

Goal 1: Improve Student Achievement

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

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

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

Measures: WY-TOPP; ACT

[10/27/26](#)

[2026 WY TOPP](#)

		District 2022	District 2023	District 2024	District 2025	District 2026
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	48.60%	47.90%	49.20%	49.90%	52.60%
3	Math	52.22%	56.10%	56.10%	55.90%	62.90%
4	ELA	42.10%	48.90%	45.20%	48.60%	48.60%
4	Math	51.40%	60.10%	59.60%	62.70%	61.10%
4	Science	48.10%	52.70%	49.50%	54.30%	51.30%
5	ELA	52.20%	47.00%	48.20%	52.70%	57.90%
5	Math	51.80%	48.50%	49.80%	51.50%	60.40%
6	ELA	54.10%	61.30%	56.00%	57.80%	60.40%
6	Math	56.50%	59.80%	56.20%	55.70%	60.10%
7	ELA	50.40%	51.70%	53.20%	54.50%	50.30%
7	Math	40.40%	51.40%	48.70%	41.90%	50.70%
8	ELA	57.90%	57.80%	53.70%	60.30%	54.30%
8	Math	50.60%	48.30%	54.00%	52.10%	48.50%

8	Science	47.20%	44.60%	43.90%	45.80%	43.90%
9	ELA	38.70%	49.60%	47.20%	47.60%	46.90%
9	Math	37.60%	45.90%	40.90%	44.90%	50.90%
10	ELA	42.10%	46.50%	47.10%	46.70%	47.70%
10	Math	41.00%	48.00%	48.60%	46.90%	49.40%
10	Science	39.00%	42.60%	50.10%	48.50%	53.10%

		District 2026	State 2026
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	52.60%	55.68%
3	Math	62.90%	61.20%
4	ELA	48.60%	52.55%
4	Math	61.10%	62.58%
4	Science	51.30%	56.19%
5	ELA	57.90%	61.34%
5	Math	60.40%	60.96%
6	ELA	60.40%	60.75%
6	Math	60.10%	56.87%
7	ELA	50.30%	56.50%
7	Math	50.70%	52.90%
8	ELA	54.30%	60.91%
8	Math	48.50%	53.94%
8	Science	43.90%	48.09%
9	ELA	46.90%	55.59%
9	Math	50.90%	46.48%
10	ELA	47.70%	54.65%
10	Math	49.40%	44.95%
10	Science	53.10%	53.28%

2025/2026 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2026	573	16.7	18.8	18.5	19.3	18.0
CCHS	2026	234	16.1	18.8	18.6	19.4	17.8
TBHS	2026	260	17.7	19.3	18.9	19.8	18.6
Westwood	2026	50	13.8	15.9	16.0	16.6	15.2
WJSHS	2026	29	16.6	19.8	18.8	19.3	18.4

CCSD Accountability Ratings (Last three years)

School	2023/2024	2024/2025	2025/2026
Buffalo Ridge	Meeting	Meeting	Meeting
Conestoga	Not Meeting	Meeting	Meeting
Cottonwood	Not Meeting	Not Meeting	Partially Meeting
Hillcrest	Partially Meeting	Not Meeting	Partially Meeting
Lakeview	Not Meeting	Partially Meeting	Not Meeting
Little Powder	Exceeding	Exceeding	Meeting
Meadowlark	Not Meeting	Partially Meeting	Meeting
Paintbrush	Meeting	Meeting	Meeting
Prairie Wind	Meeting	Meeting	Meeting
Pronghorn	Partially Meeting	Partially Meeting	Meeting
Rawhide	Partially Meeting	Partially Meeting	Meeting
Recluse	Meeting	NA	Meeting

Rozet	Partially Meeting	Partially Meeting	Meeting
Stocktrail	Meeting	Meeting	Partially Meeting
Sunflower	Meeting	Partially Meeting	Partially Meeting
Wagonwheel	Meeting	Exceeding	Exceeding
4J	Partially Meeting	Exceeding	Meeting
Twin Spruce	Partially Meeting	Partially Meeting	Partially Meeting
Sage Valley	Meeting	Partially Meeting	Partially Meeting
Wright Jr/Sr	Partially Meeting	Meeting	Meeting
Westwood	Meeting	Exceeding	Meeting
CCHS	Not Meeting	Not Meeting	Not Meeting
TBHS	Meeting	Meeting	Partially Meeting

2026 High School Accountability Chart WAEA & ESSA

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

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

2026 Alternative Schools Accountability Chart WAEA & ESSA

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

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

2026 Middle School Accountability Chart WAEA & ESSA

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

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

2026 Elementary School Accountability Chart WAEA & ESSA

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

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

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

4/14/26

Juniors at all secondary schools will be taking the ACT Test on April 8th. The 2026 WY TOPP Assessment window begins on April 15th. Results will be shared in the Fall of 2026.

9/23/25

2025 WY TOPP

		District 2021	District 2022	District 2023	District 2024	District 2025
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	45.60%	48.60%	47.90%	49.20%	49.90%
3	Math	38.60%	52.22%	56.10%	56.10%	55.90%
4	ELA	44.90%	42.10%	48.90%	45.20%	48.60%
4	Math	49.20%	51.40%	60.10%	59.60%	62.70%
4	Science	49.60%	48.10%	52.70%	49.50%	54.30%
5	ELA	47.50%	52.20%	47.00%	48.20%	52.70%
5	Math	48.50%	51.80%	48.50%	49.80%	51.50%
6	ELA	54.40%	54.10%	61.30%	56.00%	57.80%
6	Math	49.90%	56.50%	59.80%	56.20%	55.70%
7	ELA	49.00%	50.40%	51.70%	53.20%	54.50%
7	Math	44.30%	40.40%	51.40%	48.70%	41.90%
8	ELA	53.00%	57.90%	57.80%	53.70%	60.30%

8	Math	47.30%	50.60%	48.30%	54.00%	52.10%
8	Science	36.90%	47.20%	44.60%	43.90%	45.80%
9	ELA	39.40%	38.70%	49.60%	47.20%	47.60%
9	Math	38.00%	37.60%	45.90%	40.90%	44.90%
10	ELA	43.00%	42.10%	46.50%	47.10%	46.70%
10	Math	43.10%	41.00%	48.00%	48.60%	46.90%
10	Science	37.30%	39.00%	42.60%	50.10%	48.50%

		District 2025	State 2025
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	49.90%	53.10%
3	Math	55.90%	58.20%
4	ELA	48.60%	51.20%
4	Math	62.70%	57.40%
4	Science	54.30%	55.20%
5	ELA	52.70%	57.80%
5	Math	51.50%	55.20%
6	ELA	57.80%	58.10%
6	Math	55.70%	50.20%
7	ELA	54.50%	58.80%
7	Math	41.90%	50.10%
8	ELA	60.30%	61.40%
8	Math	52.10%	49.80%
8	Science	45.80%	49.20%
9	ELA	47.60%	54.70%
9	Math	44.90%	43.20%
10	ELA	46.70%	50.40%
10	Math	46.90%	43.20%
10	Science	48.50%	49.20%

2025 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2025	574	16.2	17.9	18.0	18.1	17.6
CCHS	2025	251	15.6	17.4	17.9	17.8	17.2
TBHS	2025	245	17.2	19.0	18.7	19.0	18.6
Westwood	2025	55	13.4	15.0	14.9	15.0	14.7
WJSHS	2025	23	17.9	18.0	18.2	19.1	18.4

2025 High School Accountability Chart WAEA & ESSA

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

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

2025 Alternative Schools Accountability Chart WAEA & ESSA

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

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

2025 Middle School Accountability Chart WAEA & ESSA

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

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

2025 Elementary School Accountability Chart WAEA & ESSA

School	Measure	Overall	Growth	Equity	Achievement	ELP
Buffalo Ridge	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Average	NA
Conestoga	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Average	NA

Cottonwood	WAEA	Not Meeting	Below	Below	Below	Exceeds
	ESSA	NA	Below	Below	Below	Above
4-J	WAEA	Exceeding	Exceeds	Exceeds	Meets	NA
	ESSA	NA	Above	Above	Above	NA
Hillcrest	WAEA	Not Meeting	Below	Below	Below	Meets
	ESSA	NA	Below	Below	Average	Average
Lakeview	WAEA	Partially Meeting	Meets	Meets	Below	Below
	ESSA	NA	Average	Average	Below	Average
Little Powder	WAEA	Exceeding	Exceeds	NA	Exceeds	NA
	ESSA	NA	Above	NA	Above	NA
Meadowlark	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Below	Above
Paintbrush	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA
Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	N/A
	ESSA	NA	Average	Average	Above	N/A
Pronghorn	WAEA	Partially Meeting	Below	Below	Exceeds	N/A
	ESSA	NA	Below	Below	Above	N/A
Rawhide	WAEA	Partially Meeting	Meets	Meets	Below	NA
	ESSA	NA	Average	Average	Meets	NA
Recluse	WAEA	Meeting	NA	NA	Meets	NA

	ESSA	NA	NA	NA	Above	NA
Rozet	WAEA	Partially Meeting	Meets	Meets	Below	NA
	ESSA	NA	Above	Above	Below	NA
Stocktrail	WAEA	Meeting	Meets	Exceeds	Meets	Exceeds
	ESSA	NA	Average	Above	Average	Above
Sunflower	WAEA	Partially Meeting	Below	Meets	Meets	NA
	ESSA	NA	Below	Average	Average	NA
Wagonwheel	WAEA	Exceeding	Exceeds	Exceeds	Exceeds	Exceeds
	ESSA	NA	Above	Above	Above	Above

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

4/8/25

Juniors at all secondary schools will be taking the ACT Test on April 8th. The 2025 WY TOPP Assessment window begins on April 15th. Results will be shared in the Fall of 2025.

10/22/24

2024 WY TOPP

		District 2022	District 2023	District 2024
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	48.60%	47.90%	49.20%
3	Math	52.22%	56.10%	56.10%
4	ELA	42.08%	48.90%	45.20%

4	Math	51.43%	60.10%	59.60%
4	Science	48.12%	52.70%	49.50%
5	ELA	52.21%	47.00%	48.20%
5	Math	51.81%	48.50%	49.80%
6	ELA	54.10%	61.30%	56.00%
6	Math	56.55%	59.80%	56.20%
7	ELA	50.43%	51.70%	53.20%
7	Math	40.43%	51.40%	48.70%
8	ELA	57.93%	57.80%	53.70%
8	Math	50.62%	48.30%	54.00%
8	Science	47.18%	44.60%	43.90%
9	ELA	38.71%	49.60%	47.20%
9	Math	37.57%	45.90%	40.90%
10	ELA	42.10%	46.50%	47.10%
10	Math	41.00%	48.00%	48.60%
10	Science	39.00%	42.60%	50.10%

		District 2024	State 2024
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	49.22%	52.42%
3	Math	56.10%	56.06%
4	ELA	45.20%	49.67%
4	Math	59.60%	54.54%
4	Science	49.50%	52.03%
5	ELA	48.20%	54.56%
5	Math	49.80%	52.30%
6	ELA	56.00%	58.60%
6	Math	56.20%	52.72%
7	ELA	53.20%	55.29%
7	Math	48.70%	48.14%
8	ELA	53.80%	56.86%

8	Math	54.00%	49.55%
8	Science	43.90%	45.71%
9	ELA	47.20%	50.61%
9	Math	40.90%	41.66%
10	ELA	47.10%	48.98%
10	Math	48.60%	41.54%
10	Science	50.10%	46.44%

2024 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2024	603	16.6	17.9	18.4	18.4	17.9
CCHS	2024	238	16.1	17.5	18.1	18.4	17.7
TBHS	2024	272	17.6	18.7	19.4	19.2	18.9
Westwood	2024	61	13.8	15.4	15.8	15.2	15.1
WJSHS	2024	32	17.2	18.2	17.0	17.1	17.5

2024 High School Accountability Chart WAEA & ESSA

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

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

2024 Alternative Schools Accountability Chart WAEA & ESSA

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

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

2024 Middle School Accountability Chart WAEA & ESSA

School	Measure	Overall	Growth	Equity	Achievement	ELP
Twin	WAEA	Partially	Meets	Meets	Below	Below

		Meeting				
	ESSA	NA	Average	Average	Average	Below
Sage	WAEA	Meeting	Meets	Meets	Meets	Below
	ESSA	NA	Average	Average	Average	Below
WJSHS (7-8)	WAEA	Partially Meeting	Meets	Below	Meets	NA
	ESSA	NA	Average	Below	Average	Average

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

2024 Elementary School Accountability Chart WAEA & ESSA

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

	ESSA	NA	Below	Exceeds	Below	NA
Hillcrest	WAEA	Partially Meeting	Below	Meets	Meets	Exceeds
	ESSA	NA	Below	Average	Average	Above
Lakeview	WAEA	Not Meeting	Below	Meets	Below	Below
	ESSA	NA	Average	Average	Below	Average
Little Powder	WAEA	Exceeding	Exceeds	NA	Exceeds	NA
	ESSA	NA	Above	NA	Above	NA
Meadowlark	WAEA	Not Meeting	Below	Below	Below	Exceeds
	ESSA	NA	Below	Below	Below	Above
Paintbrush	WAEA	Meeting	Meets	Meets	Meets	Below
	ESSA	NA	Above	Average	Above	Average
Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	N/A
	ESSA	NA	Average	Average	Above	N/A
Pronghorn	WAEA	Partially Meeting	Below	Meets	Meets	N/A
	ESSA	NA	Below	Average	Above	N/A
Rawhide	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Above	Average	Meets	Above
Recluse	WAEA	Meeting	Exceeds	NA	Meets	NA
	ESSA	NA	Above	NA	Above	NA
Rozet	WAEA	Partially Meeting	Meets	Meets	Below	NA

	ESSA	NA	Average	Average	Below	NA
Stocktrail	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Average	Average	Above	Above
Sunflower	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA
Wagonwheel	WAEA	Meeting	Exceeds	Meets	Meets	Exceeds
	ESSA	NA	Above	Above	Above	Above

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

9/12/23
2023 WY-Topp

		District 2021	District 2022	District 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	45.60%	48.60%	47.90%
3	Math	38.60%	52.20%	56.10%
4	ELA	44.90%	42.10%	48.90%
4	Math	49.20%	51.40%	60.10%

4	Science	49.60%	48.10%	52.70%
5	ELA	47.50%	52.20%	47.00%
5	Math	48.50%	51.80%	48.50%
6	ELA	54.40%	54.10%	61.30%
6	Math	49.90%	56.50%	59.80%
7	ELA	49.00%	50.40%	51.70%
7	Math	44.30%	40.40%	51.40%
8	ELA	53.00%	57.90%	57.80%
8	Math	47.30%	50.60%	48.30%
8	Science	36.90%	47.20%	44.60%
9	ELA	39.40%	38.70%	49.60%
9	Math	38.00%	37.60%	45.90%
10	ELA	43.00%	42.10%	46.50%
10	Math	43.10%	41.00%	48.00%
10	Science	37.30%	39.00%	42.60%

		District 2023	State 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	47.90%	48.25%
3	Math	56.10%	53.52%
4	ELA	48.90%	45.48%

4	Math	60.10%	51.10%
4	Science	52.70%	50.23%
5	ELA	47.00%	54.87%
5	Math	48.50%	53.66%
6	ELA	61.30%	59.84%
6	Math	59.80%	51.48%
7	ELA	51.70%	54.40%
7	Math	51.40%	49.08%
8	ELA	57.80%	59.75%
8	Math	48.30%	49.59%
8	Science	44.60%	48.10%
9	ELA	49.60%	52.60%
9	Math	45.90%	40.98%
10	ELA	46.50%	53.66%
10	Math	48.00%	43.73%
10	Science	42.60%	46.56%

2023 ACT

	Test Year	Total Students Tested	English Score Average	Math Score Average	Reading Score Average	Science Score Average	Composite Score Average
District	2022-23	571	16.0	17.9	18.5	18.2	17.8
CCHS	2022-23	234	15.2	17.5	18.1	17.8	17.3
TBHS	2022-23	241	17.2	19.1	19.6	19.3	18.9

Westwood	2022-23	68	13.7	15.2	15.7	15.0	15.0
WJSHS	2022-23	28	17.8	17.9	18.7	19.1	18.6

2023 High School Accountability Chart WAEA & ESSA

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

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

2023 Alternative Schools Accountability Chart WAEA & ESSA

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

Overall School Performance

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

2023 Middle School Accountability Chart WAEA & ESSA

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

Overall School Performance

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

2023 Elementary School Accountability Chart WAEA & ESSA

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

	ESSA	NA	Above	NA	Above	NA
Meadowlark	WAEA	Not Meeting	Below	Meets	Below	Meets
	ESSA	NA	Below	Average	Below	Above
Paintbrush	WAEA	Exceeding	Exceeds	Exceeds	Meets	Below
	ESSA	NA	Above	Above	Above	Below
Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	N/A
	ESSA	NA	Above	Average	Average	N/A
Pronghorn	WAEA	Partially Meeting	Below	Meets	Meets	Below
	ESSA	NA	Below	Average	Above	Below
Rawhide	WAEA	Partially Meeting	Meets	Meets	Below	Exceeds
	ESSA	NA	Average	Average	Below	Above
Recluse	WAEA	Meeting	Exceeds	NA	Meets	NA
	ESSA	NA	Above	NA	Above	NA
Rozet	WAEA	Meeting	Meets	Exceeds	Below	NA
	ESSA	NA	Above	Above	Below	NA
Stocktrail	WAEA	Meeting	Meets	Meets	Meets	Exceeds
	ESSA	NA	Above	Above	Above	Above
Sunflower	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA

Wagonwheel	WAEA	Exceeding	Exceeds	Exceeds	Meets	Exceeds
	ESSA	NA	Above	Above	Above	Above

Overall School Performance

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

3/14/23

2022 WY-TOPP

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

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

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

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

2022 ACT

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

2022 High School Accountability Chart WAEA and ESSA

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

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

2022 Alternative High School Accountability Chart WAEA and ESSA

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

	ESSA	NA	Below	Below	NA	NA	Below	Below	NA	NA	NA
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Overall School Performance

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

2022 Middle School Accountability Chart WAEA & ESSA

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

Overall School Performance

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

2022 Elementary School Accountability Chart WAEA and ESSA

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

Little Powder	WAEA	Meeting	Meets	NA	Exceeds	NA
	ESSA	NA	Average	NA	Above	NA
Meadowlark	WAEA	Partially Meeting	Meets	Meets	Below	Below
	ESSA	NA	Average	Average	Average	Average
Paintbrush	WAEA	Exceeding	Exceeds	Exceeds	Meets	Meets
	ESSA	NA	Above	Above	Average	Average
Prairie Wind	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Average	Average	Average	Average
Pronghorn	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Average	Above	Above	Average
Rawhide	WAEA	Meeting	Meets	Meets	Meets	Exceeds
	ESSA	NA	Above	Above	Average	Above
Recluse	WAEA	Meeting	Exceeds	NA	Meets	NA
	ESSA	NA	Above	NA	Average	NA
Rozet	WAEA	Partially Meeting	Meets	Meets	Below	NA
	ESSA	NA	Average	Average	Below	NA
Stocktrail	WAEA	Meeting	Exceeds	Meets	Meets	Meets
	ESSA	NA	Above	Above	Above	Average

Sunflower	WAEA	Meeting	Meets	Meets	Meets	NA
	ESSA	NA	Average	Average	Above	NA
Wagonwheel	WAEA	Meeting	Meets	Meets	Meets	Meets
	ESSA	NA	Above	Above	Above	Above

Overall School Performance

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

8/23/22

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

Strategy 1: Professional Learning Communities (PLC)

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
1.1 Develop instructional cycles that include common formative assessments aligned to Specific, Measurable, Attainable, Results-Based, and Timely (SMART) goals.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.2 Determine appropriate interventions based on common formative assessment data, and monitor and document progress to drive instruction.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.3 Collaborate in ongoing professional development regarding best practices for instruction.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

1.1 - We continue to develop and evaluate our instructional cycles to ensure alignment with district goals. Teacher teams analyze assessment data collected throughout these cycles and use their findings to refine formative and summative assessments, supporting the implementation of a guaranteed and viable curriculum across all schools in the district. Teams also establish and monitor **SMART goals** (Specific, Measurable, Attainable, Results-based, and Timely) to guide instructional decisions, track student progress, and ensure continuous improvement in teaching and learning.

1.2 - Schools use common formative assessment data to identify student learning needs and determine appropriate interventions, including targeted small-group instruction, reteaching, and enrichment opportunities. Teacher teams regularly monitor and document student progress, evaluate the effectiveness of interventions, and adjust instructional strategies to ensure all students receive the support they need to meet learning goals.

1.3 - Schools engage in ongoing professional development and collaborative learning opportunities to strengthen instructional practices and improve student outcomes. Teacher teams share strategies, analyze student data, reflect on the effectiveness of instructional approaches, and implement research-based best practices. Through Professional Learning Communities and continued collaboration, educators refine their teaching practices to meet the diverse needs of learners and support continuous improvement across the district.

4/14/26

1. Grade-level teams and content-area groups are analyzing data to assess instructional cycles. Updates will take place during the spring and summer, with implementation planned for fall 2026. This ongoing effort supports the district's goal of establishing a guaranteed and viable curriculum across all schools.
2. Students performing below grade level are being progress monitored to track growth. Data is used to determine whether to continue current interventions or make adjustments as students build their skills. Emphasis is placed on essential skills and standards during the academic day as students prepare for state assessments and the end of the school year.
3. During the fourth quarter, professional development across all levels includes analyzing data from both district and state assessments to evaluate its effectiveness. These insights are then used to guide planning for professional development for the 2026–2027 school year.

9/23/25

- 1.1- We are continuing the work of developing and assessing our instructional cycles to ensure we are meeting district goals. Teacher teams work to review the assessment data gathered from the cycles and make adjustments to formative and summative assessments to ensure a viable and guaranteed curriculum across all schools within our district.
- 1.2- Various data points, such as district assessments, classroom assessments, and Fastbridge, are analyzed to identify students who are in need of additional support and intervention. Teams work to place students in interventions based on the most critical need and monitor the progress of that intervention with weekly or bi-weekly progress monitoring. In grades K-3, state statute requires a formal plan (IRP) for all students in need of intervention support. FastBridge is the primary universal screener used to identify areas of concern in grades K-10.
- 1.3- Professional development strives to align to the strategic plan by determining the needs of the staff (certified and non-certified) and students that is collected through the analysis of the data. The professional development team provides instruction and support in a variety of ways that directly relate to the classroom, such as literacy strategies, math interventions, classroom management, and engagement strategies. Additionally, our curriculum facilitators offer professional development for grade level teams, K-6, to collaborate and align priority standards and proficiency scales.

4/8/25

- 1.1 Common formative assessment data is being analyzed in content areas to evaluate the effectiveness of instructional cycles. Revisions will occur this spring/summer, with changes being implemented in the fall of 2025. This work continues to support the district goals of creating a guaranteed and viable curriculum across schools within the district.
- 1.2- Progress monitoring is occurring for students below grade level to measure growth. Data drives continued use of the intervention or a change in intervention for students as they work to increase skills. A focus on intervention of essential skills and standards is a part of a student's academic day as we prepare for state testing and the end of the school year.
- 1.2 Fourth quarter professional development at all levels includes analysis of data from district assessments and state assessments to measure impact of professional development. This data is used to plan for professional development for the 2025/2026 school year.

10/22/24

- 1.1- Instructional cycles, as part of a year-long plan, have been developed or are in the process of being developed during professional development days this year in all content areas K-12. Instructional cycles include identified essential state standards per unit, common activities/tasks, common resources (text/textbook), common pacing, and common formative assessment. This guaranteed and viable curriculum creates consistency and clarity across all schools district-wide. Teams work with the instructional cycles to set SMART goals for each common formative assessment.
- 1.2- Common formative assessment data, collected from district assessments, classroom assessments, and FastBridge, is used to identify students in need of intervention. Teams work to place students in interventions based on the most critical need and monitor the progress of that intervention with weekly or bi-weekly progress monitoring. In grades K-3, state statute requires a formal plan (IRP) for all students in need of intervention support. FastBridge is the primary universal screener used to identify areas of concern in grades K-10.

- 1.3- Professional Development is supported in CCSD and aligns to the goals of the Strategic Plan. Professional Development Staff provide professional development on a variety of topics to staff (certified and classified). A professional development committee guides the professional development focuses to ensure the alignment to the Strategic Plan. Outside consultants are used to support district and building goals in providing research based best practices.

3/12/24

- 1.1 - Grades K-6 continue to work through instructional cycles that are common district-wide. Common formative assessment data is gathered and analyzed through the PLC process, both at the building level and at the district level. Quarterly professional development visits to elementary schools support teams in looking at data, supporting instructional gaps, and with setting SMART goals. Grades 7-12 continue to work to develop year-long plans that include common instructional cycles across the secondary classrooms district-wide.
- 1.2 - FastBridge screening data continues to be used to determine interventions and to monitor the progress of students receiving the interventions. All students in grades K-10 completed the winter FastBridge screening at the start of second semester. This screening gives teachers a new baseline showing areas of need and intervention. The spring screening will be used to show growth in students learning throughout this school year.
- 1.3 - Elementary teachers have continued full-day professional development once a quarter on best practices in literacy. This has included guided reading professional development and professional development to support the implementation of Panorama. Teacher teams across all 10 content areas at the secondary level have engaged in professional development focused on standards-based learning that includes ensuring a guaranteed and viable curriculum. This work is focused on creating clarity and consistency in courses taught across our secondary schools.

9/12/23

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

3/14/23

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

8/23/22

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

Strategy 2: District Assessment System (DAS)

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
2.1 Monitor and adjust the DAS consistent with state guidelines.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.2 Fully implement the DAS.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.3 Identify areas of strength and improvement for student learning.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

- 2.1** - The district regularly monitors and reviews the District Assessment System (DAS) to ensure alignment with state guidelines and accreditation requirements. District leadership collaborates with school administrators and staff to evaluate progress, review data, and identify areas for improvement. Adjustments are made as needed to maintain compliance, support continuous improvement, and ensure consistent implementation of district goals and expectations across all schools.
- 2.2** - Staff participate in ongoing monitoring, communication, and adjustments to ensure consistent implementation of the DAS, promote accountability, and support continuous improvement in teaching, learning, and student outcomes.
- 2.3** - The district identifies areas of strength and opportunities for improvement in student learning by regularly analyzing multiple sources of data, including state assessments, common formative and summative assessments, and school-level performance data. District leadership collaborates with school administrators and teacher teams to review trends, evaluate progress toward district goals, and identify gaps in student achievement. These findings guide targeted interventions, professional development, and instructional adjustments to improve student outcomes and support continuous improvement across all schools.

4/14/26

- 2.1 Content areas will continue receiving updated state standards, which have been streamlined to reflect the state's effort to prioritize essential standards. In response, teams will keep working to align the DAS with these standards and any statutory changes.
- 2.2 District assessments from the current school year will be reviewed with classroom teachers to evaluate instructional practices and identify areas for professional development and support. Data is collected and managed at the district level to meet state requirements and to monitor instruction across schools.
- 2.3 Content facilitators will continue analyzing DAS data to determine strengths and areas needing improvement. As the school year concludes, this data will be reviewed and shared with grade-level teams during professional development days to support efforts in enhancing student learning.

9/23/25

- 2.1- The district assessment system has been aligned to meet the 2023 Math and Science standards reduction. The district assessment system continues to be a requirement across all 10 content areas. Recent changes to Chapter rules have reduced the assessments to only needing to assess state performance standards. Elective areas are not required, but CCSD continues to assess in all content areas across our schools to support our guaranteed and viable curriculum.
- 2.2- Our district assessment system is fully implemented in all content areas and across all grade levels.
- 2.3- The district assessment system data has led to teams working to align common formative assessments at the building level to meet the rigor and complexity of WY TOPP. Teams continue to utilize the data from the DAS to support the revision of instructional units. Data is analyzed at the district level to support professional development focus areas and next steps.

4/8/25

- 2.1 - Content areas will continue to receive revised state standards. These standard sets are reduced to support the work of the state to prioritize standards. As a result, teams will continue to work to align the DAS to these standards and changes made in statute.
- 2.2 - District assessments from this school year will be used with classroom teachers to evaluate instruction and look for areas for professional development and support. Data is entered and collected at the district level to meet state guidelines and evaluate instruction across the district.
- 2.3 - Content facilitators will continue to work with the data from the DAS to identify areas of strength and areas for improvement. Data will be analyzed as the year ends and will be shared with grade-level teachers during professional development days to work on improving student learning.

10/22/24

- 2.1 - The district assessment system continues to be adjusted to reduce the quantity of assessments required. The focus of aligning district assessments to the identified Performance Standards at the state level continues as each content area's set of standards is reduced and revised. District assessments cover multiple performance standards in a course or subject area and provide a snapshot of where students are performing at that given time. Data is used from these assessments to identify reteaching of essential skills or interventions to support individual students.
- 2.2 - CCSD continues to fully implement a District Assessment System. By statute, this means the performance standards in each content area within the basket of goods is included in an assessment. As standards are reduced and revised, assessments are reviewed and aligned to the changes made.
- 2.3 - District staff work with PLC teams to analyze data from a variety of assessments to measure the level of student learning. Collaboration focuses around the 4 PLC questions:
- What do we want students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn it?
 - How will we extend the learning for students who are already proficient?

Analysis of strengths and weaknesses in student learning guides the focus not only at the district level but also at the building level as teams work to increase student proficiency levels on the WY-TOPP Assessment and ACT.

3/12/24

- 2.1 - The District Assessment System is being utilized to monitor the progress of student achievement on essential grade level or course standards. The DAS will continue to be updated to align to the new state standards once they are approved.
- 2.2 - All 10 content areas that fall in the basket of goods have a set of district assessments that have been or will be given this school year. We have a complete DAS across all areas that is continually being monitored and adjusted to support student learning.
- 2.3 - As the second semester of the school year started, teams are provided support in analyzing, not on the assessments within the DAS, but also the data from FastBridge and the WY TOPP Interim assessment.

9/12/23

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

3/14/23

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

8/23/22

- 2.1 - The District Assessment System will continue to be implemented during this school year, assessing performance standards in each content area. CCSD is also revising the district assessment system to align to changes to standards as all content areas roll out performance standards.
- 2.2 - The District Assessment System will continue to be revised to meet state statutes and expectations. In addition, the District Assessment System will remain as an indicator of student achievement throughout the school year to support instruction.
- 2.3 - Administration and teachers will use data from the District Assessment System to support instruction needs and celebrate high levels of achievement.

Strategy 3: Literacy Instruction Across Content Areas

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
3.1 Identify and implement best practice reading and writing instructional strategies across all content areas.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
3.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
3.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

3.1 - The district identifies and implements best-practice reading and writing instructional strategies across all content areas through ongoing professional development, collaboration among teacher teams, and analysis of student achievement data. The district supports professional development in the Science of Reading to strengthen educators' understanding and implementation of evidence-based literacy practices. Teachers collaborate to integrate effective reading and writing strategies into daily instruction across all subject areas, ensuring students have consistent opportunities to develop literacy skills. Through professional learning communities, instructional planning, and ongoing monitoring of student progress, the district promotes continuous improvement in literacy instruction and student achievement across all schools.

3.2 - The district develops and implements a districtwide process for tiered literacy interventions using assessment data, evidence-based instructional practices, and a consistent framework for identifying and supporting students' reading and writing needs. School teams use universal screening, diagnostic assessments, and common formative assessment data to identify students who need additional support and determine appropriate interventions within a Multi-Tiered System of Supports (MTSS). Teams regularly monitor and document student progress, evaluate the effectiveness of interventions, and adjust instructional approaches and levels of support based on student response. This ongoing review process helps validate intervention practices, promote consistency across the district, and ensure all students receive targeted support to achieve literacy goals.

3.3 - The district supports staff through ongoing, differentiated professional development in the Science of Reading and evidence-based literacy interventions to ensure consistent implementation across all schools. Professional learning is tailored to meet the varying needs of educators and aligned with district initiatives, student achievement data, and instructional goals.

4/14/26

3.1 CCSD continues to support teachers in integrating literacy strategies across all content areas. At the elementary level, this support is provided through professional development with grade-level teams. At the secondary level, literacy strategies are shared across all subject areas to strengthen students' literacy skills within content instruction.

3.2 The K–3 literacy bill still requires that students with reading difficulties receive targeted interventions. FastBridge screeners are used to identify areas of need, while diagnostic tools provide deeper insight into specific skill deficits. At the secondary level, intervention classes offer additional support within content areas. During the 2026 Legislative Session, SF 59 expanded the literacy bill to include all students with reading difficulties in grades K-12. We will work to implement the requirements of this bill for the start of the 2026/27 school year.

3.3 Literacy-focused professional development remains the primary emphasis for elementary teachers, driven by state literacy requirements. This includes delivering research-based training and equipping teachers with diagnostic tools to better identify and address gaps in students' reading skills, allowing for more targeted instruction.

9/23/25

3.1- At the elementary level, grade-level teams engage in professional development that embeds writing into every content area. Teachers apply strategies that balance reading and writing instruction, use formative assessments, and model approaches that build student motivation and self-regulation. This work unifies practices that were once isolated into a cohesive approach, ensuring students strengthen both their writing and reading achievement. At the secondary level, CCSD continues to prioritize literacy across all content areas. Professional development at each building has focused on providing teachers with practical strategies to embed literacy in their classrooms. Staff development, instructional facilitators, and curriculum facilitators have worked with teachers to model lessons, provide resources, and support implementation.

3.2- Students with reading and writing difficulties are identified through FastBridge screeners and diagnostic tools. Teachers use writing instruction as both a core comprehensive skill and an intervention strategy to reinforce literacy development. Through explicit modeling, guided practice, and student self-monitoring of progress monitoring data, interventions address targeted needs so that students build the foundational skills required to succeed across content areas. Universal screening through FastBridge continues for grades K-10 with diagnostic assessments to identify areas of need. At the secondary level, intervention classes provide targeted support for students with reading deficits, focusing on vocabulary, comprehension, fluency, and writing skills, and are tied to grade-level content. Progress monitoring and any necessary adjustments in interventions ensure students are making adequate growth.

3.3- Elementary professional development continues to prioritize literacy as the largest portion of training due to state requirements. This year, professional learning focuses on research-based practices that elevate core grade-level writing instruction as a driver of overall literacy growth. Teachers receive support with diagnostic tools to identify student needs, plan targeted instruction, and implement consistent writing routines connected to improved reading outcomes. These efforts ensure professional development remains both high-quality and responsive to the immediate needs of classrooms. Secondary PD has emphasized the integration of literacy strategies into core instruction. Each building has participated in ongoing training and collaboration focused on scaffolding complex texts, incorporating evidence-based writing strategies, and supporting academic vocabulary. This work aligns with district-wide literacy goals and ensures that students can meet the reading and writing demands across all content areas.

4/8/25

3.1 - CCSD continues to offer support for teachers in incorporating literacy strategies in every content area. At the elementary level, this is done in professional development with grade-level teams. At the secondary level, the literacy strategies are shared with all teachers across different content areas to support literacy skills in content.

3.2 - K-3 literacy bill continues to require all students with reading difficulties to receive reading interventions. FastBridge screeners help identify areas of focus, with diagnostic tools being used to dig deep into students' deficits. Intervention classes at the secondary level provide support for students within the content area.

3.3 - Elementary professional development focused on literacy continues to be the largest portion of PD teachers receive due to the requirements of the Literacy bill at the state level. This focus includes providing the best professional development that is in the research. Professional development has also included work to support teachers with diagnostic tools to dig deeper into students' gaps in reading skills and identify areas needed for further instruction.

10/22/24

- 3.1 - Identifying best practices in literacy instruction can be a challenge due to multiple viewpoints or theory on what practices improve literacy skills the best. As a team, we have worked to balance the research and theory from both sides of the pendulum. Our focus will continue to be on early prevention of literacy struggles in students by providing a solid literacy foundation. This includes screening students for literacy difficulties, providing systematic Tier I instruction of literacy skills, and providing interventions on skills identified by data to show deficits. Interventions include Reading Recovery, Early Childhood programs, and research-based literacy interventions in the primary grades. At the secondary level, literacy instructional strategies across ALL content areas are a focus district-wide. Content teacher teams have been provided literacy strategies to implement in their classrooms. Examples of these strategies include academic language stems, vocabulary strategies, sentence writing strategies, paragraph writing strategies, and general reading strategies.
- 3.2 - FastBridge screening and diagnostic assessment tools continue to serve as ways to identify literacy gaps. Students are screened in grades K-10 three times per year. Students with identified literacy gaps are placed in Tier II and Tier III interventions. Students in interventions are progress monitored to measure the growth and success of interventions. The progress monitoring supports the continued use of the intervention or if a change is needed when skills are not improving. The state K-3 literacy bill adds additional requirements to support tiered interventions that include creating an intervention plan that is shared with parents.
- 3.3 - Elementary professional development continues to focus on supporting requirements of the K-3 literacy bill. The PD has been developed and provided to all certified K-6 teachers over the last three years. This PD aligns to district initiatives and curriculum resources used in CCSD classrooms. For the 2023-2024 school year, this focused on vocabulary, assessments, fluency, writing, dictated sentences for primary grades, and guided reading. Professional development at the secondary level has focused on integration of reading strategies in all content areas. Every secondary building continues to participate in the Literacy Strategies provided by the professional development team.

3/12/24

- 3.1 - Full-day literacy professional development has occurred each quarter for all teachers in grades K-6. This PD supported by the requirements in the K=3 literacy bill focuses on best practices in literacy instruction. In addition this PD has supported the implementation of the new resource Panorama, as teachers work to implement this curriculum into their classrooms. Secondary literacy professional development has been supported by short 15 minute sessions with content teachers on supporting teaching of reading in the content areas.
- 3.2 - FastBridge screening was completed in January at the start of second semester. Data is used to place students in interventions. Interventions are progress monitored, and students are assessed to measure growth. All students in grades K-10 complete the FastBridge assessment.
- 3.3 - Professional development across all levels occurs on the PD days built into the calendar. Content teams use data from district assessments, FastBridge and WY TOPP to drive the work completed on these days. Agendas are developed by content facilitators that align to district initiatives and department goals.

9/12/23

- 3.1 - Professional development aligned to the expectations of the K-3 literacy bill will continue to serve as the guide in supporting ELA instruction at the elementary level. The addition of a systematic phonics resource in grades K-2 (UFLI) will be a primary focus for professional development at this level. In grades K-6, the addition of the supplemental core resource Panorama will drive the professional development and support for elementary teachers. Both resources will be embedded in the ongoing efforts to support teachers in implementing best-practice reading and writing strategies. For secondary ELA

teams, the common instructional units and assessments will continue to support instruction across all ELA classrooms. Teams will provide support to other content areas in implementing reading and writing into all content.

- 3.2 - The continued use of FastBridge Interventions and addition of the Performance Matters Intervention platform will provide an ongoing and consistent system of providing tiered interventions. These systems provide data that supports student learning from grade to grade if they continue to show learning gaps. The K-3 literacy bill will require ongoing collaboration and documentation of these interventions for all students reading below grade level.
- 3.3 - Elementary professional development will continue this year in working with district grade-level teams as they implement the new ELA resources. Content facilitators and professional development specialists will continue to support teams at the building level with quarterly school visits to differentiate the support based on what the teams need. Secondary ELA professional development will continue to support the work of the common units of instruction and common assessments that were revised last school year and will be implemented this year across the district.

3/14/23

- 3.1 - Professional development that supports the expectations in the K-3 Literacy bill as well as best practices from a framework released by the Wyoming Department of Education (WDE) last year has been completed for grades K-6 and Jr High intervention teachers. Follow-up professional development is being planned to support instructional strategies and application of this learning for the classroom. At the secondary level, professional development will continue to be offered to support instructional strategies identified as areas of needing support aligned to WY-TOPP and ACT data. This includes support for reading and writing across all content areas. ELA teachers in grades 9-12 have also worked to develop consistent instructional cycles that are common and aligned to the standards at each grade level.
- 3.2 - The use of FASTBridge in grades K-10 continues to be supported by the district, with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of reading and writing skills. At the secondary level, progress monitoring, used within FASTBridge, has been supported at each school. The addition of intervention teachers at the high school level will work to support tiered interventions in reading and writing using data from FASTBridge and district assessments.
- 3.3 - The restructured support provided by the professional development team has provided differentiated support to meet teachers' needs that are based on observations and analysis of data. This support has included content help as well as support with instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in reading and writing instruction.

8/23/22

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

Strategy 4: Core Math Instruction

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
4.1 Identify and implement best-practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
4.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
4.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

4.1 - With mathematics continuing to be an area of strength, the district focuses on sustaining and strengthening student outcomes through high-quality Tier I instruction using Eureka Math at the elementary levels and CPM at secondary levels. Secondary teachers have worked to implement strategies developed by engaging in professional development with the text *Building Thinking Classrooms*. Teachers collaborate to share effective practices, refine instructional approaches, and engage students in meaningful problem-solving and mathematical reasoning. The district monitors student progress and evaluates the effectiveness of these strategies to ensure continued growth, consistency in instruction, and high levels of student achievement across all schools.

4.2 - The district develops and implements a consistent, districtwide process for tiered mathematics interventions by utilizing AVMR (Add+VantageMR) to identify students' strengths and gaps in mathematical understanding. Teachers use assessment data to determine students' specific learning needs and provide targeted, evidence-based interventions that build number sense and foundational mathematical skills. Through ongoing professional development, collaboration among teacher teams, and regular progress monitoring, the district supports consistent implementation of AVMR across schools. Staff use student data to evaluate the effectiveness of interventions, adjust instructional strategies, and determine appropriate levels of support. This process strengthens Tier I instruction, informs targeted interventions, and supports continued student growth in mathematics.

4.3 - The district provides differentiated professional development to support mathematics initiatives and meet the varying needs of educators across all grade levels. Professional learning focuses on strengthening Tier I instruction through Eureka Math, implementing *Building Thinking Classrooms* at the secondary level, and utilizing AVMR to support targeted interventions and build students' foundational number sense. Professional development is guided by student achievement data, instructional goals, and teacher needs to ensure alignment with district priorities.

4/14/26

- 4.1 Assessment data continues to highlight strengths in math instruction and student achievement across grade levels. Maintaining a focus on core resources—Eureka Math at the elementary level and CPM Math at the secondary level—supports consistent, high-quality Tier I instruction. This year’s instructional priorities have included implementing the Algebra I Toolkit and continuing the use of AVMR in mathematics instruction.
- 4.2 AVMR assessments are used to identify gaps in students’ math skills, helping guide targeted interventions. FastBridge screening and progress monitoring remain key tools for measuring growth among students receiving math interventions. At the secondary level, data indicates positive gains, with improved performance among students enrolled in intervention courses.
- 4.3 Professional development this year has centered on AVMR and the Algebra I Toolkit. Efforts are ongoing to ensure all elementary teachers are trained in AVMR, and this work will continue. The Algebra I Toolkit will expand beyond a study group model and be made available to all Algebra I and Pre-Algebra teachers. Secondary teachers are also working on a book study during professional development time called “Building Thinking Classrooms in Mathematics”.

9/23/25

- 4.1- The 2023+ Wyoming Content and Performance Standards are fully implemented, and district assessments are aligned to them for the 2025-26 school year. Collaborative teams, at both the building and district levels, continue to monitor assessment data to identify strengths and areas of improvement. For Tier 1 Instruction, Eureka Math remains the primary resource for grades K-6, and College Preparatory Math (CPM) for grades 7-12.
- 4.2- The FastBridge assessment is given to all students grades K-10 to serve as a screening tool to identify students who may need further diagnostic testing. Identified students are given AVMR assessments, gaps are identified, and an individual intervention plan is designed. After providing focused intervention, Fastbridge is used to monitor student progress. Data is also showing positive growth at the secondary level with increases in student performance from students who are enrolled in the intervention courses at this level. Early intervention and staffing resources are in place to identify and support struggling math students early and often.
- 4. 3- In elementary, we continue to ensure every teacher is trained in AVMR. In addition, each quarter, grade-level collaborative teams are meeting to discuss potential instructional shifts to address common student misconceptions of the Performance Standards. Once the areas of common concern are identified, teams are working to create plans for intervention/reteach and extension for students scoring above grade level. On early dismissal dates and Professional Development days, secondary Math is conducting a book study of the text called “Building Thinking Classrooms in Mathematics” by Peter Liljedahl. The book identifies, examines, and provides tools for implementing fourteen factors for instructional consideration that impact student thinking in the math classroom. Once again, this is focused around Tier 1 Instruction and our commitment to continuous improvement in that area. The Algebra Toolkit is still available for teachers to use, but we haven’t designed how this will look, but we are thinking it would be led by an IF through the PLC process and available for PD credit.

4/8/25

- 4.1 - Assessment data continues to show strengths across grade levels in our math instructions and student achievement. Continued focus on our core resources of Eureka Math at the elementary and CPM Math at the secondary provides consistent and solid Tier I instruction. Implementation of an Algebra I toolkit and continued use of AVMR math has been the instructional focus for this year.
- 4.2 - Utilizing AVMR assessments to identify gaps in math skills helps support math interventions. FastBridge screening and progress monitoring continue to be the tools to measure the growth of students with math interventions. Data is also showing positive growth at the secondary level with increases in student performance from students who are enrolled in the intervention courses at this level.
- 4.3 - AVMR and the Algebra I Toolkit have been the professional development focuses for this year. We continue to ensure every elementary teacher is trained in AVMR, and this will continue. The toolkit will expand beyond a study group and will be available for all Algebra I and Pre-Algebra teachers.

10/22/24

- 4.1 - Elementary math continues to see growth and proficient student-level performance across grades 3-6 on WY TOPP and FastBridge. At the center of these results is in-depth work to deconstruct our math performance standards and the continued use of Eureka Math as the core curriculum for Tier I instruction. AVMR strategies continue to be the research-based focus of intervening when skills are not fully developed and students do not demonstrate proficiency. With an intense focus on student number sense in the primary grades, data shows students developing mastery of number sense earlier, allowing teachers to go deeper into other math concepts. Secondary math has focused on supporting teachers with developing proficiency scales for all secondary math courses. This research-based strategy aims to serve as a tool that can accurately assess a student's level of performance and learning in a progression of learning steps.
- 4.2 - AVMR interventions serve as the heart of the Elementary MTSS process in math. Students are assessed, and specific skills are identified to support learning gaps. Activities and teacher knowledge from the assessment provides intervention to increase the deficit skills. Secondary intervention classes in math allow for students to receive support with skills that they are lacking while continuing to earn math credit. Intervention classes aim to close the gaps and support essential learning of key standards in courses required for graduation as intervention teachers work with content teachers to support students. AVMR interventions are also used at the secondary level as another tool to support students with knowledge gaps.
- 4.3 - AVMR professional development continues to be provided in the district. Courses are offered throughout the year. As of October 2024, ALL elementary classroom teachers have been trained in Course 1. The district also continues to offer Course 2 and Course 3 for the higher levels of math, which applies to upper elementary and secondary teachers. At the secondary level, Algebra I and Pre-Algebra teachers are participating in an Algebra Toolkit study. This professional development provides instructional strategies for teachers that were developed through research. Teachers implement strategies and then meet collaboratively to look at common assessment data to see the impact the strategies had on levels of student learning. This data is compared to the classroom, where the strategies and toolkit are not being used.

3/12/24

- 4.1 - Elementary teachers are responding to FastBridge data and Common Formative Assessments to support student's gaps in mastering math standards. Ongoing work with new teachers to support instruction with Eureka math occurs at the building level with district support.
- 4.2 - FastBridge screening was completed in January at the start of second semester. Data is used to place students in interventions. Interventions are progress monitored, and students are assessed to measure growth. All students in grades K-10 complete the FastBridge assessment.
- 4.3 - Professional development in math has continued to focus on training teachers with AVMR. Currently, a mix of teachers across grades K-12 are completing the Fractions - Course 3.

9/12/23

- 4.1 - Continued support of best practice instructional strategies in math across all grade levels will be incorporated into professional development. Facilitators will begin to identify best practices in teachers' work that can be used to share with other teams during district collaboration.
- 4.2 - Implementation of a strong tiered intervention system will continue to be the focus in supporting learning gaps. AVMR knowledge is very strong in all teachers. Training will be provided for new teachers and expand the fractions (Course 3) AVMR knowledge across the district.
- 4.3 - AVMR, Eureka, and CPM professional development will focus on areas of math standards that show gaps in teachers' instruction based on FastBridge and WY TOPP data. With the continued growth across all grade levels in our math data, the professional development focus will remain on working to meet teams where they are at and supporting areas that data identifies as next steps for that team.

3/14/23

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

8/23/22

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

Strategy 5: Core Science Instruction

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
5.1 Identify and implement best-practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
5.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
5.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

5.1 - Educators focus on research-based, hands-on, and inquiry-based learning experiences that engage students in scientific investigation, critical thinking, problem-solving, and evidence-based reasoning. Teachers work to align instruction with state science standards and incorporate opportunities for students to develop and apply scientific knowledge through questioning, experimentation, data analysis, and real-world applications.

5.2 - Teacher teams collaborate to provide targeted support through reteaching, small-group instruction, hands-on investigations, and additional opportunities to develop scientific reasoning and problem-solving skills. Teams regularly monitor and document student progress, evaluate the effectiveness of interventions, and adjust instruction based on student needs to ensure all learners have opportunities to strengthen their scientific knowledge and achieve learning goals.

5.3 - The district provides differentiated professional development aligned with district initiatives, school improvement goals, and the varying needs of science educators. Professional learning opportunities are guided by student achievement data, instructional priorities, and identified areas for growth. Through collaborative professional learning communities, targeted training, coaching, and ongoing support, educators strengthen their instructional practices and implement research-based strategies in science.

4/14/26

5.1 Elementary teachers are continuing efforts to align science instruction with content-area reading, with a focus on building students' vocabulary, background knowledge, and ability to comprehend scientific texts. Secondary teachers have worked to align common formative assessments with the new state performance standards. While doing this work and analyzing student data this team has determined the need to continue the work of supporting scientific thinking, vocabulary development, reading, modeling, and working with graphs.

- 5.2 Students are completing assessments in science courses to identify areas needing improvement. Interventions include reteaching and providing additional instructional support based on identified needs, followed by opportunities for students to demonstrate growth.
- 5.3 At the elementary level, professional development has focused on aligning hands-on materials with science content and standards. At the secondary level, teachers have worked on developing student-friendly proficiency scales and revising instructional units. Ongoing professional development support has been provided through a consultant from Marzano Resources.

9/23/25

- 5.1- Elementary teachers continue to integrate science instruction with the Panorama ELA curriculum. Teachers are reflecting, refining, and strategically placing science investigations into upcoming learning cycles to provide students with meaningful, hands-on experiences that strengthen background knowledge and deepen use of the science practices. Secondary science teachers continue to engage in professional collaboration to align instruction, proficiency scales, and assessments to district standards. In partnership with Marzano Resources and Solution Tree consultant Jan Hoegh, teachers have worked across the past two school years to refine instructional cycles and calibrate scoring practices. This year, the focus has tightened to the use of Common Formative Assessments (CFAs) in PLCs to drive instruction and intervention. Teachers are using CFA data to adjust instructional strategies in real time, as well as to evaluate the strength of curricular alignment across grade levels.
- 5.2- In elementary, common district assessment tasks and student-friendly rubrics are being developed at each grade level to identify student strengths and needs related to the science and engineering practices. These assessments align directly with investigations and support teachers in backward planning instruction. WYTOPP science results will also be reviewed to identify district-wide trends, informing the creation of additional assessments that provide students with more opportunities to demonstrate proficiency at rigorous levels. At the secondary level, District assessment data is reviewed regularly to identify trends, gaps, and potential redundancies in science instruction. This includes analysis of WYTOPP and ACT science results to evaluate the effectiveness of curriculum and assessment practices. Efforts are underway to streamline the district assessment system by removing non-essential assessments, minimizing duplication, and increasing the efficiency of data review processes.
- 5.3- Supporting teachers with updated hands-on investigations, improved science kits, and new opportunities at the science center and within the community remain key goals this year. Grade-level meetings will foster collaboration across the district and build ownership of the curriculum. Implementation of the newly adopted Wyoming Science Performance Standards has begun. Teachers are integrating these standards into units and assessments, with a continued focus on ensuring reliability, validity, and instructional relevance. The goal is to align all instructional practices to high-impact, standards-based outcomes that promote student growth and increase district performance on state and national benchmarks.

4/8/25

- 5.1 -Elementary teachers continue to work to align science instruction to content reading. Having a focus on increasing students vocabulary, background knowledge and ability to comprehend scientific literacy.
- 5.2 - Students are completing assessments in science courses that identify areas for improvement. Interventions include reteaching and providing additional instructional support on areas identified. Students are then given additional opportunities to demonstrate growth.
- 5.3 - Professional development at the elementary level has focused on alignment of hands-on materials with science content and standards. Secondary courses have worked to develop student used proficiency scales and revise instructional units. Professional development support has continued to be provided by the consultant from Marzano Resources.

10/22/24

- 5.1 - The district will focus efforts at the elementary by supporting teachers in science instruction throughout professional development days. The focus will be to provide resources that are teacher-friendly and aligned with the ELA resource, Panorama. These resources include investigations and science kits that are extensions for the Panorama topics and aligned with the Science and Engineering practices. Teachers will work collaboratively with the science facilitator to develop more investigations that demonstrate these practices including asking and answering questions, data analysis, and developing models. The secondary science teams continue to refine year long plans that create consistency in science instruction across all schools. These plans

contain instructional strategies aligned to state standards, additional digital resources to engage students in the content and also common assessments created by each team to measure levels of learning.

- 5.2 - The science curriculum was developed to align with the Panorama reading curriculum. Students use complex texts and relevant investigations to access and understand an overarching question of study. Teachers will be provided with a menu of investigations to choose from to further deeper student knowledge as well as offer multiple opportunities to gather evidence and intervene in student learning. Through this process, teacher teams will meet together within their grade level to refine these investigations and develop additional ways to support students through intervention and enrichment. Secondary teachers have worked to create common assessments as pre and post tests that help identify skills that need retaught. Teachers have also worked to create opportunities for students to receive interventions after units of instruction have been completed. Students receive the intervention and then retest to show the results of the additional learning.
- 5.3 - The district will provide professional development quarterly through grade-level meetings and school visits. These meetings will allow the teachers to work with the facilitators to review upcoming science investigations and the accompanying science kits to use in their classrooms. The science facilitator will also prioritize supporting teachers with developing science notebooks and providing resources for community connections, including visits to the science center that align with content and science practices. Secondary teachers are provided the opportunity to meet monthly as content teams to review data and plan for upcoming units. This collaboration has worked to support new teachers but also veteran staff on creating engaging activities that teachers incorporate into their units of instruction.

3/12/24

- 5.1 - Elementary teachers continue to work with the Panorama resource to support the integration of science content into reading instruction. Professional development has focused on best practices and increasing students' content knowledge and vocabulary. Secondary teachers continued to work on year-long plans that incorporate common assessments to form Tier II intervention opportunities.
- 5.2 - The use of the WY TOPP Science modular and interim assessments are providing 4th, 8th, and 10th grade teachers with measures to support core instruction and interventions to prepare students for the Science WY TOPP assessment.
- 5.3 - Science professional development has consisted of ongoing work with assessment data and connecting student's gaps with the essential skills across different grade levels.

9/12/23

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

3/14/23

- 5.1 - Science content teams have analyzed data and worked collaboratively to share instructional strategies to support areas needing addressed based off of assessment data.
- 5.2 - The addition of the Interim and Modular Science WY-TOPP assessments has provided additional data to support interventions.

5.3 - The professional development team and content facilitators will work to develop differentiated professional development that helps support the science content in other content areas, such as reading and writing. PD will be provided to support the integration of science content into reading and writing classes, as well as opportunities to explore science concepts with hands-on activities and learning opportunities.

8/23/22

5.1 - With the full implementation and assessment of the new science content standards, CCSD will work to analyze WY-TOPP and ACT data to support the need for support with instructional strategies. This will occur by bringing in collaborative teams of teachers to work with content facilitators and professional development staff.

5.2 - Tiered intervention support will be developed based on the results from the state assessment and the district assessments in science.

5.3 - The professional development team and content facilitators will work to develop differentiated professional development that helps support the science content in other content areas, such as reading and writing. PD will be provided to support the integration of science content into reading and writing classes, as well as opportunities to explore science concepts with hands-on activities and learning opportunities.

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

Measures: WDE reported graduation rates

10/27/26

Graduation rates are not released until later this year.

4/14/26

3 year comparison of graduation rates.

2024 Graduation Rates	2025	2024	2023
State	83.1%	81.6%	81.4%
District	83.2%	82.3%	80.8%
CCHS	82.4%	80.4%	80.2%
TBHS	83.9%	86.0%	84.8%
Westwood	78.9%	78.9%	75.0%
WJSHS	97.4%	80.6%	73.3%

4/14/26

3 year comparison of graduation rates.

2024 Graduation Rates	2025	2024	2023
State	83.1%	81.6%	81.4%
District	83.2%	82.3%	80.8%
CCHS	82.4%	80.4%	80.2%
TBHS	83.9%	86.0%	84.8%
Westwood	78.9%	78.9%	75.0%
WJSHS	97.4%	80.6%	73.3%

9/23/25

Graduation rates are not released until later this year.

4/8/25

3 year comparison of graduation rates.

2024 Graduation Rates	2024	2023	2022
State	81.6%	81.4%	81.8%
District	82.3%	80.8%	83.9%
CCHS	80.4%	80.2%	79.2%
TBHS	86.0%	84.8%	89.3%
Westwood	78.9%	75.0%	80.8%
WJSHS	80.6%	73.3%	90.9%

10/22/24

Graduation Rates for the class of 2024 cohort will not be released by the Wyoming Department of Education until December/January. New information will be included in the Spring Strategic Plan update.

3/12/24

3 year comparison of graduation rates.

2023 Graduation Rates	2023	2022	2021
State	81.4%	81.8%	82.4%
District	80.8%	83.9%	83.9%
CCHS	80.2%	79.2%	83.2%
TBHS	84.8%	89.3%	90.9%
Westwood	75.0%	80.8%	78.0%
WJSHS	73.3%	90.9%	92.6%

9/12/23

2023 graduation rates will not be released until January 2024

3/14/23

CCSD has met Measurable Objective #3.

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

8/23/22

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

Strategy 1: Early Warning Indicators

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
1.1 Utilize Performance Matters to track and analyze academic performance.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.2 Utilize Multi-Tiered Systems of Support (MTSS).	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.3 Provide summer school and extended day opportunities.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.4 Monitor 9th-grade credit attainment.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

1.1 - The district utilizes Performance Matters to collect, track, and analyze student academic performance across schools, grade levels, and content areas. Teachers and administrators use assessment data to identify trends in student achievement, recognize areas of strength, and determine opportunities for improvement. Teacher teams collaborate to review results from common formative and summative assessments, monitor progress toward learning goals, and identify students who may need additional support or enrichment.

1.2 - The district supports schools in implementing a consistent Multi-Tiered System of Supports (MTSS) to address the academic, behavioral, and social-emotional needs of all students. Through district guidance, professional development, and collaboration with school leadership and teacher teams, the district promotes the use of data-driven decision-making to identify student needs and provide appropriate levels of support. Schools utilize assessment data, progress monitoring, and collaborative problem-solving to determine targeted interventions, evaluate student growth, and adjust instructional strategies as needed.

1.3 - The district supports schools in providing summer school and extended-day opportunities to meet the diverse academic needs of students. These opportunities offer additional time for targeted instruction, intervention, and skill development based on student performance data and identified learning needs. Secondary summer schools supported credit recovery and elementary summer school provided additional instructional time for elementary students.

1.4 - This information will be updated at the end of the first semester.

4/14/26

- 1.1 Performance Matters continues to serve as the primary database for assessment data at the secondary level. Both district and state assessment results are entered into the system, allowing teams to analyze trends in student performance. This data is also connected to behavior and attendance, helping schools provide targeted interventions to improve overall student outcomes.
- 1.2 Schools remain focused on supporting students through both academic and behavioral interventions. MTSS teams utilize data within Performance Matters to identify students in need of support and to monitor their progress over time. At the secondary level, intervention teachers use this data to pinpoint gaps in essential grade-level standards and provide targeted instruction to address those needs.
- 1.3- The 2026 secondary summer school session has been scheduled for May 26 - June 17th. Parent/Teacher Conferences are set for June 4th. Early student invitations appear to be down at this time.
- 1.4 - The following is the percentage of 9th-grade students earning at least 3.0 credits during the fall 2025-26 school term.
 - CCHS 90.4%
 - TBHS 88.4%
 - WW N/A
 - WJSHS 83.3%
 - District 89.1%

9/23/25

- 1.1- Schools continue to utilize the platform for the delivery of common formative assessments. Data from the assessments allow teachers to better group students during class time as a way to intervene and extend student learning. The information contained in the platform is also utilized by Building Intervention Teams when discussing the needs of individual students. Data found in Performance Matters continues to be valuable for PLC work.
- 1.2- Tiered instruction continues to occur in all secondary schools. Examples include Extended Learning Opportunities (ELO) T-School, Prowl Time, Lunch & Learn, Friday School, Advocacy, including the use of Adaptive Scheduler to provide times within the school day for students to receive individual direct instruction.
- 1.3- The secondary summer school session was held May 27th-June 18th. The session experienced the lowest enrollment since 2019, with 170 students participating. This is mainly due to less students being invited for credit recovery. Students attempted 279 classes, of which 206 were successfully completed. Two seniors graduated and maintained on-time graduation status. Student discipline was noticeably improved.
- 1.4- Ninth-grade students across the district improved credit attainment by 7.21% compared to the previous year. The following is the percentage of 9th-grade students earning at least 6.0 credits during the 2024-2025 school year.
 - CCHS 86.27% + 9.71%
 - TBHS 90.71% + 8.61%
 - WJSHS 87.41% - 6.09%
 - District 87.41% +7.21%

4/8/25

- 1.1- Performance Matters continues to be used as a database for assessment data at the secondary level. District assessment data and state assessment data is entered and allows for teams to look for trends in student performance. The data is connected to behavior and attendance to support students with interventions to improve student performance.
- 1.2- Schools continue to support students with academic and behavior interventions. MTSS teams use data within Performance Matters to identify students in need of intervention and provide progress monitoring checks within Performance Matters to gauge growth within these interventions. Intervention teachers at secondary schools work to identify deficits in student data with essential grade level standards and provide support.

1.3 The 2025 secondary summer school session has been scheduled for May 27th- June 19th. Parent/Teacher Conferences are set for June 5th. Early student invitations appear to be down at this time.

1.4 - The following is the percentage of 9th-grade students earning at least 3.0 credits during the fall 2024-25 school term.

CCHS 87.5%

TBHS 91.4%

WW N/A

WJSHS 97.0%

District 89.7%

10/22/24

1.1 - District assessment data for core content areas is collected in Performance Matters for the 2023/2024 school year. Content area teams analyze this data, looking for trends in student performance on essential standards. State assessment data and FastBridge data for grades 7-10 is also added, allowing schools to review multiple data points at one time to identify students in need of intervention support. Performance Matters also allows schools to connect academic data with attendance and behavior, creating early warning signs for the need to intervene early and often.

1.2 - Schools continue to support students with academic and behavior interventions. MTSS teams use data within Performance Matters to identify students in need of intervention and provide progress monitoring checks within Performance Matters to gauge growth within these interventions. Intervention teachers at secondary schools work to identify deficits in student data with essential grade-level standards and provide support.

1.3 - Summer school opportunities were provided to students at the elementary and high school levels. The high school session is designed for credit recovery and allows students to get back on track for graduation. Students can earn one credit. The session is composed of 16 student contact days and is staffed with core area teachers. 310 students were invited, with 212 attending. The 2024 summer school yielded the highest success rate over the past decade, with 89.25% of students earning credit. Three senior students earned the necessary credit to earn their diploma and will not need to return for a fifth year. The elementary session was held July 22nd-August 2nd. The session was well attended with over 630 students participating. The session is designed to expose students to material they may have struggled with during the regular school year and also to address any learning loss that occurred over the summer. Each elementary (with the exception of rural schools) hosts their own session, providing a familiar site, as well as allowing students to receive instruction from teachers from within their school.

Extended learning opportunities (ELO) are available at each school throughout the regular school year. These before and after school sessions continue to be available to all students K-12.

1.4 - The following is the percentage of 9th-grade students earning at least 6.0 credits during the 2023-24 school term:

CCHS 77.1%

TBHS 82.1%

WW N/A

WJSHS 93.5%

District 80.2%

3/12/24

1.1 - Building principals have worked in utilizing Performance matters to identify early warning indicators to support student achievement. These have included: performance on district assessments, grades, attendance, and behavior referrals.

1.2 - Each school has an established MTSS structure. School staff revisit plans throughout the year to monitor student growth and support areas of need.

1.3 - Planning for the 2024 summer school session is underway. The session will run from May 28th-June 18th. Letters will be sent home to parents inviting students to attend in order to recover credits that were not earned during the regular school term.

1.4 - The following is the percentage of 9th-grade students earning at least 3.0 credits during the 2023 fall term.

CCHS 80.2%
TBHS 83.7%
WJSHS 88.2%
District 82.3%

9/12/23

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

3/14/23

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

8/23/22

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

Strategy 2: Student Involvement

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
2.1 Monitor student attendance.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.2 Provide academic and athletic activities.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.3 Implement Positive Behavior Intervention Systems (PBIS).	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

2.1 - Attendance rate for the first quarter of the 2026-2027 school year for each secondary school is as follows:

School	1st Quarter	2nd Quarter	1st Semester	3rd Quarter	4th Quarter	2nd Semester	2025/2026 School Year
CCHS	90.2%						
TBHS	92.2%						
Westwood	86.7%						
WJSHS	94.0%						
SVJHS	93.9%						
TSJHS	93.7%						

2.2 - The percentage of students engaged in at least one school-sponsored activity for the first quarter of the 2026/2027 school year:

SVJH - 53%-285/529
TSJH - 44%-281/637
WJSHS - 66%- 113/171
CCHS - 45%- 501/1124
TBHS - 51%-562/1107

Total - 49%-1742/3568

2.3 - Each school continues to monitor and adjust their Positive Behavior Intervention System (PBIS). Their efforts are used to establish well-known behavior expectations throughout the school to foster positive student actions and consistency in how negative behaviors are addressed.

4/14/26

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

School	1st Quarter	2nd Quarter	Fall 2025 Semester
CCHS	91.5%	88.8%	90.0%
TBHS	93.0%	91.8%	92.7%
Westwood	85%	84%	NA
WJSHS	94%	89%	92%
SVJHS	93.9%	91.7%	92.7%
TSJHS	93.2%	90.5%	91.6%

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

SVJH -
TSJH - 72.5%
WJSHS - Did Not Report
CCHS - 54.6%
TBHS - 63.4%
Total -

2.3 - Each school has implemented a Positive Behavior Intervention System (PBIS) tailored to its specific needs. PBIS teams at each site work to promote and support positive student behavior, guided by school goals and the established behavior matrix.

9/23/25

2.1- The 2024-2025 school attendance rate for each secondary school is as follows:

School	1st Quarter	2nd Quarter	Fall 2024 Semester	3rd Quarter	4th Quarter	Spring 2025 Semester	2024-2025 School Term
CCHS	91%	88.3%	89.6%	88.2%	88.2%	88.1%	88.8%
TBHS	92.5%	90.1%	91.3%	89.5%	90.9%	90.3%	90.7%
Westwood	84.17%	85%	NA	88%	88%	NA	NA
WJSHS	93%	90%	91%	90%	91%	90%	91%
SVJHS	93.6%	91.4%	92.3%	90.6%	91.1%	90.8%	91.6%
TSJHS	94%	92%	93%	91%	91%	91%	92%

2.2- The percentage of students engaged in at least one school-sponsored activity for the 2024-25 school year is as follows:

SVJH - 68.76%
 TSJH - 76.2%
 WJSHS - 73.1%
 CCHS - 50.2%
 TBHS - 58.2%
 Total - 62.7%

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

2.3- Each school continues to monitor and adjust their Positive Behavior Intervention System (PBIS). Their efforts are used to establish well-known behavior expectations throughout the school to foster positive student actions and consistency in how negative behaviors are addressed.

4/8/25

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

School	1st Quarter	2nd Quarter	Fall 2024 Semester
CCHS	91%	88.3%	89.6%

TBHS	92.5%	90.1%	91.3%
Westwood	84.17%	85%	NA
WJSHS	93%	90%	91%
SVJHS	93.6%	91.4%	92.3%
TSJHS	94%	92%	93%

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

CCHS - $642/1150 = 55.8\%$

TBHS - $658/1178 = 55.9\%$

WJSHS - $125/173 = 72.3\%$

SVJH - $343/581 = 59.0\%$

TSJH - $442/664 = 66.5\%$

Total= $2117/3746 = 56.5\%$

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

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

10/22/24

2.1 - The 2023-2024 school attendance rate for each secondary school is as follows:

School	1st Quarter	2nd Quarter	Fall 2023 Semester	3rd Quarter	4th Quarter	Spring 2024 Semester	2023-2024 School Term
CCHS	90.2%	87.4%	88.8%	88.5%	86.1%	87.3%	88.2%
TBHS	92.1%	90.2%	91.3%	89.6%	91.2%	90.4%	91.0%
Westwood	87.4%	88.1%	87.8%	84.0%	83.2%	83.6%	85.5%
WJSHS	91.4%	87.2%	89.9%	91.1%	91.2%	91.1%	90.0%
SVJHS	93.2%	89.6%	91.1%	89.4%	92.0%	91.5%	91.9%
TSJHS	92.1%	90.3%	91.6%	89.4%	91.9%	91.5%	91.3%

2.2 - The percentage of students engaged in at least one school-sponsored activity for the 2023-24 school year is as follows:

SVJH- $419/604 = 69.4\%$
TSJH- $516/674 = 76.6\%$
WJSHS- $144/172 = 83.7\%$
CCHS- $526/1093 = 48.2.0\%$
TBHS- $655/1169 = 56.0\%$
Total= $2260/3712 = 60.9\%$

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

2.3 - Each school continues to monitor and adjust their Positive Behavior Intervention System (PBIS). Their efforts are used to establish well-known behavior expectations throughout the school to foster positive student actions and consistency in how negative behaviors are addressed.

3/12/24

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

School	1st Quarter	2nd Quarter	Fall 2023 Semester
CCHS	90.2%	87.4%	88.8%
TBHS	92.1%	90.2%	91.3%
Westwood	87.4%	88.1%	87.8%
WJSHS	91.42%	87.2%	89.9%
SVJHS	93.2%	89.6%	91.1%
TSJHS	92.1%	90.3%	91.6%

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

SVJH- $358/606 = 59.1\%$
TSJH- $471/676 = 69.7\%$
WJSHS- $129/175 = 73.7\%$
CCHS- $557/1113 = 50.0\%$
TBHS- $618/1165 = 53.1\%$
Total= $2133/3735 = 57.1\%$

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

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

9/12/23

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

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

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

SVJH- 454/683 = 66.47%

TSJH- 430/659 = 65.3%

WJSHS- 152/185 = 82.2%

CCHS- 642/1112 = 57.7%

TBHS- 640/1165= 54.9%

Total= 2318/3804= 60.1%

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

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

3/14/23

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

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

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

SVJH- 308/665 = **46.3%**

TSJH- 303/657 = **46.1%**

WJSHS- 116/188 = **82.2%**

CCHS- 531/1118 = **47.5%**

TBHS- 536/1181= **50.1%**

Total= 1794/3809= 47.1%

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

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

8/23/22

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

2.2 - A full slate of activities will continue to be offered to CCSD students. Participation rates will be compiled at the conclusion of each activity. Programming will be evaluated based on student participation. Overall student participation will be reported in each update of this document beginning in the spring of 2023.

2.3 - Each secondary school will implement Positive Behavior Intervention Systems (PBIS) to promote ideal behaviors and desired school climate.

Strategy 3: Post-Secondary Readiness

Activity	Begin Date	End Date	Status 8/23/22	Status 3/14/23	Status 9/12/23	Status 3/12/24	Status 10/22/24	Status 4/8/25	Status 9/23/25	Status 4/14/26	Status 10/27/26
3.1 Support ACT preparation.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
3.2 Monitor CTE and Concurrent/Dual Course Enrollment.	July 1, 2022	June 30, 2022	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
3.3 Monitor secondary counselor and principal engagement with students.	July 1, 2022	June 30, 2027	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

10/27/26

3.1 - The CCSD ACT composite score improved from 2025-2026. High schools continue to utilize the ACT prep course, as well as providing scholarships so students can retake the test at no cost. High schools also continue to explore incentives for students to give their best effort on the exam.

3.2 - Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2026-27 school term is as follows:

- CCSD offers a total of 72 CTE courses grades 7-12.
- CCSD students in grades 7-12 were enrolled in 2,902 CTE courses in the fall semester of 2026. Many students are enrolled in more than one CTE course.
- CCSD students were enrolled in 2,151 dual/concurrent courses in the first semester of 2026/2027. Many students are enrolled in more than one dual/concurrent class.

3.3 - Sage Valley has met with every seventh and eighth grade student in the first quarter. Administration reports conversations regarding grades, concerns, interests, and opportunities for improvement. Twin Spruce administrators and counselors have made it a priority to meet individually with every student throughout the school year. Their goal is for each student to have at least two documented contacts with a counselor and/or administrator each semester. Contacts are tracked through a shared spreadsheet. To date, they have successfully met with every student at least once and are now working toward completing the second round of contacts for the semester. 100% of WJSHS students have received, one on one personal contact during the first quarter, with a majority receiving multiple check-ins to monitor academic progress and well being. CCHS Counselors and Administrators meet with all students in various class meetings throughout the year. Principals and counselors also have individual meetings with students to touch base, review academic progress, and get to know one another. In an effort to expedite the process of becoming familiar with freshmen, CCHS administrators review student photos prior to the start of the school year, in an effort to memorize as many faces & names as possible. CCHS administrators work purposely to ensure that all students in their respective alphabets have a meaningful relationship with both their principal and their counselor. TBHS counselors and principals meet with each student in their alphabet at least once a semester. Principals also host class meetings per grade level to share and receive information for improvement. At Westwood the principal and school counselor meet individually with each student at least twice per school year to discuss academic progress, graduation plans, and future goals. These meetings provide an opportunity to review each student's progress toward graduation, ensure they are on track to meet requirements, and discuss plans for life after high school. Conversations focus on each student's interests, strengths, and aspirations, including college, career opportunities, and personal goals. Through these individual meetings, the principal and counselor build relationships with students, provide guidance and support, and help each student develop a plan for success both during high school and beyond.

4/14/26

3.1 - ACT preparation has continued in secondary schools with practice ACT tests and embedded questioning throughout coursework. For the second semester of 2026, 67 students are enrolled in the "ACT Prep" class. Spring ACT for all Juniors is April 8th.

3.2 - Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2025-26 school term is as follows:

- CCSD offers a total of 72 CTE courses grades 7-12.
- CCSD students in grades 7-12 were enrolled in 2,978 CTE courses in the fall semester of 2025. Many students are enrolled in more than one CTE course.
- CCSD students were enrolled in 2,160 dual/concurrent courses in the first semester of 2025/2026. Many students are enrolled in more than one dual/concurrent class.

3.3 -Sage Valley- met the goal of meeting with every student for a non-disciplinary discussion by the end of the school year. Counselors and administrators met with every 7th Grade student individually in the 1st and 2nd quarters and in the 3rd quarter we met with larger groups and will finish the last quarter with individual meetings. For 8th Grade counselors and principals met individually in quarter one. In 2nd and 3rd quarters they met in larger groups and will end the last quarter with individual meetings.

Twin Spruce-Grade level principals and counselors met with all students in the second semester for non-disciplinary meetings.

Westwood- The principal and counselor exceeded the requirement by meeting with each student each quarter rather than each semester

CCHS-principals and counselors log individual student contacts via Google Form, in an effort to objectively quantify all contacts and to ensure that all students have personal interactions with both principals and counselors on a regular basis. Aside from visits in the respective counseling and principal

offices, counselors and principals also meet with all students during class meetings throughout the year. CCHS administrators are also always present in the commons before school, after school, and during lunch-not just for supervision purposes, but to purposely make personal connections with students in a more casual setting. Finally, CCHS principals also work diligently to be present at student activities and show support for students pursuing their individual passions outside of the regular classroom.

TBHS- Guidance Counselors meet with each student in their alphabet at least twice a year in the guidance office. Once in the fall semester and once in the spring. They also attend every class meeting. This year Principals added class meetings each semester to a minimum of two class meetings per semester. Four meetings per year. The goal was to have one meeting with each class per qtr. Principals met with each student in the alphabet at least once per semester. A large number of students had more than the required number of conferences with principals based on individual student needs.

WJSHS-Documented at least 2 non-disciplinary contacts by both the principal and counselor for the fall and spring semester.[3.3 -](#)

9/23/25

- 3.1- ACT preparation has continued in the high schools with practice ACT tests and embedded questioning throughout coursework. For the 2024-2025 school year, 175 students took the “ACT Prep” class. The senior retake for 2025 will be on October 14th.
- 3.2- Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2024-25 school term is as follows:
CCSD students were enrolled in 3,135 dual/concurrent courses. Many students enrolled in more than one dual/concurrent class. A total of 21 students were able to earn their associates degree from Gillette College through the Pronghorn Advantage program. This is an all-time high with the expectation the number of graduates will continue to increase.

CCSD students in grades 7-12 were enrolled in 6,416 semesters of CTE courses during the 2024-2025 school term. The following is the breakdown for each school:

CCHS - 2,111
TBHS - 2,203
WJSHS - 207
WW - 558
SVJH - 693
TSJH - 644
CCSD - 6,416

- 3.3 - Secondary principals and counselors are dedicated to creating positive relationships with their students. Secondary schools continue to use a variety of strategies to engage students in non-disciplinary contacts. Principals and counselors maintain high visibility with their students and use opportunities to create conversations and monitor student wellbeing. Counselors also engage in individual conversations regarding coursework and career interests. Sage Valley, Wright Junior-Senior High School, and Westwood met individually with all students a minimum of four times over the course of the 24-25 school term. Twin Spruce, Campbell County High School, and Thunder Basin High School were able to meet the objective with students individually or through small group settings over the course of the school year.

4/8/25

- 3.1 - ACT preparation has continued in secondary schools with practice ACT tests and embedded questioning throughout coursework. For the second semester of 2025, 70 students are enrolled in the “ACT Prep” class. Spring ACT for all Juniors is April 8th.
- 3.2 - Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2024-25 school term is as follows:
 - a. CCSD offers a total of 72 CTE courses grades 7-12.
 - b. CCSD students in grades 7-12 were enrolled in 3,187 CTE courses in the fall of 2025.

c. CCSD students were enrolled in 3,221 dual/concurrent courses. Many students are enrolled in more than one dual/concurrent class.

3.3 - This fall, secondary principals and counselors were able to meet each student individually or in small groups. Sage Valley, Westwood, and Wright Junior-Senior High principals have met with each student individually at least twice during the fall semester. The purpose is to create strong relationships, increase visibility, and monitor student satisfaction.

10/22/24

3.1 - During the 2023-2024 school term, “ACT Prep” was reintroduced as a semester course at CCHS and TBHS. A total of 198 students participated in the course. Students found the course valuable to their preparation for the exam. High school teachers continue to embed practice ACT sample questions into their instruction. 167 senior students took advantage of the free retake the week of October 15th.

3.2 - Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2023-24 school term is as follows:
CCSD students were enrolled in 2,947 dual/concurrent courses. Many students enrolled in more than one dual/concurrent class. A total of 19 students were able to earn their associates degree from Gillette College through the Pronghorn Advantage program. This is an all-time high with the expectation the number of graduates will continue to increase.

CCSD students in grades 7-12 were enrolled in 6,557 semesters of CTE courses during the 2023-2024 school term. The following is the breakdown for each school:

CCHS-	2,160
TBHS-	2,282
WJSHS-	375
WW-	351
SVJH-	718
TSJH-	671
CCSD-	6,557

3.3 - Secondary principals and counselors are dedicated to creating positive relationships with their students. Secondary schools continue to use a variety of strategies to engage students in non-disciplinary contacts. Principals and counselors maintain high visibility with their students and use opportunities to create conversations and monitor student wellbeing.

Counselors also engage in individual conversations regarding coursework and career interests. Sage Valley, Wright Junior Senior High School, and Westwood met individually with all students a minimum of four times over the course of the 23-24 school term. Twin Spruce, Campbell County High School, and Thunder Basin High School were able to meet the objective with students individually or through small group settings over the course of the school year.

3/12/24

3.1 - ACT preparation has continued in secondary schools with practice ACT tests. For the second semester 89 students are enrolled in the “ACT Prep” class.

3.2 - Career Technical Education (CTE) and college (dual/concurrent) fall course enrollment for the 2023-24 school term is as follows:
CCSD students were enrolled in 1,477 dual/concurrent courses. Several students enrolled in more than one dual/concurrent class during the first semester. CCSD students in grades 7-12 were enrolled in 3,438 CTE courses in the fall of 2023.

3.3 - Secondary principals/counselors continue to work to make meaningful connections with their students through non-disciplinary contacts throughout the school term. Sage Valley, Wright Junior-Senior High School, and Westwood met with all students individually at least twice in the first semester. Twin Spruce, Campbell County High School, and Thunder Basin High School were able to meet with each student a minimum of twice individually or through small group settings.

9/12/23

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

3/14/23

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

8/23/22

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