured by fiscal returns or savings for government and employers, favorable societal impact, career benefits for individuals and a positive impact on regional, state or national economies.

To accomplish this, we will:

- Use data to identify high quality, successful, scalable CTE practices and programs, target efforts and funds to those found effective, and eliminate those that are ineffective.
- Support federal policies that make the collection of nationally comparable, valid and reliable data possible and efficient.
- Encourage longitudinal data systems to incorporate the data components necessary to support CTE accountability measures.
- Promote alignment of data requirements and accountability measures among federal education and workforce preparation programs.
- Develop a national return on investment model to demonstrate CTE's positive fiscal, societal, and economic impact.

Lead: A Call to Action

Our nation is at a critical juncture as competition in the global economy intensifies. We believe our nation's economic vitality hinges on our commitment to invest in and ensure the preparedness, efficiency, innovation, creativity and productivity of the U.S. workforce.

CTE also has reached a critical juncture. Success in this global economic environment demands a different type of workforce. If CTE is to have a role in successfully preparing this workforce, we must look at program content, how we deliver our programs, and let go of what no longer works. We will strive to create only programs of excellence. We must be willing to take the bold steps necessary to jumpstart dramatic change in our nation's education and workforce preparation systems. The dichotomous silos of academics versus CTE must be eliminated and their supporting infrastructures must be re-imagined to meet the needs of the economy. As the lines of economies blur, so too must the lines that currently separate CTE and academic education.

As we look to the future, imagine an education and workforce system that rewards innovation, synergistically and cohesively supports different learning styles, equally values different interests and talents, nimbly adapts and responds to technology and workplace needs, and prepares all students for career success through multiple pathways. This is our vision for the future of CTE. Bold leadership and actions will be necessary to realize this vision. We will provide the leadership to ensure our vision is achieved.

References

For more information on the references below, visit *www.careertech.org*.

[a] *A program of study is a comprehensive, structured approach for delivering academic and career technical education to prepare students for postsecondary education and career success. A framework has been developed in partnership with the U.S. Department of Education's Office of Vocational and Adult Education. This framework provides the expanded definition of a comprehensive program of study.*

[b] *The term "further education" encompasses all forms of postsecondary education including community and technical colleges, universities, military service, apprenticeship, licensure, and industry credentials/certification.*

[c] *Career Clusters Essential Knowledge and Skills Statements, which have been nationally validated, represent a comprehensive definition of what constitutes the core of initial college and career readiness across all 16 Career Clusters. The essential knowledge and skills are organized in the following categories: technical skills; academic foundations (minimally defined as a state's graduation requirements); communications; problem solving and critical thinking; information technology applications; systems; safety, health and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development.*

[d] *The National Career Clusters framework organizes CTE instruction and learning experiences in 16 career themes and facilitates a seamless transition for students from secondary to postsecondary.*

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals to succeed in education and their careers, and poises the United States to flourish in a global, dynamic economy.

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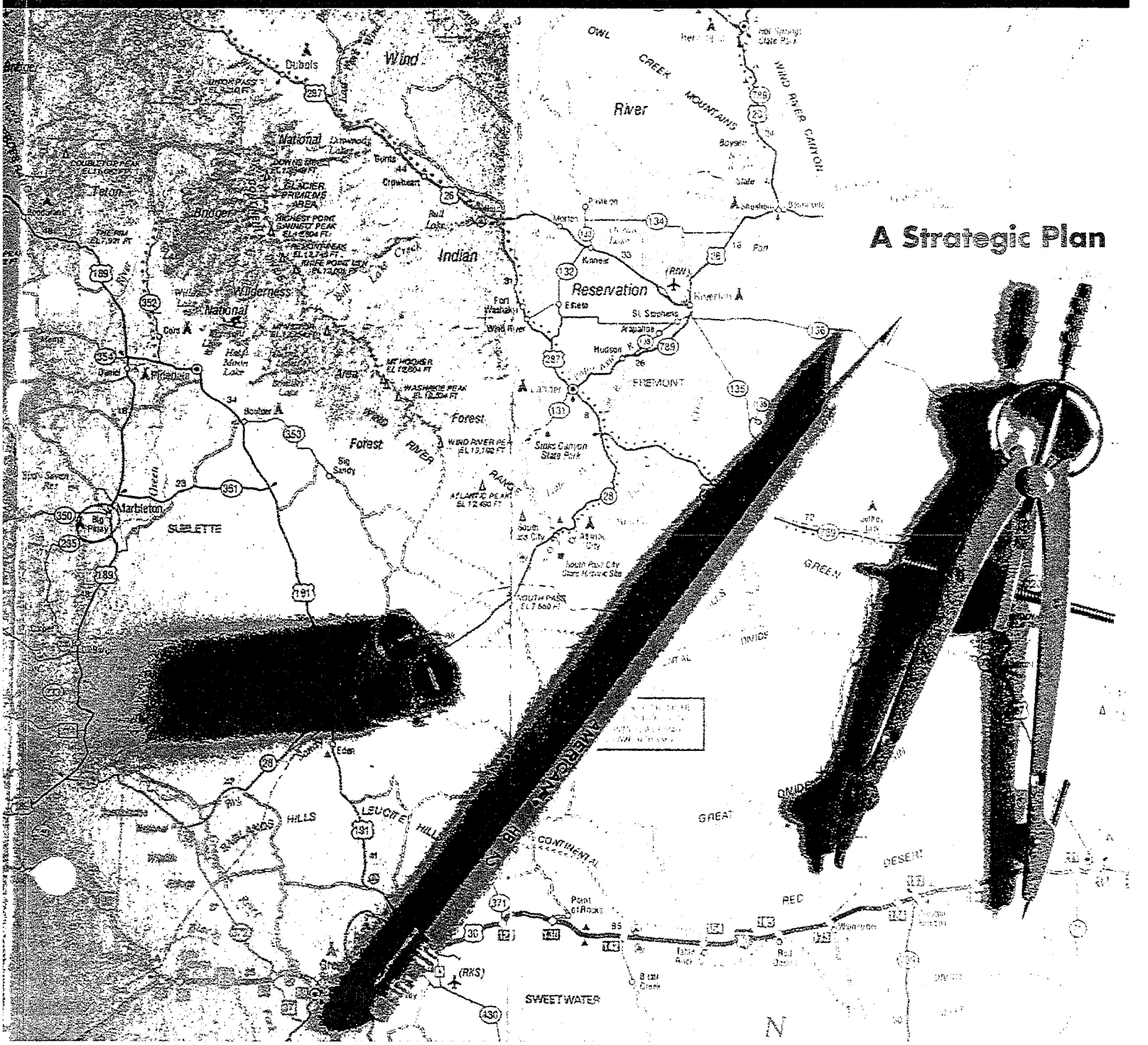
New Directions for High School Career and Technical Education in Wyoming

A Strategic Plan



Summary of Recommendations

This CTE policy analysis sought to determine if relevant federal and state statutes, rules, and regulations align with the future envisioned for CTE in Wyoming in the state CTE strategic plan, "New Directions for High School Career and Technical Education in Wyoming." The Wyoming Department of Education has charted a course guided by the CTE strategic plan and the Perkins state plan. Both plans reinforce the state's intention to move CTE toward a PoS structure built on rigorous academic and technical standards, alignment and articulation of secondary and postsecondary programs, a high-quality teaching staff, and support for students. The analysis offers some overarching observations and specific recommendations.

State staff may want to consider how best to address the recommendations. If the recommendations are considered useful in moving the state's CTE agenda forward, would it be best to introduce or modify state statutes, create or modify administrative rules, or issue state agency guidance? Each approach carries benefits and risks. Formal state legislation may signal stronger policy-level support than issuing guidance. The introduction and passage of legislation, however, may take longer than issuing guidance. Guidance may be the more expedient approach, but may be perceived as reflecting less serious intent. Wyoming needs to weigh the risks and benefits of establishing formal, legislative policy as compared to guidance or regulation on existing statute.

The policy analysis reviewed a minimal number of relevant state statutes, administrative rules, and regulations. With a minimum level of state statutory authority, WDE is challenged to encourage local providers to implement CTE structures beyond the minimum required. The federal Perkins Act does provide statutory authority to promote and require movement toward a CTE PoS structure, also endorsed in the CTE strategic plan. WDE has created policy regulation and guidance to promote implementation of basic PoS features, but local discretion will determine the fidelity of implementation. At this time, there is no statutory authority or administrative rule supporting WDE in regulating consistent statewide implementation.

WDE has demonstrated a commitment to collaborate with other state agencies sharing a role in CTE. Our analysis of the statutes, rules, and regulations from other state agencies reveals the challenge of keeping policy from multiple agencies in alignment with WDE's direction for CTE. Fortunately, there appears to be no significant conflict among CTE-related policies across partner agencies. Close collaboration to monitor ongoing policy alignment is needed between WDE and the Wyoming Professional Teaching Standards Board to ensure that teacher licensure requirements are compatible with the state's direction for CTE. The articulation of secondary and postsecondary PoS would benefit from close alignment in the CTE

policies of WDE and Wyoming Community College Commission. Creating compatible policies between WDE and the Wyoming Department of Workforce Services could encourage the development of CTE PoS responsive to economic and workforce demands in the state.

Besides these overarching policy considerations, specific program-level policy and guidance might be considered for each of the policy analysis categories. The extent of WDE authority in addressing each recommendation would depend on whether WDE seeks statute, rule, regulation, or policy guidance.

The following is a summary of all recommendations in this policy analysis report.

Recommendations: Career Pathways or Programs of Study, Standards, Curriculum, and Assessment

- Establish WDE authority to secure local employer support through a local validation process so that specific local and regional needs are addressed.
- Establish and implement state policy and practice to transition individual PoS courses toward a consistent statewide structure based on the state's academic and technical standards.
- Encourage and continue current work in Wyoming seeking more uniformity and consistency within the CTE PoS curriculum structure. Work currently underway based on the *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)*[7] provides the kind of uniformity that assists with statewide implementation and helps achieve a consistent level of fidelity in implementation.
- Consider developing policy or guidance allowing local school districts to establish policies permitting the award of academic credit through CTE instruction that aligns CTE content with state-defined academic content and performance standards.
- Consider the policies promoting integration being implemented in Oregon and Washington[8] as possible models for Wyoming.

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[7] Bradby et al. (2007). *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED).*

[8] Oregon Credit for Proficiency: http://www.ode.state.or.us/search/results/?id=35
Washington Equivalency Credit:
http://www.k12.wa.us/CareerTechEd/pubdocs/EquivalencyCreditToolkit2.0.pdf

Recommendations: Delivery Systems and Student Guidance

- Consider an administrative rule or policy to provide financial incentives for local practices contributing to the statewide implementation of Wyoming's CTE strategic plan objectives.
- Consider providing guidance on the use of distance learning and online instruction as part of broader WDE efforts to use distance and online delivery.
- Ensure that guidance for the development and implementation of local CTE delivery models addresses the use of Wyoming's success curriculum [W.S. 21-16-1307] within a PoS.
- Collaboration between WDE CTE staff and core academic staff could produce policy and/or guidance for local school districts on academic and CTE integration.
- Consider offering guidance to local districts highlighting opportunities in the Hathaway Scholarship program that encourage development of PoS as a pathway for CTE-focused students to qualify for a Hathaway Scholarship.

Recommendations: Secondary-Postsecondary Career and Technical Education Articulation

- Consider establishing implementation guidance, policies, or guiding principles for statewide articulation standards.
- Conduct an evaluation at Laramie County Community College and Sheridan College on their use of the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards as part of a statewide strategy for secondary-postsecondary articulation.
- Consider a collaborative secondary-postsecondary effort to identify and communicate Wyoming community college placement criteria and requirements for Wyoming's limited or restricted-entry postsecondary CTE programs. Once requirements are identified, offer guidance to the field on incorporating high school exit and college placement requirements into PoS.
- Consider establishing statewide placement criteria and uniform entry requirements for limited or restricted-entry postsecondary CTE programs.

Recommendations: Teacher Quality, Preparation, Professional Development

- Encourage sustained communication between WDE and PTSB on updating teacher licensure endorsements to align with career clusters. Consider joint WDE and PTSB communication to the field to reinforce implementation of the updated licensure requirements.
- Consider adopting an internal WDE CTE teacher licensure review process that takes advantage of PTSB's unique position to influence the content of Wyoming CTE teacher preparation programs.
- Encourage WDE collaboration with PTSB to design, refine, and implement policy guidance for effective alternative teacher licensure processes to ensure a supply of CTE teachers for high-demand economic and workforce development areas where teacher preparation programs are limited or non-existent.
- Communicate with and offer policy guidance to local secondary CTE providers about using community college faculty as instructors, as authorized by Wyoming state statute.

Recommendations: Finance and Accountability

- Consider the benefits and risks in using the Perkins reserve fund provision to determine whether the WDE-directed use of a reserve fund is seen as more beneficial than having the use of funds determined by eligible local recipients. As appropriate, develop policy guidance to the field on the reserve fund distribution formula and focused uses of such funds.
- Consider evaluating the eligibility of an integral academic course fundamental to a CTE program of study for the weighted CTE reimbursement factor and issue guidance on the criteria for identifying such academic courses.
- Provide guidance on data collection about PoS to determine if Wyoming's investment in PoS is beneficial. Consider financial incentives for local PoS that meet or exceed state-benchmarked performance.