



LARAMIE COUNTY SCHOOL DISTRICT 1

REPORT CARD



LARAMIE COUNTY
SCHOOL DISTRICT 1

ANNUAL REPORT 2018–2019
STRATEGIC INITIATIVES 2019–2020

THE ADMINISTRATION

Central Administration

Superintendent of Schools—

Dr. Boyd Brown, Room 130 • 771-2121

Assistant Superintendent of Instruction—

Dr. Tracey Kinney, Room 128 • 771-2188

Assistant Superintendent of Human Resources—

John Weigel, Room 136 • 771-2163

Assistant Superintendent of Support Operations—

Dave Bartlett, Room 122 • 771-2115

Program Directors

Director of Instruction—

Dr. Stephen Newton, Room 226 • 771-2123

Assistant Director of Instruction/School Improvement—

Eric Jackson, Room 231 • 771-2187

Director of Special Services—

J.P. Denning, Room 254 • 771-2174

Assistant Director of Special Services—

John Balow, Room 256A • 771-2174

Director of Technology—

Kyle McKinney, Room 356 • 771-2222

Director of Finance—

Jed Cicarelli, Room 116A • 771-2110

Program Administrators

Business Services, Brian Harmsen

Room 118 • 771-2117

Community Relations, Mary Quast

Room 354 • 771-2239 (Information Services)

Facilities Management, Andy Knapp

3320 Maxwell Ave. • 771-2633 (Safety)

Field Services Management, Scott Cavallier

Room 360 • 771-2133 (Technology)

Human Resources, TBD

Room 113 • 771-2159

Information Systems/Data Base, Sarah Lucero

Room 154A • 771-2153

Technology Integration, Debbie Jacobson

Room 314A • 771-2253

Nutrition Services, Carla Bankes

3320 Maxwell Ave. • 771-2440 (Meal Programs)

Planning & Construction, Dennis Auker

Room 113 • 771-2124

Transportation, Adam Greenwood

316 Lexington Ave. • 771-2628 (Busing)

Curriculum Coordinators

Art, Michele Ragaglia • 771-2103

Career & Technical Programs, Jeff Stone • 771-2271

Language Arts, Tiffany Rehbein • 771-2140

Elementary Math, Val Kerschner • 771-2100

Secondary Math, Amy Kassel • 771-2454

Music, Sean Ambrose • 771-2104

Physical Education & Health, John Contos • 771-2255

Science, Julie Calkins • 771-2605

Social Studies, Mark Quinlivan • 771-2215

World Language, Mary Brummond • 771-2175

Secondary School Principals

Central High School, Fred George

5500 Education Drive • 771-2680

East High School, Sam Mirich

2800 E. Pershing Blvd. • 771-2663

South High School, Phil Thompson

1213 W. Allison Road • 771-2410

Triumph High School, Troy Lake

1250 W. College Drive • 771-2500

Carey Junior High School, Derek Nissen

1780 E. Pershing Blvd. • 771-2580

Johnson Junior High School, Brian Cox

1236 W. Allison Road • 771-2640

McCormick Junior High School, Dr. Justin Conroy

6000 Education Drive • 771-2650

Elementary School Principals

Afflerbach Elementary (K-6), Matt Schlager

400 W. Wallick Road • 771-2300

Alta Vista Elementary (K-6), Brook Yearsley

1514 E. 16th St. • 771-2310

Anderson Elementary (K-4), Sean Gorman

2204 Plain View Road • 771-2606

Arp Elementary (K-6), Steven Loyd

1216 Reiner Court • 771-2365

Baggs Elementary (K-6), Chanda Rowley

3705 Cheyenne St. • 771-2385

Bain Elementary (K-6), Todd Burns

903 Adams Ave. • 771-2525

Buffalo Ridge Elementary (K-4), Dr. Liann Brenneman

5331 Pineridge Ave. • 771-2595

Clawson Elementary (K-6), Sean Ambrose

376 Road 228A, Horse Creek • 771-2291

Cole Elementary (K-6), Kris Klopfenstein

615 W. Ninth St. • 771-2480

Davis Elementary, (K-6), Mary Beth Emmons

6309 Yellowstone Road • 771-2600

Deming Elementary (K-3), Tina Hunter

715 W. Fifth Ave. • 771-2400

Dildine Elementary (K-4), Mike Wortman

4312 Van Buren Ave. • 771-2320

Fairview Elementary (3-6), Cara Ogirima

2801 E. 10th St. • 771-2610

Freedom Elementary (K-6), Chad Delbridge

4500 Happy Jack Road • 771-2305

Gilchrist Elementary (K-6), Kristin Cavallier

1108 Happy Jack Road • 771-2285

Goins Elementary (K-6), Amanda Hall

224 Dey Ave. • 771-2620

Hebard Elementary (K-6), Charla McClinton

413 Seymour Ave. • 771-2450

Henderson Elementary (K-6), Karen Brooks-Lyons

2820 Henderson Drive • 771-2550

Hobbs Elementary (K-6), John Wahler

5710 Syracuse Road • 771-2560

Jessup Elementary (K-6), Dr. Barbara Leiseth

6113 Evers Blvd. • 771-2570

Lebhart Elementary (K-2), Cara Ogirima

807 Coolidge Road • 771-2614

Meadowlark Elementary (5-6), Jim Fraley

6325 Chief Washakie Ave. • 771-2260

Miller Elementary (4-6), Tina Hunter

3501 Evans Ave. • 771-2376

Pioneer Park Elementary (K-6), Dr. April Gates

1407 Cosgriff Court • 771-2316

PODER Academy Charter (K-5), Colton St. Peter

2201 Morrie Ave. • 632-2248

PODER Secondary PASS (6-8), Nicholas Vaughn

1100 Richardson Ct. • 241-6084

Prairie Wind Elementary (K-6), Lisa Weigel

11400 Yellowstone Road • 771-2340

Rossman Elementary (K-6), Dr. Vicki Begin

916 W. College Drive • 771-2544

Saddle Ridge Elementary (K-4), Don Brinkman

6815 Wilderness Trail • 771-2360

Sunrise Elementary (K-6), John Broda

5021 E. 13th St. • 771-2280

Willadsen Elementary (K-6), Sean Ambrose

645 Harriman Road, Granite Canon • 771-2295

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Mission Statement

The mission of Laramie County School District 1, in cooperation with students, parents, staff and the community, is to guarantee a high-quality education in a safe and orderly environment for all students, inspiring them to become life-long learners and responsible, productive citizens.

LCSD1 Notice of Nondiscrimination

Laramie County School District 1 does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI and Title IX may be referred to the Laramie County School District 1 Assistant Superintendent of Human Resources located in the Administration Building at 2810 House Ave., or phone 771-2160. Inquiries concerning Section 504 may be referred to the Laramie County School District 1 Assistant Director of At-Risk Programs located in the Administration Building at 2810 House Ave., or phone 771-2254.



Hathaway Notification

The State of Wyoming provides Hathaway Merit and Needs-based Scholarships to Wyoming students attending the University of Wyoming and Wyoming Community Colleges. Every student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

BOARD CHAIR'S MESSAGE

Laramie County School District 1 has several challenges ahead in 2020—achievement and graduation, facilities, student health and security, and state funding issues. However, I am optimistic and confident that our district has the resources, policies, planning and leadership to forge solutions that respond to the needs of students, families, staff and community.

Cheyenne is blessed with a strong and growing economy, and you need only look at existing housing developments and plans for F.E. Warren Air Force Base expansion to predict we will need more classrooms for the number of students (more than 14,000 today). We also must replace and renovate current facilities. It's a complicated districtwide picture, but we are making a good case to state school construction officials with our “most cost-effective remedy” plan for facility funding.

LCSD1 continuously focuses on improvement for everything we do.

We are undertaking a comprehensive strategic plan that will include measurable goals and will affect every department and program as we strive to provide students a good education in a safe environment.

The district is committed to changes in our mid-level schools to address the historically low achievement by our seventh and eighth graders, compared to the same grade levels across Wyoming. Daily schedules and some elective choices will change.

Actions by a small group of junior high students last spring caused us to take a hard look at our need to make sure all LCSD1 students and staff feel safe and are treated with kindness and respect. Among our responses is the hiring of a diversity coordinator to address needs K–12.

With our commitment to keep the community informed, the Board has been livestreaming and archiving video from our meetings. Soon, we will be streaming and recording the “work sessions” that precede our meetings, where we get reports on a range of issues, from later secondary start times to softball to professional learning communities.

After looking at gender equity in our sports programs and some budget adjustments, the Board



MARGUERITE HERMAN

voted to add girls' softball to the roster of spring athletics in LCSD1, beginning next year.

The district is coordinating with businesses to design Career Technical Education programs to meet their workforce needs and help our students learn career skills right out of high school.

The Board continues to support the 1 mill recreational levy that raises about \$1.7 million a year for school and community recreation facilities and equipment.

The district has a new family engagement program called Parent Engagement and Educational Partnerships with Schools, or “PEEPS.” It brings families, educators and community partners together to support the academic success and healthy development of all students.

This list—by no means complete—illustrates our commitment to the education of our students in all grades, with all kinds of needs and goals, in every part of our district. We are committed to high goals, honest assessment and continued improvement.

BOARD OF EDUCATION



LARAMIE COUNTY SCHOOL DISTRICT 1
2019-2020 BOARD OF TRUSTEES
SEATED L-R, CHRISTY KLAASSEN, ASSISTANT CLERK;
MARGUERITE HERMAN, CHAIRMAN;
LYNN STOREY-HUYLAR, CLERK;
ROSE ANN MILLION RINNE, VICE CHAIRMAN
STANDING L-R, TIM BOLIN, ASSISTANT TREASURER;
NATE BREEN, TRUSTEE;
RICH WIEDERSPAHN, TREASURER

SUPERINTENDENT'S MESSAGE



DR. BOYD BROWN

I'm honored to serve as the superintendent of Laramie County School District 1 (LCSD1), the largest school district in the State of Wyoming. LCSD1 has great employees who work with the most diverse population of students in Wyoming. We have students who speak more than 30 different languages, students who have individual education plans, students in gifted and talented programs, students in the International Baccalaureate program and students who are taking college courses.

I am not only proud of the students but the staff who work to make each student the best they can be.

Enrollment:

As of Oct. 1, 2019, 14,261 students were enrolled in LCSD1 K-12. The district has seen consistent growth over the last few years at a rate of 1% to 2% a year, increasing by a total of 109 students over last year. We estimate we will continue to grow over the next few years at a similar rate. Student enrollment in the LCSD1 triads is relatively balanced at the elementary level (K-6); East triad 2,557, South triad 2,472, and Central triad 2,642. At the junior

high schools (7-8) we are at; East triad Carey Junior High 797, South triad Johnson Junior High 782, and Central triad McCormick Junior High 708. The high school (9-12) enrollment is at; Central High 1,198, East High 1,414, South High 1,172, and Triumph High 231 students. PODER Academy charter schools enroll 288 students K-12. LCSD1 makes up about 15% of the total K-12 population in Wyoming.

Facilities:

The district is in the process of replacing Carey Junior High. The new school will be located by East High. We plan to open the school in the fall of 2020. We are working with the Wyoming School Facilities Department (WSFD) on a most cost-effective remedy study to plan for the increasing student population in the district and updating aging schools. Based on the study completed by a contractor hired by the WSFD, our 2018-19 enrollment numbers are over capacity at the elementary level by 221 students and at the high school level by 21 students. The WSFD has requested funding for an elementary school in the current legislative budget and in the next legislative session expansion of all three comprehensive high schools with possibly an additional elementary. During the upcoming months, the district will move Dildine Elementary to the Eastridge wing adjacent to the old Carey building while we renovate their elementary school.

Achievement:

The Wyoming Department of Education holds schools accountable through the state assessment called WY-TOPP. This year Anderson Elementary was rated as our district's first exceeding school under the new assessment. Eight elementary schools improved their state rating, some by more than one level. Four

elementary schools' rating declined by one level. All junior high and high schools maintained the same rating from last year. Our goal is to continually strive to improve our performance on the state assessment while paying attention to every other content and social area that help students become well-rounded citizens. We are increasing the amount of time allocated for core (math, science, language arts, and social studies) courses at the junior high level for the next school year to allow for more instruction time.

The district's four-year graduation rate increased to 81.6% this year, which is the highest graduation rate in recent years. We are proud to have the increase, but just as proud of our students who have struggled to graduate in five, six or seven years. The district staff has put programs and personnel in place to support students who need help to graduate.

Safety:

Local law enforcement and first responders have been great partners in helping LCSD1 provide a safe environment for our students. Last year, the district initiated a "See Something, Say Something" campaign through which people can use the statewide anonymous tip line (Safe2Tell, 1-844-996-7233), 911 or call school administration to report safety issues. As we move through this year, we are piloting software to help with reunification of students and parents in a crisis situation, software to allow better communication with stakeholders, and software and hardware to help reduce reporting time in a crisis. Just a reminder, we need everyone's help to keep our students safe. Please talk to your students and report any issues that are concerning and encourage your student to visit with school staff if they have a concern.

Student Population Profile

LCSD1 Enrollment Trends—

	2017–2018	2018–2019	2019–2020
School Year	14,071	14,152	14,261
Elementary/K–6	7,942	7,847	7,862
Secondary/7–12	6,129	6,305	6,399

Students by Ethnicity—

2019–2020			
Asian	1.0%	Black	2.4%
Hispanic	20.3%	American Indian or Alaska Native	.7%
Native Hawaiian or Pacific Islander	.2%	White	70.1%
2 or More Races	5.3%		

Due to federal reporting guidelines, students may be listed in multiple categories.

Daily Student Attendance Percentages—

	2016–2017	2017–2018	2018–2019
Elementary	94.8%	94.7%	94.4%
Secondary	91.2%	90.8%	90.2%
District	94.1%	94.0%	93.4%

Graduation Rates for the past three reporting years—

2016–2017	2017–2018	2018–2019
78.6%	79.8%	81.6%

Reported rates are comparisons of graduates to all exiters (dropouts + completers) from a 4-year cohort of students. Graduates are regular diploma recipients. Information does not include late graduates. Source: Wyo. Dept. of Education

2019 Graduates—828 (includes early, regular and summer graduates)

Fall Graduate Survey

	2017	2018	2019
Working full time	23%	21%	17%
Working part time	2%	33%	28%
Working part time & attending school	28%	30%	21%
Attending Laramie County Com College	27%	31%	25%
Other in-state community college	2%	1%	1%
Out-of-state community college	2%	1%	1%
In-state tech/voc school	2%	0%	1%
Out-of-state tech/voc school	2%	0%	0%
Attending University of Wyoming	22%	20%	15%
Out-of-state four-year college	8%	11%	8%
Military	6%	6%	6%
Undecided	4%	5%	4%

*Students are asked the fall after graduation what they were doing. Students may be counted in multiple categories.

ACT Composite Scores—

	2017	2018	2019
District	19.7	19.5	19.8
State	19.7	19.5	19.5
National	21.0	20.8	20.7

District & State reflect 11th-grade scores. National reflects graduating seniors' scores.

2018–2019 National Merit Scholar Honors—

Finalists: 2 Semi-Finalists: 3

Percent of graduates meeting Hathaway Scholarship requirements for GPA & ACT

Fall 2019—82.4% (includes honors, performance, opportunity and provisional opportunity levels)

WY-TOPP* & PAWS/State Standards-Based Assessments—

Proficient or advanced in English Language Arts—		2017	2018*	2019*
3rd Grade—	District	57%	48%	50%
	State	59%	51%	55%
4th Grade—	District	61%	43%	43%
	State	64%	49%	49%
5th Grade—	District	55%	57%	52%
	State	62%	59%	56%
6th Grade—	District	60%	56%	59%
	State	58%	58%	61%
7th Grade—	District	57%	45%	48%
	State	56%	54%	59%
8th Grade—	District	44%	54%	56%
	State	54%	58%	61%

Proficient or advanced in math —		2017	2018*	2019*
3rd Grade—	District	47%	41%	42%
	State	52%	51%	54%
4th Grade—	District	49%	39%	39%
	State	58%	51%	53%
5th Grade—	District	47%	45%	44%
	State	58%	53%	55%
6th Grade—	District	50%	49%	56%
	State	50%	52%	55%
7th Grade—	District	44%	43%	44%
	State	47%	49%	52%
8th Grade—	District	36%	42%	45%
	State	49%	52%	55%

*The 2017–2018 & 2018–2019 WY-TOPP assessment results cannot be used as a comparison to PAWS assessment scores due to the considerable differences in both assessments. Beginning with the 2020 state assessment, LCSD1 will begin comparing year-to-year results.

Students Per Computer—better than 2:1

The district has traditional or mobile computer labs large enough to accommodate an entire class in every school.

BY THE NUMBERS

Students Receiving Special Services—**Percentage of students with an IDEA disability**

	Oct. 1, 2017	Oct. 1, 2018	Oct. 1, 2019
Percent disabled	13.1%	13.2%	13.4%
Percent disabled statewide	13.9%	14.2%	14.3%

K–12 Disciplinary Actions—

	2016–2017	2017–2018	2018–2019
Long-term suspensions	83	74	113
Expulsions	14	5	1

General Information

Instructional Contact Hours:

	State Required Min.	District Average
Kindergarten:	450	1,122.83
Elementary:	900	1,122.83
Junior High:	1,050	1,122.83
Senior High:	1,100	1,122.83

Total 2018–2019 Employees—*Certified, classified, part- and full-time: 2,214***Beginning Teacher Salary—\$48,420****Average Instructional Salary—\$64,853****School Nutrition—****Percent of LCSD1 students qualified for free meals (November)**

2017	2018	2019
30.3%	27.4%	27.4%

Percent of LCSD1 students qualified for reduced-price meals (November)

2017	2018	2019
9.0%	10.0%	10.3%

Bus Transportation

- Hours of operation: Monday–Friday from 4:30 a.m.–6 p.m.
- 6,418 students are registered to transport each day
- 1.9 million miles are driven annually for student travel
- Fleet size: 129 buses
- # of routes: 86, plus 27 mid-day routes & 17 late-night routes
- Longest route: 277 miles daily
- Shortest route: 33 miles daily
- Summer school mileage: 26,970 miles

Finance**2018–2019 general fund expenditure: \$218,769,829****Expenditure per student: 2016–2017—\$15,579****2017–2018—\$15,554****2018–2019—\$15,458****Geographic Size**

LCSD1 covers 1,592 square miles in southeast Wyoming, which includes three rural elementary schools, 26 urban elementary schools, one charter elementary school, one charter secondary school, three junior highs, three high schools and one alternative high school.

Use of Facilities

Approximately 34,663 hours of activities were held in LCSD1 schools during 2018–2019.

Facility (as of Fall 2019)	Age
Administration Building.....	98
Clawson Elementary	80
Maintenance Building.....	79
Deming Elementary.....	74
Hebard Elementary.....	74
Cole Elementary.....	70
Henderson Elementary.....	69
Storey Gymnasium.....	69
Carey Junior High.....	66
Pioneer Park Elementary.....	64
Dildine Elementary.....	63
Fairview Elementary.....	63
East High.....	60
Buffalo Ridge Elementary.....	60
Hobbs Elementary.....	60
Lebhart Elementary.....	60
Willadsen Elementary.....	60
Arp Elementary.....	58
Bain Elementary.....	58
Jessup Elementary.....	58
Miller Elementary.....	54
Food Service Building.....	52
Warehouse/Graphics/Transportation.....	48
McCormick Junior High.....	44
Central High.....	42
Ag Farm.....	36
Johnson Junior High.....	36
Anderson Elementary.....	36
Gilchrist Elementary.....	35
Afflerbach Elementary.....	33
Alta Vista Elementary.....	32
Freedom Elementary.....	14
Sunrise Elementary.....	12
Baggs Elementary.....	11
Triumph High.....	11
Rossman Elementary.....	10
Saddle Ridge Elementary.....	10
South High.....	9
Goins Elementary.....	7
Okie Blanchard Stadium.....	5
Davis Elementary.....	4
Prairie Wind Elementary.....	4
Meadowlark Elementary.....	3

Average total facility age: 44 years

MISSION, VISION, VALUES

Mission Statement

The mission of Laramie County School District 1, in cooperation with students, parents, staff and the community, is to guarantee a high-quality education in a safe and orderly environment for all students, inspiring them to become lifelong learners and responsible, productive citizens.



Vision

Laramie County School District 1 is the premier district “of learners for learners” in the Rocky Mountain Region where every student is successfully learning.

Core Values

We are a district of learners for learners.

High Expectations

- We will ensure all students meet or exceed essential skill proficiency.
- We will measure success based on student learning.
- We will measure continuous learning for all staff and students.

Shared Responsibility

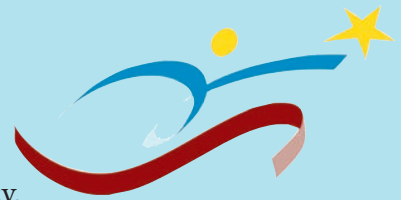
- We will share responsibility for each student’s learning with all stakeholders including students, parents, staff and community.

Maximizing Learning Opportunities

- We will maximize learning by making data-driven decisions...
 - ~ to guide the implementation of scientifically researched best practice.
 - ~ to guide multiple learning opportunities.

Human Connection

- We will model what we expect from others.
- We will treat all stakeholders with mutual respect and dignity.
- We will develop positive relationships with every student, parent and stakeholder.



DISTRICT INITIATIVES

Accreditation

In 2019–2020, the Wyoming Department of Education conducted a site visit for Accreditation examining all aspects of the Laramie County School District 1 educational system. This work included an extensive document review, interviews with stakeholders, and visits to individual schools. The district received high commendations through this process as well as suggestions for next steps within the system. The team also reviewed the school improvement plans that each school develops and revises throughout each school year in response to changing needs. School improvement plans are developed based upon both State and Federal accountability measures. Additionally, action plans are developed and implemented in the areas of Student Achievement, Professional Expectations and Growth,

Instructional Leadership, Safe and Orderly Environment and Effective and Efficient Use of Resources. The action plans provide a detailed roadmap for achieving each of the district's goals.

The district's strategic plan guides and focuses all of the schools' efforts to improve. The Board of Trustees' 2016–2019 plan was adopted and approved during the fall of 2016. The district goal was to ensure all students will achieve academic success, graduate from high school prepared for post-secondary education, be career ready and be responsible, productive citizens. Because the strategic plan expires in 2019, the Superintendent and Board of Trustees have begun the lengthy process of updating the Strategic Plan. Stakeholders across the district and community are contributing to the needs assessment to guide the planning efforts.



Strategic PLAN 2016–2019

DISTRICT GOAL

Students will achieve academic success, graduate from high school prepared for post-secondary education, be career ready, and be responsible citizens.

The mission of LCSD1, in cooperation with students, parents, staff and the community, is to guarantee a high-quality education in a safe and orderly environment for all students, inspiring them to become lifelong learners and responsible productive citizens.

APPROVED 8/15/16

Student Achievement

- Focus on the growth of all students
 - ▶ Identify gaps & target instruction to specific needs
 - ▶ Develop acceleration & remediation strategies
 - ▶ Develop plans for key transitions
- Graduate a higher percentage of students on time who are prepared for post-secondary education and are career ready
- Continue content area literacy focus across all subject areas

Professional Expectations & Growth

- Deliver the adopted district curriculum using research based instructional practices
- Utilize the district comprehensive assessment system that is aligned to state standards
- Participate in training and processes to ensure a professional learning community that values:
 - ▶ Engaging in regular collaborative meetings on student performance
 - ▶ Adjusting instructional approach based on student performance

Instructional Leadership

- Develop instructional leadership at all levels
- Provide leadership that maximizes student learning
 - ▶ Develop a comprehensive monitoring system for students
 - ▶ Implement a tiered system of support
 - ▶ Maximize effective instructional time

Safe & Orderly Environment

- Ensure a safe & orderly environment that is conducive to student learning by:
 - ▶ Implementing district safety and security measures and programs
 - ▶ Applying district anti-bullying programs and discipline expectations
 - ▶ Developing & implementing procedures & processes to support State & Federal security standards & guidelines

Effective & Efficient Use of Resources

- Improve efficiency & effectiveness districtwide—every school, every department, every person—to optimize sustainable district operations



DISTRICT INITIATIVES



Curriculum Development

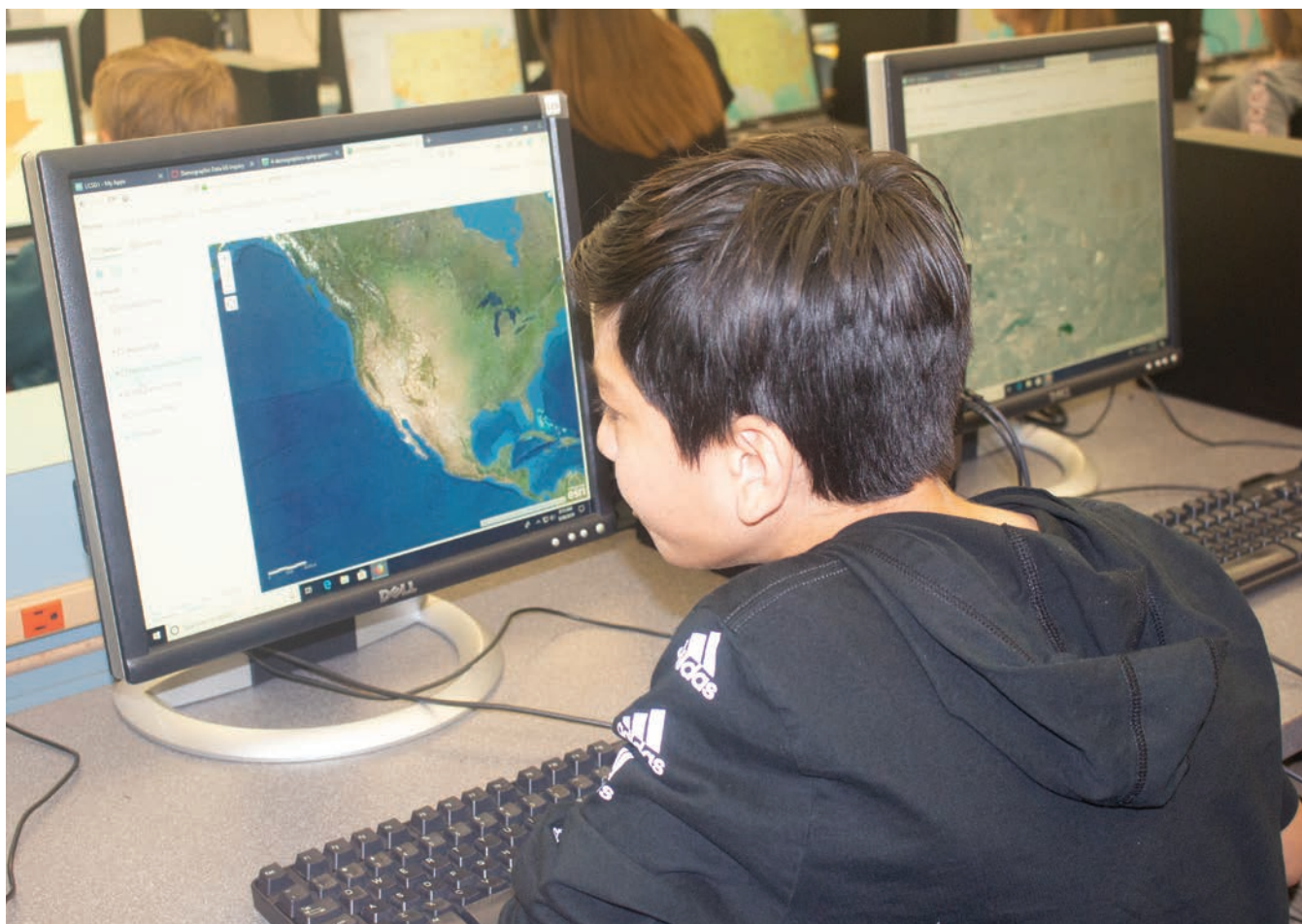
Laramie County School District 1 continues to refine curriculum in all content areas and courses at the secondary level and continues to revise and improve the corresponding curriculum maps. Along with the new curriculum documents, LCSD1 continues to improve and revise the district assessment system.

For the last several years, district staff has updated and revised curriculum through the lens of standards-referenced grading. Curriculum has been prioritized to determine which state standards are most critical for students to know and be able to do. Likewise, proficiency scales have been built for each course to describe varying degrees of mastery for these state standards. Beginning with the first quarter of 2016, our elementary schools adopted a districtwide process for standards-referenced reporting.

Professional Learning Communities

PLCs provide a focus on learning for all students and create a collaborative culture in grade levels, departments and schools. Instructional staff work in groups to identify teaching strategies and model units using the recent curriculum work to guide instruction. PLCs provide teachers a venue to work in teams, job-embedded professional development, and an opportunity to reduce variance across the district. PLC implementation has allowed teachers to move from independent practice into collaborative groups that focus on student learning and develop a shared responsibility for all.

TESTING & ACCOUNTABILITY



Testing and Accountability

At the direction of the Wyoming Legislature, the Wyoming Department of Education has developed an assessment plan to guide district and school accountability. WY-TOPP is the primary assessment used in grades three through 10. The assessment is administered in the late spring with interim tests given in the fall and winter to track progress toward the summative test date. Additionally,

teachers can administer WY-TOPP modular assessments to individual students as needed to track areas of student difficulty. WY-TOPP results are used to measure district and school-level accountability as called for by the state accountability plan and U.S. Department of Education's Every Student Succeeds Act.

High schools are required to administer the WY-TOPP in grades nine through 10 and the ACT exam to all students in 11th grade. ACT is a measure of col-

lege and career readiness, and it is used as part of the criteria for the Hathaway Scholarship. The ACT assessment, provided by the state of Wyoming, assesses students in English, mathematics, reading, science and writing. Results are used as an accountability measure for high schools and to determine if a student is college and career ready. College-bound students who score below a targeted score may be required to take a remediation course at their college.

MEASURING ACHIEVEMENT

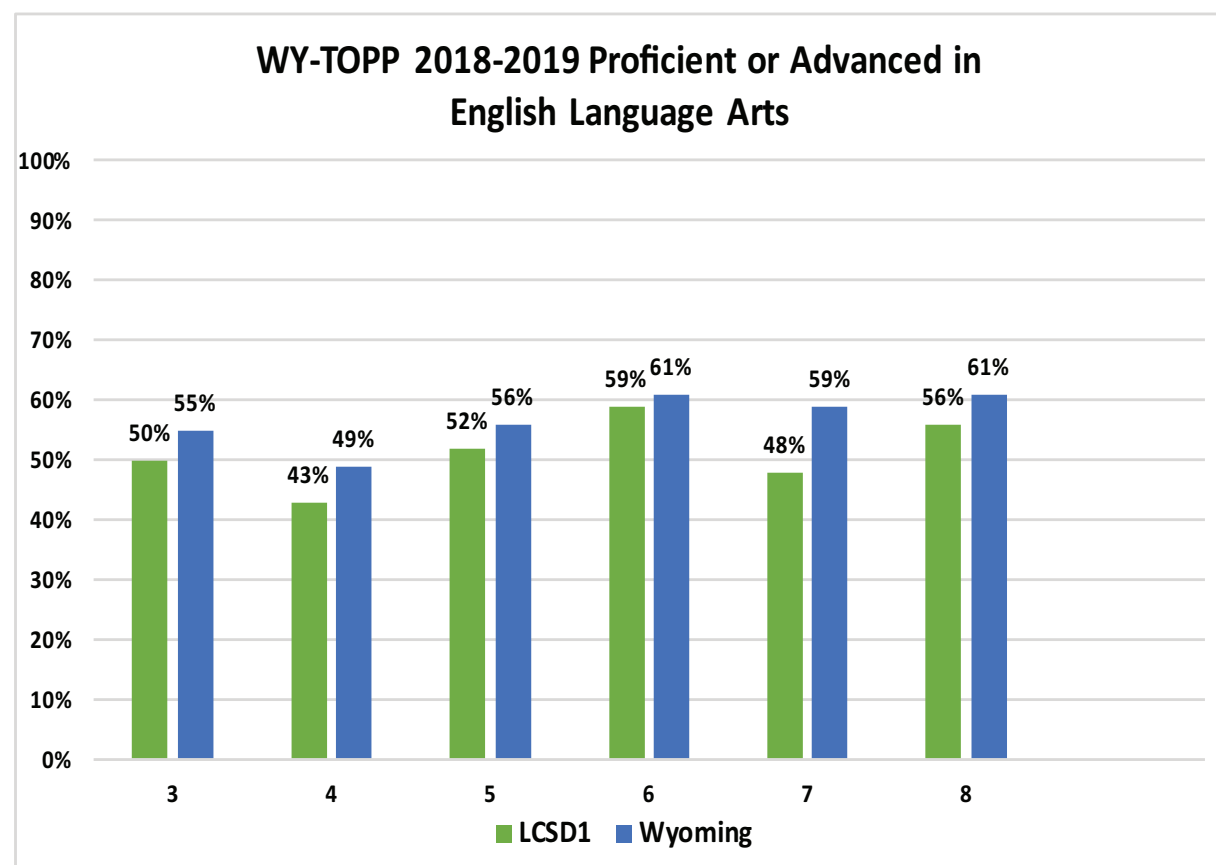
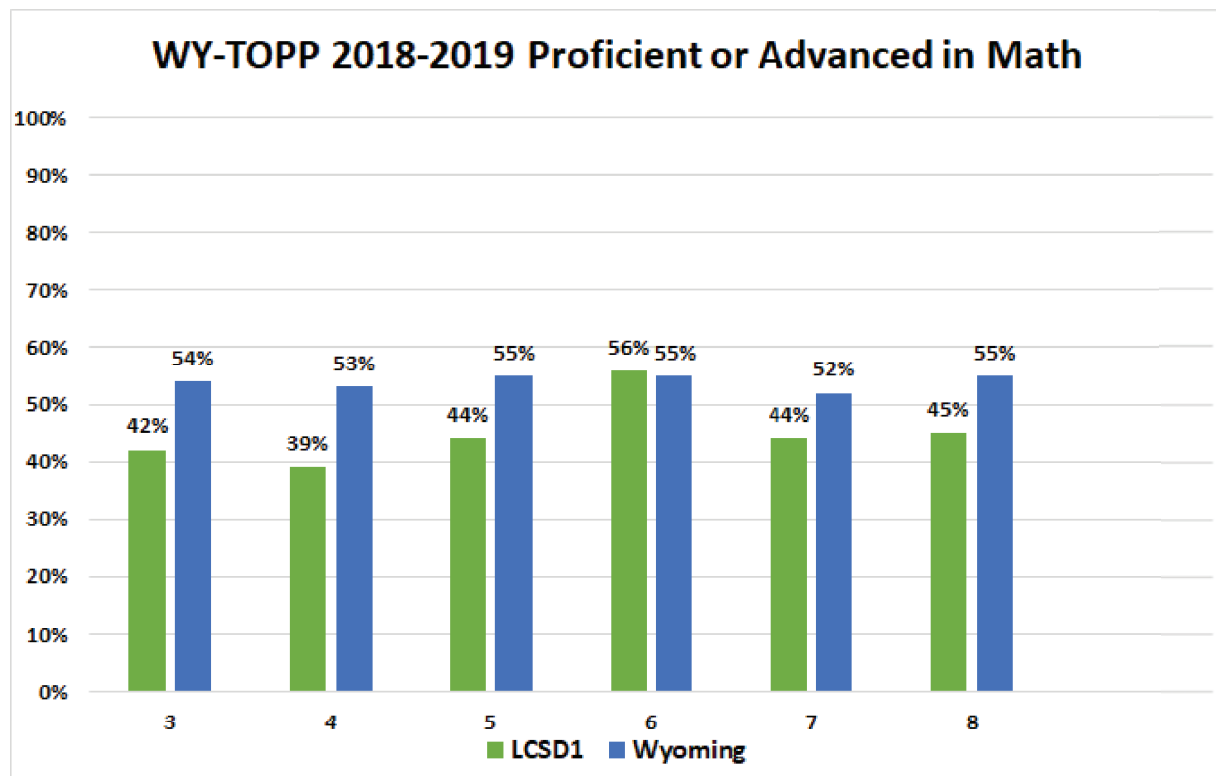
WY-TOPP* & PAWS/State Standards-Based Assessments—

<i>Proficient or advanced in English Language Arts—</i>				
	2017	2018*	2019*	
3rd Grade— All students	57%	48%	50%	
Hispanic	46%	40%	33%	
Amer. Indian/Alaska Native	0%	83%	43%	
Asian	58%	56%	75%	
Black	37%	35%	46%	
Native Hawaiian/Pacific Islander	33%	0%	75%	
White	62%	52%	55%	
Two or more races	51%	37%	61%	
Free/reduced lunch	45%	37%	30%	
Individual Education Plan (IEP)	24%	20%	23%	
4th Grade— All students	61%	43%	43%	
Hispanic	48%	36%	33%	
Amer. Indian/Alaska Native	41%	0%	83%	
Asian	67%	56%	44%	
Black	57%	31%	36%	
Native Hawaiian/Pacific Islander	0%	0%	0%	
White	65%	45%	48%	
Two or more races	48%	42%	30%	
Free/reduced lunch	48%	32%	29%	
Individual Education Plan (IEP)	30%	24%	15%	
5th Grade— All students	55%	57%	52%	
Hispanic	42%	37%	38%	
Amer. Indian/Alaska Native	70%	39%	20%	
Asian	65%	60%	100%	
Black	41%	48%	35%	
Native Hawaiian/Pacific Islander	33%	N/A	0%	
White	59%	62%	57%	
Two or more races	56%	56%	53%	
Free/reduced lunch	44%	51%	38%	
Individual Education Plan (IEP)	23%	19%	14%	
6th Grade— All students	60%	56%	59%	
Hispanic	46%	43%	42%	
Amer. Indian/Alaska Native	33%	33%	42%	
Asian	60%	73%	70%	
Black	64%	39%	72%	
Native Hawaiian/Pacific Islander	33%	33%	0%	
White	65%	60%	63%	
Two or more races	63%	49%	52%	
Free/reduced lunch	47%	45%	42%	
Individual Education Plan (IEP)	22%	24%	16%	
7th Grade— All students	57%	45%	48%	
Hispanic	38%	34%	38%	
Amer. Indian/Alaska Native	60%	30%	27%	
Asian	73%	56%	64%	
Black	36%	48%	28%	
Native Hawaiian/Pacific Islander	50%	50%	50%	
White	64%	49%	53%	
Two or more races	58%	44%	44%	
Free/reduced lunch	42%	N/A	39%	
Individual Education Plan (IEP)	16%	12%	15%	
8th Grade— All students	44%	54%	56%	
Hispanic	30%	34%	41%	
Amer. Indian/Alaska Native	75%	25%	50%	
Asian	71%	94%	63%	
Black	19%	39%	46%	
Native Hawaiian/Pacific Islander	0%	100%	33%	
White	49%	59%	62%	
Two or more races	39%	68%	52%	
Free/reduced lunch	28%	N/A	41%	
Individual Education Plan (IEP)	11%	15%	15%	

<i>Proficient or advanced in math —</i>				
	2017	2018*	2019*	
3rd Grade— All students	47%	41%	42%	
Hispanic	32%	33%	25%	
Amer. Indian/Alaska Native	33%	50%	29%	
Asian	58%	50%	63%	
Black	26%	30%	32%	
Native Hawaiian/Pacific Islander	67%	0%	75%	
White	53%	46%	46%	
Two or more races	42%	24%	54%	
Free/reduced lunch	33%	41%	25%	
Individual Education Plan (IEP)	22%	20%	21%	
4th Grade— All students	49%	39%	39%	
Hispanic	35%	30%	26%	
Amer. Indian/Alaska Native	35%	0%	50%	
Asian	25%	33%	56%	
Black	35%	31%	32%	
Native Hawaiian/Pacific Islander	0%	50%	0%	
White	54%	42%	43%	
Two or more races	40%	37%	32%	
Free/reduced lunch	39%	33%	27%	
Individual Education Plan (IEP)	25%	18%	11%	
5th Grade— All students	47%	45%	44%	
Hispanic	32%	32%	34%	
Amer. Indian/Alaska Native	60%	15%	20%	
Asian	59%	30%	100%	
Black	44%	42%	31%	
Native Hawaiian/Pacific Islander	33%	N/A	50%	
White	52%	48%	48%	
Two or more races	36%	40%	44%	
Free/reduced lunch	35%	46%	33%	
Individual Education Plan (IEP)	19%	13%	14%	
6th Grade— All students	50%	49%	56%	
Hispanic	37%	37%	38%	
Amer. Indian/Alaska Native	44%	33%	42%	
Asian	69%	67%	60%	
Black	44%	41%	45%	
Native Hawaiian/Pacific Islander	33%	33%	0%	
White	54%	54%	61%	
Two or more races	58%	27%	47%	
Free/reduced lunch	36%	30%	36%	
Individual Education Plan (IEP)	16%	16%	12%	
7th Grade— All students	44%	43%	44%	
Hispanic	29%	26%	29%	
Amer. Indian/Alaska Native	80%	30%	36%	
Asian	56%	69%	50%	
Black	28%	33%	36%	
Native Hawaiian/Pacific Islander	33%	0%	25%	
White	49%	48%	49%	
Two or more races	42%	56%	37%	
Free/reduced lunch	28%	N/A	30%	
Individual Education Plan (IEP)	9%	9%	15%	
8th Grade— All students	36%	42%	45%	
Hispanic	27%	23%	28%	
Amer. Indian/Alaska Native	25%	25%	40%	
Asian	59%	56%	63%	
Black	15%	24%	22%	
Native Hawaiian/Pacific Islander	100%	50%	0%	
White	40%	48%	51%	
Two or more races	31%	47%	49%	
Free/reduced lunch	21%	50%	30%	
Individual Education Plan (IEP)	12%	8%	8%	

*The 2017–2018 & 2018–2019 WY-TOPP assessment results cannot be used as a comparison to PAWS assessment scores due to the considerable differences in both assessments. After the 2019 state assessment, LCSD1 will begin comparing year-to-year results.

MEASURING ACHIEVEMENT



CURRICULUM & INSTRUCTION



Teaching & Learning

All district efforts are directed systemically to ensure we meet the goals of our strategic plan. These goals state students will achieve academic success, graduate from high school, be college and career ready and be responsible citizens.

In order to keep students on track for graduation, LCSD1 notifies those who have a deficiency so they can correct it with options such as summer school, extended-day, correspondence courses, credit recovery labs, and the district CAP (Comprehensive Academic Preparation) program, enabling them to graduate with their class.

Graduation Requirements

Mastery of student performance standards is prescribed for the following:

Common Core of Knowledge—Reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, world cultures and languages, government and civics including state and federal government, and computer science.

Common Core of Skills—Problem solving, interpersonal communications, computational thinking and computer applications, critical thinking, creativity, life skills including personal and financial management skills.

Graduation Requirements

- Four credits in English
- Three credits in science
- Four credits in mathematics
- Three credits in social studies (must consist of one credit in U.S. history, one credit in U.S. government and one credit in world history or world geography)
- One credit in physical education (ROTC may be taken in place of the physical education requirement; however it will not meet the proficiency.)
- One credit in health education
- Remaining 11 credits in elective subjects
- Satisfactory completion of the 27 Carnegie unit credits of high school credit-bearing courses
- Students taking high-school-equivalent courses in math and world language may earn high school credit prior to ninth grade.

Hathaway Scholarship Program

In 2006, the State of Wyoming established a generous scholarship program in the name of former Wyoming Gov. Stan Hathaway that rewards eligible Wyoming students with scholarship money to attend the University of Wyoming or a Wyoming community college. The program provides merit- and need-based awards to eligible students. The scholarships are designed to provide an incentive for students to prepare for and pursue post-secondary education within Wyoming at any of the following institutions—Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest College, Sheridan College, Western Wyoming Community College and the University of Wyoming.

Detailed eligibility and course information is available by calling the Wyoming Department of Education at 777-8979, visiting their website at <http://edu.wyoming.gov/beyond-the-classroom/college-career/scholarships/hathaway/> or contacting your high school guidance counselor.

FEDERAL PROGRAMS



Every student in Laramie County School District 1 benefits to some extent from federal programs. The benefits range from lower class size to up-to-date equipment in the classroom and teachers trained in the latest instructional techniques. The district receives money from federal sources for a variety of programs and services. Some of the larger grants are as follows:

Title I—The oldest federal program included with the ESEA of 1965 was re-authorized on Jan. 8, 2002, as No Child Left Behind, Public Law 107-110. Part A of Title I, designed to help disadvantaged children meet challenging content and student performance standards, provides financial assistance to districts based on the number of children from low-income families. The following schools currently receive

supplemental support from Title I funding: Afflerbach, Alta Vista, Arp, Baggs, Cole, Fairview, Goins, Hebard, Henderson, Lebhart, Rossman and Sunrise elementary schools as well as Johnson Junior High and PODER Charter Academy.

Title II A—This state formula grant program includes the 1994 IASA Eisenhower Professional Development State Grants and focuses on preparing, training and recruiting high-quality teachers and principals.

Title ID—This program provides the district with funding to help provide services to neglected and delinquent students.

Title III—The new English Language Acquisition program is intended to ensure that limited English proficient (LEP) students develop English proficiency and

meet the same academic content and achievement standards as other students.

Title IV Part A—The Elementary and Secondary Education Act of 1965, as authorized by the Every Student Succeeds Act (ESSA) of 2015, established Title IV, Part A, the Student Support and Academic Enrichment Grant Program (SSAE). The overarching goal of Title IV, Part A, is to increase the capacity of state education agencies, local education agencies, campuses and communities to meet the following three goals:

1. Provide all students access to a well-rounded education
2. Improve academic outcomes by maintaining safe and healthy students
3. Improve the use of technology to advance student academic achievement

Perkins—The Carl D. Perkins Vocational and Technical Education Grant funds programs to assist students in the attainment of challenging state-established academic, vocational and technical skill proficiencies.

IDEA—Part B Flow Through—This program provides special education funding to districts aimed at students with disabilities, ages 3 to 21. IDEA funds are used to pay the excess costs of providing special education and related services to students with disabilities.

IDEA—Part B 619 Preschool—This program also provides special education funding to districts aimed at the identification and transition of preschool-aged children.

EXCEPTIONAL CHILDREN'S PROGRAMS

Our staff believes...

High Expectations

We believe students with disabilities can meet or exceed district expectations.

Shared Responsibility

We believe the measure of success must be based on the learning of all students.

We believe everybody who interacts with students has the shared responsibility to positively impact their lives.

Maximizing Learning Opportunities

We believe in results-oriented instruction focused on continuous learning for all students and staff.

We believe the learning of all students will be maximized by making data-driven decisions.

Human Connection

We believe in developing positive relationships with every student, parent, staff and member of the community.

We believe in treating everyone with dignity and mutual respect.

We believe in modeling what we expect from others.



Special Services

Department Mission—

In support of the mission of Laramie County School District 1, the mission of the Special Services Department is to guarantee specialized instruction, maximized student learning and a variety of educational opportunities to students with Individualized Education Programs (IEPs).

Department Vision—

Laramie County School District 1 Special Services Department will close the gap between current educational performance and proficient achievement by maximizing individual potential.

Percentage of students with IDEA disability

	October 2017		October 2018		October 2019	
	State	District	State	District	State	District
% of students with disabilities	13.9%	13.1%	14.2%	13.2%	14.3%	13.4%
Top five primary disability categories						
Learning disability	4.5%	3.6%	4.6%	3.7%	4.7%	3.9%
Speech/language impairment	4.1%	4.3%	4.1%	4.2%	4.0%	4.2%
Other health impairment	2.2%	2.1%	2.2%	2.1%	2.2%	2.1%
Emotional disability	0.6%	0.7%	0.6%	0.7%	0.6%	0.6%
Autism spectrum disorder	1.0%	1.0%	1.0%	1.1%	1.0%	1.2%



Activities

Wyoming High School Activities Association (WHSAA) members believe interscholastic activities programs are essential to the education of youth and therefore are an integral part of the school curriculum. The inherent values of activity programs are both realistic and vivid. Participation provides the opportunity to build strong minds and bodies, fosters a cooperative spirit and sportsmanship, creates poise and confidence and teaches discipline and the self-satisfaction of accomplishing goals.

At the same time, WHSAA and LCSD1 recognize that while interscholastic programs

play an important role in the education process, activities should not overshadow the emphasis placed on classroom work, as the two should go hand-in-hand. Thus, LCSD1 promotes activities as a way to engage students and help reach the district's goal of increasing the percentage of students who graduate year after year.

Athletic activities include football, basketball, volleyball and track for fifth- through 12th-graders; wrestling and swimming for seventh-through 12th-graders; and soccer, tennis, cross country, golf, weight training and cheerleading for ninth-through 12th-graders. Fine arts activities include band,

marching band, vocal music, orchestra groups, and art and drama clubs. Academic activities include debate, forensics, journalism, science fair or olympiad, math and chemistry olympiads, spelling and geography bees, world language clubs and community service groups. High school clubs also include DECA, SkillsUSA, FCCLA, FFA and FBLA, to name a few.

LCSD1 students were regional, state and/or national qualifiers and/or champions in many of these competitions. Activities in LCSD1 are identified as co-curricular and intra-curricular, emphasizing that they are an essential part of the school's total mission.

Co-curricular/intra-curricular pursuits should support the goal of teaching students to be responsible, fulfilled human beings and provide them with opportunities that develop character, leadership, critical thinking, sociability and specific skills. Essentially all activities carried out under the jurisdiction of a school should be viewed in terms of their potential contribution to the school's overall goals for young people. This imperative applies to athletics and clubs as much as it does to student government and publications. Data shows students who are involved in these activities perform better or higher in the classroom.

EMPLOYEES



Laramie County School District 1 strives to hire the most qualified employees in all areas who will perform to the best of their abilities, be ethical and be results-driven.

The district has 2,214 FTE (full-time equivalent) staff. This includes:

- Certified Teachers—1,018
- Certified Instructional Support Staff for Students—186
- Certified Instructional Support Staff for Teachers—42
- Administrators (School and Central Office Staff)—74
- Instruction and Instructional Support (Classified Staff)—380
- Other General Support (Classified Staff)—514
- Substitute teachers—300
(not included in the FTE count)

Employee Unit Organization

Units are as follows: CTEA Teachers/Certified staff, Technical and Support Services, Paraeducators, Custodial Services, Transportation, Nutrition Services, and Supervisors/Kitchen Managers and Administrators.

During the 2018–2019 school year, the district employed 583 elementary teachers and 435 secondary teachers. Included in the certified staff, there are 261 special education and instructional support specialists, which included resource room teachers, social workers, nurses, counselors, speech language pathologists, occupational therapists and three physical therapists. Of the certified staff, 854 have master's degrees; 23 of whom also have doctorates, and 50 have national board certification.

The Technical and Support Services unit members include executive secretaries, classified employees, clerical employees, facility technicians, warehouse employees, graphics employees, mechanics/upholsters, mailroom and grounds employees.

Paraeducators are classified instructional support staff.

The Custodial Unit includes all custodians and head custodians who provide services to all LCSD1 facilities.

The Transportation Unit members include bus drivers, dispatchers and transportation assistants.

Nutrition Services unit includes all food service staff (kitchen cooks, cashiers, etc.).

The Administration Unit members include the superintendent, assistant superintendents, directors, principals, associate and assistant principals, curriculum coordinators, program administrators, psychologists/psychometrists/psychological technicians, kitchen managers and supervisors. Our administration unit has 10 doctorate degrees and 80 master's degrees.

Professional Development

All district employees received a variety of professional development opportunities throughout the school year.

Employee Recognition

LCSD1 honored 107 employees at its 32nd annual employee recognition reception. Last year, 41 employees retired from the district with up to 40 years of service. Of those honored as long-term employees, one was honored for 45 years of service, two for 40 years of service, two for 35 years of service, four for 30 years of service, 19 for 25 years of service and 38 for 20 years of service.

Funding for Success

During the 2018–2019 school year, Laramie County School District 1 operated on a general fund budget of \$218,769,829. An accounting of the revenue and expenditures is as follows—

- The salary and benefits category includes all employee units. This represents approximately 82% of the total general fund budget.
- The supplies, equipment and service category includes the following items: school budgets, special services, curriculum, instructional staff services, technology services, instructional material, central administration, transportation, facilities and school board expenses. This represents approximately 18 percent of the total general fund budget.

In addition to the general fund, the district maintains supplemental earmarked funds in the areas of special revenue, major maintenance, capital projects, special building, nutrition service, student activity and trust funds.

The special revenue fund is used to account for all supplemental categorical federal and state entitlement and competitive grants. The federal grants are legally restricted to specific uses within targeted populations.

The major maintenance fund is used to account for repair and remodel of major capital facilities. Projects are submitted to and approved by the Wyoming

School Facilities Commission. Funding is based on formulas and appropriations.

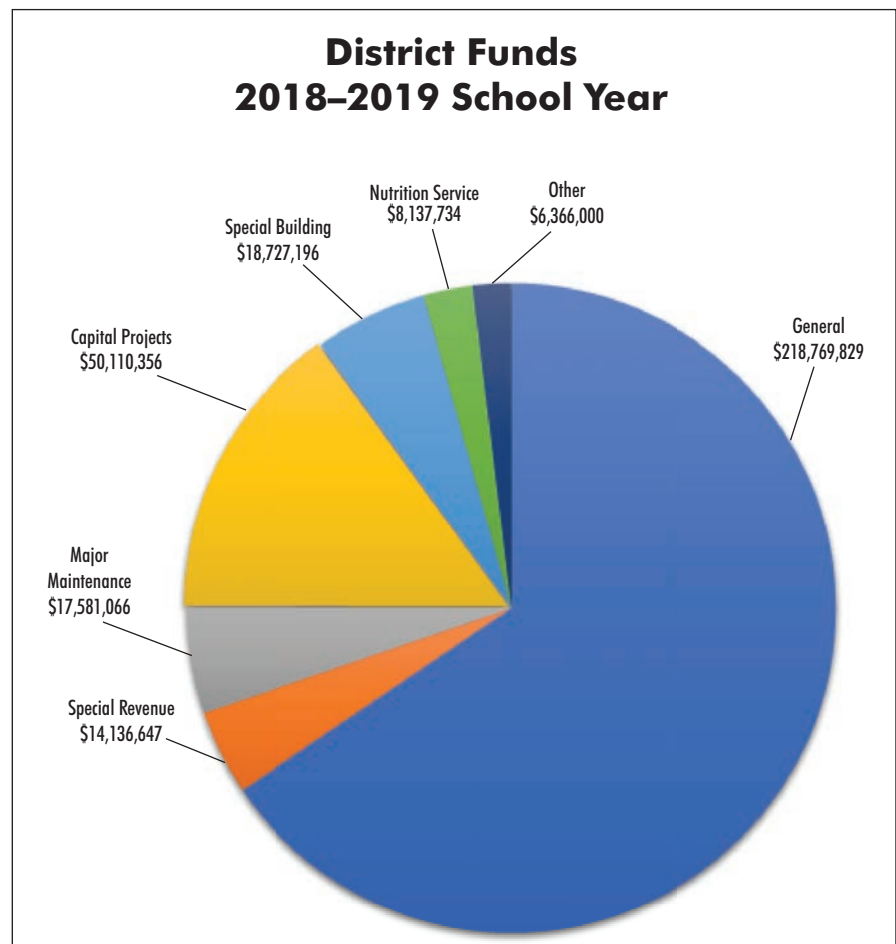
The capital projects fund is used to account for acquisition or construction of major capital facilities. This is primarily funded by the State Capital Facilities Commission.

The special building fund is used to account for repair, remodel and construction of major capital facilities that are being funded by sources other than State entitlements such as PTO matching funds, recreation mill and other private sources.

The nutrition service fund is used by the Nutrition Services Department to account for revenues and expenditures connected with the Nutrition Services operation.

Student activity funds are established in each of the district schools. Students sponsor projects to raise the money and prioritize how to spend these funds.

Trust funds are established to account for assets held by the school district in a trustee capacity. These monies are used for student awards and benefit funds.



SUPPORT OPERATIONS

Bus Transportation

Bus drivers transport students on a variety of rural and urban routes with much of the fleet being used from 6–9 a.m. for the morning routes and 2–5 p.m. for afternoon routes. Most students are transported to and from community stops. Many special needs routes utilize specialized equipment and provide door to door transportation. Transportation assistants (TA) are provided on all dedicated special needs routes or as indicated in the students' individualized transportation plan. Transportation is also provided during the middle of the day, as well as for late-day activities. In addition, students are transported for field and activity trips, both in and out of the district.

All school districts throughout Wyoming assist one another in cases of mechanical breakdowns with the maintenance or replacement of activity buses to support out-of-town activity trips. Transportation administrators and/or supervisors throughout the state are always available by phone when such a need arises.

The top priority for our bus drivers and TAs is the safety and wellbeing of our students. New drivers and TAs take part in a training program that is one of the best in the region. Our 100+ hour comprehensive training package results in each driver obtaining a commercial driver's license with all the necessary endorsements. In addition, drivers are instructed in



defensive driving, special needs, bullying, student management, and several other subjects. All transportation employees are certified in first aid/CPR as well. Drivers and TAs also receive an additional 48 hours of in-service training every school year to reinforce the initial training.

Bus drivers and TAs are usually the first school personnel most students see in the morning and the last ones they see in the afternoon. We take pride in knowing that we provide them with the safest form of transportation possible and ensuring they arrive at school eager to learn.

Nutrition Services

Nutrition Services supports education by providing students with nutritious meals to fuel their bod-

ies and minds. Breakfast and lunch service is provided at all schools except Willadsen and Clawson. Free Universal Breakfast is served at seven elementary schools and two secondary schools. The Fresh Fruit and Vegetable program is served at several elementary schools. The After School Care Snack program is offered at two qualifying sites. Free suppers are served at South High School and Afflerbach, Alta Vista, Arp, Cole, Henderson, Sunrise, and Rossman elementary schools. The Nutrition Services website offers one convenient location for completing free and reduced applications, making payments to student's meal accounts, monthly menus, nutritional information on each meal, food allergy information, and special diet request forms. <http://nutrition.laramie1.org>

TECHNOLOGY

Technology

The people and departments within LCSD1's Department of Technology (DOT) continue to build and maintain technology services to meet the needs of the district. These services include providing resources to communicate student and staff information, to run instructional and instructional support systems, safety of students and staff, cybersecurity, and data privacy. School and district operations require a complex IT service matrix with more than 17,000 network user accounts utilizing over 30,000 network-connected devices across the district's 1,592 square miles. Additionally, there are about 50,000 user accounts to various services including online grades, online attendance, rapid notification systems and online teacher classroom resources. Instructional Coaches support the embedded use of IT services and support staff is being trained in their service areas. DOT continues to focus on providing clean, easily accessible data and supporting a culture for quality data.

During the 2018–2019 school year, DOT continued to help increase student engagement by integrating appropriate technologies into instructional lessons. The emphasis drove the use of quality instructional plans being enhanced by using technology in the classroom. The technology focus is on the products we own, such as Office 365 and Canvas, instead of purchasing additional software or risking student data privacy with “free” software that does similar things. Student data privacy and cybersecurity continue to be a priority in the wake of school districts becoming targets and the resulting threats against district resources.

DOT exists to provide the leadership, strategic planning and technology resources for the LCSD1 community to guarantee student learning. DOT includes three departments and three service areas.

Security and Project Management Services: Project Management Services have assisted in implementing new security, transportation, human resources, and technology initiatives. Physical security services include building access credentials (Configuring ID badges to unlock needed doors), visitor management (Raptor System), security alarms and cameras, and anti-vandalism cameras.



The Field Services Department: Provides network infrastructure, telephone, computer, printer, camera, and other peripheral system design and support. Network security emerged as a critical component during this school year. This group ensures successful operations of one of the more complex K–12 technology and communications systems in the Rocky Mountain region.

The Information Systems Department: Manages the district data ecosystems including student information and enterprise resource systems with the transfer of billions of data items between systems across the district and with other agencies. Data privacy and security is a key component to their operation and service.

Web Services is now integrated into the Information Systems Department and provides service for our website, Employee Intranet, and Canvas (Learning Management System) management.

The Technology Integration Department: Provides resources to learn about and integrate district technology into educational and support operations. The team works with instructional coaches and teachers to support the integration of district technology and 21st century learning skills by our teachers. They also work with district staff to learn new systems and make the best use of district technology services in a safe and secure environment.

The Service Desk provides a single point of access for technology service using ITIL best practices. A team dedicated to quality customer service follows up on all requests. The service desk enters and tracks about 35,000 requests per year and resolves about 30% of those requests without escalating them beyond the service desk.

Multimedia Services provide audio and visual design, installation and support. They install and support Smartboards, projectors, flat panel displays, digital signage systems and classroom sound reinforcement systems. Multimedia also provides service and repair for clock/bell and intercom systems, emergency and 2-way radios, laminators, document cameras, and auditorium/gym A/V systems. In addition, they provide special event system setups and support, an equipment loan service; and meeting rooms, conference rooms, and training centers audiovisual installation and support.

PARENT INVOLVEMENT



The district offers several forums to unite parents, schools, students and the community. These forums promote communication and joint problem solving as well as ensure academic success for all children.

- **District Parent Advisory Committee**—At least two parent representatives from each school are nominated and meet monthly with the superintendent of schools and other senior leaders. The building representatives then carry the information back to the parent organization at each of the schools. Committee members were involved in various issues and made significant recommendations and contributions to LCSD1.

- **The Parent Engagement & Educational Partnerships with Schools (PEEPS)** program employs two family engagement facilitators who are committed to supporting families throughout their journey at LCSD1. These facilitators offer support and skills to parents and guardians through parent education, resource locating and partnering with schools to maximize student success.

- During the fall of 2019, kindergarten through eighth-grade students took the Olweus Bully Proofing survey.

- Also in the fall of 2019, parents, students and staff were surveyed as part of district accreditation through the Wyoming Department of Education. Results will help identify strengths and areas that may need improvement. Information will be used to provide direction in the school and district improvement process.

In addition, during the fall of 2019, parents, students and staff were asked to provide feedback regarding cell phone usage as well as middle-level education.

Other Opportunities for Involvement

Open Houses—At the beginning of the school year, every school holds an open house for families and students.

This provides parents with an excellent opportunity to meet school staff members and tour the facility. In addition, staff has an opportunity to communicate class and building goals, the academic program and school and classroom organization and management.

Parent/Teacher Groups—Most schools have parent/teacher organizations/associations (PTO/PTA). Others have less formal groups that support specific extracurricular activities.

Parents on Committees—Parents are invited to participate in the following committees: district parent advisory committee, building collaborative decision-making team, district and building school improvement teams, district standards and curriculum committees (in each content area), district calendar, policy and building advisory teams, and the school steering team.

Communication—Districtwide student/parent handbooks are provided to every elementary, junior and senior high family. The objective is to provide accurate and consistent information to all students, parents and guardians.

Each school has a newsletter and many of these publications are online. Although content varies, newsletters are an additional source of information about activities/events, schedules, student and staff achievements and general school news.

Since launching the district Facebook page during the fall of 2012, the number of stakeholders who like the page, thus receiving pertinent district updates, have increased to more than 6,400. LCSD1's mobile-friendly website also continues to provide a wide variety of features including school pictures, calendars, school updates, and more. In 2016, the district started a Twitter feed providing yet another way to get information to the community. In the fall of 2018, LCSD1 began broadcasting Board of Trustees meetings on the district's YouTube Channel.

The districtwide newspaper—Public Schools' Chronicle—is published five times a year and bulk-mailed to every home and business in the Cheyenne area. The publication provides community stakeholders a window into the classroom as it features student learning activities and events. In addition, it contains information on issues impacting parents and the community.

The district's annual Report Card to the Community provides updates from the 2018–2019 school year as well as information on strategic initiatives for 2019–2020. It is available on the district website, www.laramie1.org.

Parents and community members wishing to become involved in school and/or district committees and groups are encouraged to contact individual schools or LCSD1 at 771-2100.

COMMUNITY PARTNERS

Adopt-A-School

The Adopt-A-School program began in Cheyenne in 1988 as a cooperative effort between Laramie County School District 1 and the Greater Cheyenne Chamber of Commerce Education Committee. In 2018–2019 there were nearly 100 school and classroom adoptions by companies. The program promotes relationship building and community support for education by developing links among schools, businesses and public agencies in addition to providing expanded educational opportunities for students.

Adopt-A-School partnerships are sustained relationships designed to match the resources of professionals with LCSD1 schools so they may collaborate successfully on specific projects identified by the schools. In addition, partnerships should present students and teachers with a realistic view of the business world and supplement classroom studies with relevant learning experiences in business, industry and government. At the same time, partnerships should help business and community leaders better understand the local educational system.

Each partnership is a creative, collaborative effort. The program is administered by schools and the LCSD1 Community Relations office.

Workforce Partnership Facilitator

In August 2019, LCSD1 hired a facilitator to connect business and industry to the classrooms. This position works to create partnerships with company representatives willing to invest in student growth. In addition, the facilitator worked with LCSD1 curriculum coordinators to align coursework in the district's seven career pathways. While the course offerings have remained the same, they are grouped in the student registration book with suggested coursework students



would want to take if they plan on entering different careers.

Operation Back-to-School

Operation Back-to-School is a Cheyenne community project coordinated by LCSD1, F.E. Warren Air Force Base, Needs Inc., and Laramie County Community College. The program provides basic school supplies to begin the school year. Generous donations and grants enable the organization to provide supplies throughout the school year and serve all segments of the population including elementary, junior high, high school and college-bound students. In August 2019, hundreds of students and families were helped.

Service Clubs

Local service organizations such as Rotary, Kiwanis and the Lions clubs work in conjunction with LCSD1 in a variety of capacities. These dedicated volunteers provide everything from teacher recognition programs to book donations and mentor reading programs.

Cheyenne Schools Foundation

The Cheyenne Schools Foundation (CSF) is a nonprofit, tax-exempt Wyoming corporation. Its

mission is to engage community interest and support for enhanced academic, personal and vocational opportunities for LCSD1 students beyond the capacity of the local school district budget.

Each year, the grant program provides "Excellence in Education" grants of up to \$3,000 for innovative districtwide/schoolwide projects that benefit large groups of students. In addition, "Student Enrichment" grants of up to \$1,000 are awarded to teachers for innovative classroom projects that address student needs.

CSF's grant program is designed to have a lasting effect on the community by encouraging involvement and enriching the quality of LCSD1's educational services. All board members are volunteers.

Funds are raised at the annual walk/run, through the LCSD1 employee payroll deduction program, and through community and business donations.

During the fall of 2019, eight "Excellence in Education" grants for a total of \$17,746 were awarded. In addition, 11 "Student Enrichment" grants for a total of \$10,276 were awarded to teachers.

LCSD1 SCHOOLS

ELEMENTARY SCHOOLS

AFFLERBACH

400 W. Wallick Road—771-2300



The staff at Afflerbach Elementary would like to welcome you to our learning community. Over the course of the year, our dedicated staff

will be working diligently with our students and parents to ensure that we meet the individual needs of each student academically, socially and emotionally. It is our belief that no substantial learning can take place without first creating strong, positive relationships with our entire learning community. The skilled teaching staff implements a variety of research-based instruction strategies to create incredible readers, writers and mathematicians. Outside of implementing all district programs with quality, fidelity, intensity and consistency, the students at Afflerbach also have access to a wide array of focused interventions including: Imagine Learning, Six Minute Solutions, IXL, Reflex Math, Leveled Literacy Intervention, access to our in-house reading specialist, Extended Day, and Title I support. All interventions and instruction are driven by Priority Standards and student performance is tracked, evaluated and changes are determined based upon each student's response to the academic intervention. Additionally, we are proud that each student has access to technology; either tablets or laptops. Our school is moving toward having 1:1 technology initiative for each learner. We believe that to accomplish our mission of "Continuous Learning for All" with a vision of being "Wyoming's Outstanding School in Achievement and Character," it requires the focused work of all stakeholders. Therefore,

Afflerbach's staff collaborates weekly using a Professional Learning Community model, focusing on each student's individual needs while using a differentiated approach to support individual student growth. Afflerbach encourages and supports parent and community involvement including PTO, school family nights, parent volunteers, and Foster Grandparents. The staff at Afflerbach works tirelessly to guarantee a high-quality education for each and every one of our students. Feel free to stop by and visit the Home of the Mustangs.

ALTA VISTA

1514 E. 16th St.—771-2310



Welcome to our learning community! Built in 1987, Alta Vista Elementary is a two-story structure housing one Pre-K classroom and two sections of

kindergarten through sixth grade. Alta Vista is driven by the Professional Learning Community process. Our dedicated staff is committed to helping students meet their highest learning potential. Our teaching staff meets weekly to review student performance and design instruction that will ensure student achievement. Progress is tracked and interventions provided for all students at their learning level. Alta Vista encourages parent and community involvement through PTO, parent volunteers, school family nights and Adopt-A-School partnerships. Alta Vista Elementary receives Title I funding. These additional federal monies provide supplemental programs and supplies for students who are at-risk of not achieving standards. The school is one of the district sites for the Program for Adaptive Living Skills designed to meet the needs of a unique

special education population. The concept of diversity and how it contributes to a well-rounded community is very important to students, staff and parents who created a display in the lobby to recognize and celebrate the diversity within Alta Vista.

ANDERSON

2204 Plainview Road—771-2606



Anderson Elementary serves students in kindergarten–4th grade and we have a student population of 330. Anderson is a great place for kids and their families!

We have an active PTO, which is an integral part of our school community. We have worked to become a teaching and learning laboratory for reading instruction, attracting many professionals from the district to learn from our teaching staff. We were recently recognized by the Wyoming Department of Education with 100% of our teachers rated, “highly qualified.” Our mission focuses on true partnerships with parents. We are focused on achieving our highest potential by always doing our personal best; setting high expectations for students and staff members; engaging and maintaining a curiosity for learning; aspiring to be valuable community members and guaranteeing a high-quality education. We love our school! Please feel free to visit us and see firsthand the great work we are doing for our kids and our community.

ARP

1216 Reiner Court—771-2365



Arp Elementary is a three-section Title I school serving students in grades K–6. Title I funding supplements the school program with additional personnel, a full-time social worker and technology aimed

at meeting student needs. All-day kindergarten was implemented in the fall of 2003, serving kindergarten students in an early language/literacy program, including a certified speech therapist for a half day in each kindergarten classroom. Title I, special education and classroom teachers collaborate to provide reading instruction to students in an uninterrupted 90-minute literacy block utilizing the Balanced Literacy Framework. Grade-level teams collaborate to implement the GVC for reading, writing and math. Assessment results are utilized to instructionally group students and plan daily interventions in which to improve student achievement.

BAGGS

3705 Cheyenne St.—771-2385



Welcome to Baggs Elementary School! We are the proud home of the Bobcats. We opened in 1965 and moved into a new building in the fall of 2008

with approximately 300 students in grades K–6. Federal Title I funding supplements the basic program with additional staff and professional development aimed at ensuring all students are successful in school and life. High engagement of learners is a top priority. All students are supported to develop as kind, responsible, and caring individuals as part of our Bucket Filling philosophy, Positive Behavior Support work, and Olweus anti-bullying programs. Our dedicated staff works to support the learning of each child at individual levels through the acquisition of common standards, while building a feeling of true community. Our staff is dedicated to helping each of our students reach his or her highest potential. We encourage parents and community members to come be a part of our school and participate in family nights. Great things are happening at Baggs and we would love to have you join us!

BAIN

903 Adams Ave.—771-2525



Bain Elementary is located in the Sun Valley area of Cheyenne. Bain's staff is committed to its mission of "We will achieve academic excellence,

personal growth, and success in a safe, positive, and diverse environment." The Bain community achieves this and all goals through commitment to Professional Learning Communities and Positive Behavior Supports. At Bain, the Bulldog Beliefs are: Be Safe, Be Respectful, Be Responsible, and Be Kind. Bain's parent/teacher organization (PTO) actively supports classroom and instructional goals through the purchase of technology and learning assemblies, support of teachers and students, and assistance with major school projects. Bain is dedicated to AVID, with the mission being to close the achievement gap for all students. Please note that the main entrance to the school is off of Adams Ave.

BUFFALO RIDGE

5331 Pineridge Ave.—771-2595



Buffalo Ridge Elementary School is dedicated to providing a quality education to all students. Buffalo Ridge is comprised of approximately 200

students in grades K–4. In addition to Buffalo Ridge's professional teaching staff, we have other professional support staff, including a school psychologist, school social worker, interventionist, instructional coach, speech and language therapist, resource classroom teachers, occupational and physical therapists. Paraprofessionals, a secretary and office manager, and custodians assist in keeping the building operating in an organized manner, keeping the building clean, serving nutritious

food, and helping teachers, students, and families. We have classroom teachers and additional support staff who are specially trained to meet every child's unique learning needs. The staff uses brain-based teaching strategies with 21st Century Skills to ensure that students are well prepared for their futures in this ever changing world. As an AdvancEd Accredited school, Buffalo Ridge has a highly qualified staff that envisions a school where all students will experience early learning success. Our school offers various extracurricular activities and clubs. The Buffalo Ridge community is committed to the development of life-long learners who will become independent, responsible citizens. The Buffalo Ridge community exhibits respect for diverse learning populations with developmentally appropriate academic expectations. The Buffalo Ridge staff will provide a safe, nurturing and respectful environment where all students can grow to reflective and be inquisitive learners. We strive to educate, challenge, and inspire every student to achieve personal success, and become a confident contributor to society. This will be achieved through the cooperative efforts of families, community members, and school personnel. Buffalo Ridge Elementary School is a beacon of excellence offering exceptional educational opportunities to all children and serving as a source of pride for our community. As a premier school, we promote a passion for learning and a philosophy that puts the needs of children and their education first. At Buffalo Ridge Elementary your child will receive a quality education. Our highly qualified staff and our active Parent Teacher Organization (PTO) have the best interests of our students in mind! We encourage you to visit Buffalo Ridge to see our amazing students, staff, and school!

CLAWSON

376 Rd. 228A, Horse Creek—771-2291



The school schedule is adjusted each year to accommodate the buses that bring Clawson students to school. School starts at 8:50 a.m. and dismisses at 3:50 p.m.

Clawson Elementary is a K–6 rural school located 35 miles northwest of Cheyenne off Horse Creek Road. Named for Jean Clawson, who was the teacher at Clawson for 40 years, the school has one full-time teacher, one full-time paraeducator, and three part-time teachers who provide students with a supportive and challenging environment. Technological enhancements include a SMART Board, digital projector and computers. Current school-wide initiatives aimed at increasing student achievement include implementation of Professional Learning Communities, implementation of Balanced Literacy Framework, implementation of new math resources, Olweus Bully Prevention Program and emphasis on writing.

COLE

615 W. 9th St.—771-2480



The staff at Cole Elementary would like to welcome you to our learning community. At Cole we firmly believe that the best learning takes place when we

strive to create a positive, caring, family-like atmosphere. We are dedicated to creating top-notch readers, writers and mathematicians. To help us grow each student while they are with us, the experienced staff implements a variety of innovative instructional programs designed to meet the needs of a diverse student population of approximately 230 of the finest students in the city. Outside of the core

curriculum, students have access to many interventions including: Read Naturally, Lindamood-Bell, Successful Reader, LEXIA Reading, Leveled Literacy Intervention, and Extended Day. Cole currently offers a free pre-kindergarten class for students that live within the school's boundary area. Along with this early educational opportunity, Cole also has an extremely well equipped library as well as state-of-the-art technology in all classrooms. To support the families that share their children with us, Cole houses a parent resource center, which includes a library and computer with Internet access as well as educational activities that parents can check out and use in their homes. The staff at Cole will work tirelessly to guarantee a high-quality education for your child every day in every way. We welcome you as partners in your child's educational journey!

DAVIS

6309 Yellowstone Road—771-2600



Davis is a beautiful two-story elementary school located at 6309 Yellowstone Road. The Davis staff is committed to providing every student with a

guaranteed and viable curriculum. All students at Davis Elementary are dedicated to modeling high expectations in the areas of social and academic performance. Focus areas at include: Multi-Tiered Support System, Classroom Instruction That Works, and Positive Behavior Intervention.

DEMING

715 W. 5th Ave.—771-2400



Deming/Miller Elementary is comprised of two separate buildings. The Deming building contains the primary grades of kindergarten through

third grade and the Miller building contains the intermediate grades of fourth, fifth and sixth grade. The two buildings encompass a modified two-section elementary school with around 200 students. The staff at Deming/Miller School are committed to provide a quality education in an environment that is safe, friendly and filled with high expectations for student growth. Deming/Miller has a passionate and active PTO that is very supportive with fundraising, classroom volunteers and participation in various school improvement committees. Students at Deming/Miller receive a high quality education focused on academic and behavioral excellence. Students are recognized for meeting high levels of academic achievement, modeling the 8 Keys of Excellence for Citizenship, and demonstrating regular attendance.

DILDINE

4312 Van Buren Ave.—771-2320



Dildine Elementary is now a kindergarten–fourth grade elementary school. Our neighborhood 5th and 6th grade students attend Meadowlark

Elementary, which serves four schools in our triad. This configuration has allowed us to move from nearly 500 students to just over 300. The school was named after Frank R. Dildine, who came to Cheyenne in 1901. The students at Dildine Elementary benefit from a staff dedicated to improving student achievement and a highly dedicated PTO. Along with implementing district directed curricular programs such as Balanced Literacy, Readers' Workshop, and Go Math, Dildine has implemented other research-based programs. These include Accelerated Reader, Lucy Calkins Writing and Lindamood-Bell reading intervention. Even with our investment in effective programs, it is the great friendly faculty that is committed to the success of all students that makes Dildine Elementary an exemplary learning environment.

FAIRVIEW

2801 E. 10th St.—771-2610



Fairview and Lebhart are sister elementary schools located in east Cheyenne. Lebhart is a primary school serving grades Pre-K–2 with approximately 130

students. Fairview serves grades 3–6 with approximately 130 students. Both schools have networked computer labs and tutors to assist students who need additional academic support. Monthly activities are planned to provide families an opportunity for recreation and academic enrichment. The schools' improvement plan focuses on improving student achievement in reading, math and writing skills. Both schools receive Title I funds.

FREEDOM

4500 Happy Jack Road—771-2305



Freedom Elementary serves as the neighborhood school for military children who reside on F.E. Warren Air Force Base. The school's educational setting

offers three sections of full-day kindergarten, through third grade (three classrooms), and two sections of grades four through sixth. Freedom's goal is to provide the highest quality education for your children while creating a challenging learning environment filled with valuable learning experiences. The highly dedicated staff at Freedom Elementary School have created a safe and orderly learning environment where children achieve academically while becoming responsible citizens.

GILCHRIST

1108 Happy Jack Road—771-2285



Gilchrist Elementary School (Go Longhorns!) is a rural school, which serves as the focal point for the local community. Built in 1984, our facility is home to

approximately 100 students in grades K–6. Bolstered by an active PTO, a highly committed staff focuses instructional efforts on the development of skills that will enable students to become self-directed lifelong learners and productive citizens. The computer lab and library were remodeled providing students with up-to-date technological enhancements to support classroom instruction. Current school-wide initiatives aimed at increasing student achievement in math and reading include implementation of learning targets, implementation of proficiency scales and common formative assessments, implementation of Balanced Literacy Framework, implementation of GO Math resources, an Extended Day Learning program, and reading interventions during the school day. Gilchrist was a nationally recognized Blue Ribbon School in 2011 for persistently high achievement and in 2016 and 2017 by the Wyoming Department of Education for exceeding expectations for multiple years.

GOINS

224 Dey Ave.—771-2620



Goins, home of the Gators, is an AVID Elementary School located north of Johnson Junior High and South High. The mission of Goins Elementary is to

“Prepare students to influence tomorrow’s world.” At Goins Elementary we strive to give students the resources and experiences

necessary to become successful citizens in the future. Students are given access to rigorous curriculum and educational experiences and ownership of their learning. Students are taught how to think critically and to reflect upon their own learning while maintaining a positive growth mindset. High engagement of learners is a priority, as is continually setting the bar high and achieving learning targets. All students are supported to develop as kind, responsible, and caring individuals as part of our Positive Behavior Intervention Support and Olweus anti-bullying programs. Our dedicated staff works to support the learning of each child at individual levels through the acquisition of common core standards, while building a feeling of true community.

HEBARD

413 Seymour Ave.—771-2450



Hebard Elementary, home of the Huskies, is located in the south-central part of Cheyenne. For the 2019–20 school year, we housed one section of grades

K–6. We also had a district pre-school program which serves students from Hebard, Arp and Afflerbach. Hebard receives school-wide Title I funding and offers additional assistance to all students in the areas of language arts and math. An art room, music room, media center, district Program for Adaptive Living Skills (PALS), resource room, and district English as a Second Language (ESL) are located within our building. In our learning community, we strive to ensure each child is academically, socially and emotionally successful. We work tirelessly to help our students reach their highest learning potential, so they are prepared for the next level in their educational journey.

HENDERSON

2820 Henderson Drive—771-2550



Henderson Elementary, home to the soaring Eagle, was built in the Henderson subdivision of Cheyenne in 1952. The building currently

houses two sections of kindergarten through sixth grade. Building enhancements include a nice-sized library, computer lab, art room, music room, one special education room and a gym that serves as a multipurpose room. Henderson is located in the east-central part of the city and one of our strengths is a strong and active PTA, which helps with fund-raisers and volunteering in the classrooms. Our Henderson mission works toward high behavioral and academic standards with the goal of helping students become lifelong learners and productive citizens. Some of the activities and programs at Henderson are Science Fair, We the People, Robotics Club, Student Council, and after-school sports. Our school community is committed to providing a high-quality education for each child and working with our parents on a daily basis.

HOBBS

5710 Syracuse Road—771-2560



The staff at Hobbs Elementary School would like to welcome all stakeholders to our learning community. Hobbs Elementary School is a K–6

three-section Professional Learning Community (PLC) in the northern part of Cheyenne. Teachers work in collaborative teams to ensure students' progress through their educational journey. Community and parent involvement is encouraged through our Parent-Teacher Organization (PTO), Parent University, volunteers and Foster Grandparents. Olweus

Bullying Prevention Program and Positive Behavioral Supports and Interventions (PBIS) are implemented to provide a safe and orderly environment for all students. In addition, Advancement Via Individual Determination (AVID), a college and career readiness program, is implemented school wide. Technology integration is priority to prepare students for lifelong learning. Our staff works diligently to provide all students with a high quality education. Feel free to stop by to visit the Home of the Wildcats!

JESSUP

6113 Evers Blvd.—771-2570



Jessup Elementary, home of the Jaguars, is located in the Western Hills neighborhood of Cheyenne. Celebrating more than 50 years of

excellence, students, staff, and parents work together toward the school-improvement goals for growth, equity, proficiency, AVID implementation, and PBIS. A strong network of parent and community volunteers support the instructional program on a daily basis providing assistance in the classrooms and purchasing technology to improve instruction. Activities like Robotics, FIRST LEGO League Jr., We the People, Thinking Strategies, Jaguar Time, and Extended Day instruction offer students additional academic enrichments and interventions. Our school community is committed to providing a high-quality education for each child. We are very proud to continue to be a high achieving school, even with greater accountability standards. We accomplish our mission and vision by having high expectations for all people at Jessup, believing in the importance of shared responsibility for learning, providing maximum learning opportunities for students, and establishing human connections.

LEBHART

807 Coolidge St.—771-2614



Fairview and Lebhart are sister elementary schools located in east Cheyenne.

Lebhart is a primary school serving grades Pre-K–2 with approximately 130

students. Fairview serves grades 3–6 with approximately 130 students. Both schools have networked computer labs and tutors to assist students who need additional academic support. Monthly activities are planned to provide families an opportunity for recreation and academic enrichment. The schools' improvement plan focuses on improving student achievement in reading, math and writing skills. Both schools receive Title I funds.

MEADOWLARK

6325 Chief Washakie Ave.—771-2260



Meadowlark Elementary is the district's newest school, which opened for students in November 2016. The state-of-the-art facility is designed to

house 550 students. We serve students in the East Triad from the feeder elementary schools of Anderson, Buffalo Ridge, Dildine, and Saddle Ridge. We have a unique open concept school with garage doors that spill out into a neighborhood to support small and large group instruction. We also have a special Project Room for science and social studies activities. Our instrumental music program is the largest elementary program in the district with close to 200 students participating. All of our fifth-grade students take part in a civics curricular program called We the People. The STEAM curriculum is another aspect we use to engage students in applied content learning that extends beyond a traditional elementary

K–6 curriculum. The majority of students are bused to and from Meadowlark Elementary due to the large boundary area it serves.

MILLER

3501 Evans Ave.—771-2376



Deming/Miller Elementary is comprised of two separate buildings. The Deming building contains the primary grades of kindergarten through

third grade and the Miller building contains the intermediate grades of fourth, fifth and sixth grade. The two buildings encompass a modified two-section elementary school with around 200 students. The staff at Deming/Miller School are committed to provide a quality education in an environment that is safe, friendly and filled with high expectations for student growth. Deming/Miller has a passionate and active PTO that is very supportive with fundraising, classroom volunteers and participation in various school improvement committees. Students at Deming/Miller receive a high quality education focused on academic and behavioral excellence. Students are recognized for meeting high levels of academic achievement, modeling the 8 Keys of Excellence for Citizenship, and demonstrating regular attendance.

PIONEER PARK

1407 Cosgriff Court—771-2316



Pioneer Park is located in west Cheyenne. The school has a unique combination of programs serving a variety of students.

Pioneer Park School

is highly supported by the parents and enjoys a rich tradition and reputation for student success and parent satisfaction. Trailblazers,

an academic high-potential program for qualified children, is available at Pioneer Park for students from throughout the district.

PODER ACADEMY CHARTER

2201 Morrie Ave—632-2248



The PODER Academy is a free public charter school with one mission: To prepare students for college and beyond

through rigorous academic and specially selected athletic programs. Kindergarten through fifth-grade students will master the core subjects in a high-intensity learning environment where tutoring is available to those who need an extra boost, and where English language learners get the support they need. In addition, students will receive daily lessons in tennis and chess from specially trained instructors.

PODER ACADEMY SECONDARY SCHOOL (P.A.S.S.)

1100 Richardson Court—241-6084

P.A.S.S. serves sixth- through eighth-grade students and will expand a grade every year up to the 12th-grade. P.A.S.S. offers the full "Basket of Goods" courses that are required at other schools in the district. This includes math, English, social studies, science and writing. The school maintains the same level of structure in place at the elementary school, but integrates additional features and supports geared toward older students.

PRAIRIE WIND

11400 Yellowstone Road—771-2340



Prairie Wind is one of the district's newest elementary schools serving students in grades K–6. Prairie Wind opened to students, staff and families in

August 2015. The state-of-the-art facility is designed to house 550 students and includes common community classroom neighborhoods to enhance collaborative and innovative learning for all students. Our school community is committed to providing a high-quality education for all students. Our learning community, including the principal, teachers, students, and families clearly share a common purpose for student learning. We pride ourselves on the positive relationships we build with our students and families, and encourage involvement in our learning community from our families, community members and other stakeholders. Together with our community mindset and support for learning, parents and community members are always welcome at Prairie Wind Elementary. Our Prairie Wind Team has a laser focus with regard to student achievement and has a strong focus on Professional Learning Communities. Our primary academic goal is for all students to learn at a high level. We are proud to employ a diverse set of educational tools and resources to provide each student with the right tools to achieve success.

ROSSMAN

916 W. College Drive—771-2544



Rossman Elementary is located in south Cheyenne near Orchard Valley and the Allison Addition. The facility was named after John Rossman, an early

pioneer and businessman. The school houses approximately 340–350 students in grades K–6. The faculty and staff offers students a variety of innovative programs designed to meet the needs of a diverse student body. Although all staff are focused on improving student learning and academic performance in reading, writing and mathematics, attention is also given to helping students develop responsible citizenship.

SADDLE RIDGE

6815 Wilderness Trail—771-2360



Saddle Ridge is a community of learners who believe in developing the whole child. We are committed to providing a rigorous learning environment

that is innovative and engages our children. Through the use of best practice in the classrooms, collaboration within our Professional Learning Communities (PLCs) and the use of technology, our commitment to a world-class educational environment can be felt throughout our school community. Saddle Ridge is also committed to developing positive behaviors and social skills. We utilize the Positive Behavior Support framework to establish our school rules and behavioral expectations. Through vigilant teaching of these behaviors as well as consistent expectations and rewards for good social interactions, we work to ensure our students understand how to be positive, productive citizens. We have an open-door policy and encourage parents to be a part of our school community. Whether you are able to help out in the classroom, be a part of the Parent Teacher Organization, participate in school activities or simply support your children's education at home, we look forward to working closely with you. Through an ongoing commitment to high academic and social expectations, we will continue our drive to guarantee a high-quality education in a safe and orderly environment.

SUNRISE

5021 E. 13th St.—771-2280



The staff at Sunrise would like to welcome you to our learning community. Sunrise is located in the Sun Valley area. This school serves

approximately 380 students in grades K–6. Sunrise is dedicated to the Professional Learning Community process and to meeting students' needs academically as well as socially and emotionally. Sunrise uses Love & Logic, MindUp and PBIS to meet positive behavioral expectations. Sunrise offers many extracurricular activities including archery club, robotics club and chess club. Our Parent Teacher Organization plans and provides families opportunities to be involved in your child's education. We encourage parents and community members to come be a part of our school and participate in family nights. We invite you to stop by and visit the Home of the Sabercats.

WILLADSEN

**645 Harriman Road,
Granite Canon—771-2295**



Willadsen Elementary School is a K–6 rural school located 20 miles west of Cheyenne directly off I-80 at the Harriman Road exit. The school has one full-time

teacher, four part-time teachers and one paraeducator. Willadsen places special emphasis on providing students with a learning environment that is challenging, supportive and caring. A SMART Board and computers are available to enhance daily instruction in all subject areas. Willadsen continues to be the focal point of the community and parents are actively involved in the educational process of their children. Current school-wide initiatives aimed at increasing student achievement include implementation of Professional Learning Communities, implementation of Balanced Literacy Framework, implementation of new math resources, Olweus Bully Prevention Program and emphasis on writing.

JUNIOR HIGH SCHOOLS

CAREY JUNIOR HIGH

1780 E. Pershing Blvd.—771-2580



Carey is a comprehensive, two-year junior high school with an enrollment of 750 students. Although it is named a "junior high," the school is in

transition to developing many middle-level concepts; including teacher teaming, student advocacy and cross-curricular integration. Carey has a strong academic program that ensures special care is given to secure each student's success in academics. With 75 professional staff members, 26 classified employees and one school resource officer, students are afforded opportunities to succeed, receive special help and develop individual responsibility for themselves, the school and their community. Carey also fields strong extracurricular programs to broaden its students' experiences. Carey has outstanding programs for students of varying abilities. Educational programs for the severe and profound as well as for honors students are provided by a professional, caring staff. The elective offerings are nearly as diverse as the student population; therefore, students can enroll in classes that suit their interests and talents. Carey has a closed campus, but parents are always encouraged to visit the school. Carey provides two unique programs—Ignition and Advancement Via Individual Determination (AVID). Ignition is a student-to-student mentoring program to help foster student leaders and help ease the transition between grade levels. AVID is a program designed to begin providing students the necessary study skills to be successful at high school, but also start giving students a taste of the possibilities for college and beyond.

JOHNSON JUNIOR HIGH

1236 W. Allison Road—771-2640



Johnson is a comprehensive, two-year junior high school. Programs of study at Johnson include art, English, computer science, family consumer

science, health and physical education, math, music, science, social studies, technical education, world languages, resource and behavior lab. Honors classes are offered in English, geometry, science, math and social studies. The Program for Adaptive Living Skills (PALS) is also offered at this facility. Johnson Junior High School houses the Firebird Academy where students who may have fallen behind cohort are able to work on curriculum via online learning through Grad Point. The goal of the Johnson staff is to successfully develop the total individual. The staff strives to nurture lifelong learners who are capable of contributing to a global society. To accomplish this they provide a safe, supportive and accessible educational environment. Johnson Junior High School offers opportunities for family and community involvement and for students to give back to society through a variety of teaching strategies. Johnson receives Title I funding. The staff at Johnson lives by its mission statement: Our purpose is to inspire learning in a safe and caring environment by empowering individuals to become productive members of their community. Slogan—We Teach, We Care, We Learn.

MCCORMICK JUNIOR HIGH

6000 Education Drive—771-2650



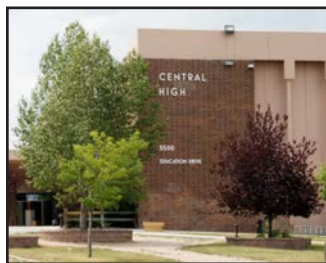
McCormick Junior High School is a comprehensive, two-year school with an enrollment of approximately 700 seventh- and eighth-grade students.

Despite the junior high title, McCormick has incorporated many middle school philosophies including cores and advocacy. Each student is assigned to a core. These cores are made up of an English teacher, a math teacher, a science teacher and a social studies teacher. These teachers share the same 100 students and are able to make educational decisions and instructional choices as a team. The coring philosophy is based on the idea of creating smaller learning environments within the larger school setting. Each student is also assigned to a tutorial class. This class serves as our advocacy groups. Students have the opportunity to reflect on their grades and make goals, get organized, seek additional instruction, or receive academic intervention all under the guidance of a teacher adult advocate. Our school staff includes administrators, counselors, teachers, paraeducators, secretaries, custodians, a school nurse, and a school resource officer who are all dedicated and caring professionals who are working hard to ensure academic success for all of our students. Educational programs for the severe and profound as well as for honor students are provided at McCormick. Above all, the McCormick community values learning through shared responsibilities, meaningful relationships and high expectations.

HIGH SCHOOLS

CENTRAL HIGH SCHOOL

5500 Education Drive—771-2680



Central High School has a well-deserved reputation of high academic achievement, championship athletic programs, and successful clubs

and organizations. U.S. News & World Report has recognized Central High School as one of "America's Best High Schools." Central High School has an extensive offering of co-

curricular activities that includes, but is not limited to, DECA, FBLA, FFA, FCCLA, speech and debate, SkillsUSA, and We the People. These activities and others earn state, regional and national recognition on a consistent basis. Central is a comprehensive, four-year senior high school that offers a varied curriculum to its student body of approximately 1,135 students. Advanced Placement courses are available to students in English literature and English composition, French, Spanish, chemistry, physics, biology, environmental science, U.S. government, U.S. history, world history, human geography, macroeconomics, psychology, art, music theory, statistics, calculus AB and calculus BC. Central High School is the only high school in Wyoming to offer students an AP Capstone diploma. Concurrent enrollment agreements with community colleges also exist that allow students to earn college credit while in high school in such areas as calculus, English composition, construction technology, auto body, drafting, health occupations and culinary arts. Central High is also home to the oldest Army JROTC core of cadets in a public high school west of the Mississippi. All students have extended learning opportunities through the Chief Morningstar Academy and extended-day classes. Central is proud of the faculty and students who work together to achieve academic performance that exceeds state norms on the AP and ACT exams.

EAST HIGH SCHOOL

2800 E. Pershing—771-2663



Cheyenne East High School is the proud home of 1,450 students. Our tradition resides in cultivating success through our diverse course offerings and extracurricular activities. East High is accredited through the Wyoming Department of Education. We are one of the largest senior high schools in the state of Wyoming, serving grades nine through 12. East provides various educational opportunities including AP, AVID and International Baccalaureate courses. In addition, we serve students that require special learning needs that facilitates them gaining knowledge and skills that helps them be successful in school. The diversity of our students enriches our learning community. East High strives to prepare its students to take full advantage of their post-secondary opportunities by offering a rigorous curriculum presented by teachers who focus on student learning and assessment. School personnel examine data to evaluate and make decisions regarding student instruction and its effectiveness. An emphasis on teacher collaboration creates a common vision of the essential components of effective instruction for our faculty. This empowers teachers and students to maximize learning. Students' commitment to learning develops the skills, behaviors, and thinking that will prepare them to be successful for college and career opportunities. Family and community members are essential in meeting the needs of students and fostering success. Members of the East High faculty and administration have orchestrated agreements with various Wyoming community colleges so that students can earn college credits through dual and concurrent enrollment courses. These credits can be applied toward specific collegiate degrees, which allow students to jumpstart their post-high school academic careers. On average each school year, approximately 400

East High students capitalize on this opportunity. Students enrolled in our healthcare and vocational programs also have the opportunity to further their education or be hired in their area using the knowledge and skills they learned while at East.

SOUTH HIGH SCHOOL

1213 W. Allison Rd.—771-2410



South High is Cheyenne's newest high school, opening its doors in 2009 and graduating the first class of proud Bison in 2013. This fantastic facility hosts top-of-the-line technology, a young and enthusiastic staff, and most importantly, marvelous students and families who are extraordinarily proud of our school and the ideals we represent. South High focuses our educational efforts on providing rigorous course offerings which include many Advanced Placement courses, college and career credit programs and a technical and career education department offering certifications that often lead to immediate jobs in high-paying professions in healthcare and construction. We highly value diversity and not only welcome students with high academic ambitions, but seek to enthusiastically serve those with extensive needs, including the severely disabled in our PALS program and English language learners. South High students have many opportunities to earn college credits through concurrent enrollment classes with local colleges. As part of our mission to ensure students' success, all our students get extra time and assistance built into the schedule through our unique program, "Extended Learning Opportunity." Not only is South passionate about providing a great place for students, we encourage and provide multiple opportunities for teachers to be the best and the brightest in Wyoming through professional development classes and workshops where they learn and implement teaching techniques to enrich our students'

learning experiences. A significant number of our teachers are Nationally Board certified and many have earned special recognition (locally, statewide and nationally) for their teaching accomplishments. South High also boasts one of the strongest AVID programs in the region, providing many first-generation college-bound students with extra support, a proven college success curriculum, and assistance with all the processes necessary to be accepted to colleges and universities. We are also full of pride for our sports and activity programs, sponsoring national programs such as DECA, FBLA, FCCLA, FFA, NFL (Speech and Debate), Student Council, Skills USA and Pro-Start Culinary teams. South High athletes are highly competitive in all varsity athletics available throughout Wyoming. As an NCA accredited school, South High's mission is to be an innovative, student centered community working to guarantee student learning. The staff and students work hard to create the best possible educational environment and ensure that when a student graduates from South High they are ready for the challenges they will face in the real world. Students attending South High are honored to be part of the district's South Triad, which includes Johnson Junior High and nine elementary schools.

TRIUMPH HIGH SCHOOL

1250 W. College Dr.—771-2500



Triumph High School is an alternative school of choice established in the mid-1970s that has operated at its current location, 1250 W. College

Drive, since January of 2009. Enrollment is voluntary and is obtained through an application process. Students are oriented to the school through a course that teaches the Discovery curriculum, which includes social and emotional skills training consisting of and not limited to: working effectively within groups, anger management, effective

communication, assertiveness training, conflict resolution, and problem solving. Discovery classes include community building experiences on both low and elevated ropes courses and a community service component. Discovery class encompasses nine weeks and must be successfully passed at 70% (both written exams and demonstration of skills). It is a requirement to enter the main school culture. The Discovery Program includes multiple parent nights, which helps them to learn the knowledge and skills that are so important to their students' success and includes a fee that supports the Ropes training experiences. Triumph features an adviser/advisee program, multi-age classes, certification programs (Culinary Arts-Serve Safe, Child Care, and Hospitality Management to name a few) and computerized (featuring Grad Point and or BYU correspondence) credit earning options through the Spartan Academy, which is open during the school day and from 3–6 p.m. Triumph High School operates on a quarter; nine-week, system for coursework and credit accrual whereby students have the opportunity to enroll in at least four blocked classes per quarter and may earn 2.0 or more credits per quarter. Regular school hours are from 7:45 a.m.–2:45 p.m. daily with additional homework help and other activities available throughout the week from 2:45–3:40 p.m. (a late bus is provided). Triumph staff conduct Progress Conferences at the midpoint of each quarter. We pride ourselves in making things work for young adults by offering individualized schedules to accommodate special circumstances. Interested parents and students should complete the application, accessed online, through the LCSD1 website, <http://triumph.laramie1.org/> and then participate in a commitment conference with our enrollment counselor in order to be enrolled in the Discovery Program. For further information please contact the school at 771-2500 or through the website contact feature.



LARAMIE COUNTY SCHOOL DISTRICT 1

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