



# NIOBRARA COUNTY SCHOOL DISTRICT #1

PRE-APPRAISAL REPORT | 2021-22

[School Improvement Scorecard](#)



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# OVERVIEW

## RATIONALE (360-DEGREE REVIEW)

WHAT	WHY
<p>A <a href="#">360-Degree Review</a> is a structured, formal process to collect, analyze, and respond to <a href="#">stakeholder</a> input. The purpose of an appraisal is to magnify the voice of stakeholders to enhance transparency.</p> <p><i>*Win-Culture Consulting does NOT translate, nor does it interpret stakeholder feedback; it is our purpose to collect, organize, and report stakeholder input, with complete integrity to the stakeholders.</i></p> <p>The appraisal process:</p> <ol style="list-style-type: none"> <li>1. Collect stakeholder feedback</li> <li>2. Synthesize and organize data</li> <li>3. Report patterns/trends</li> <li>4. Leadership team analyze and respond to the data</li> <li>5. Leadership team share data and plan with stakeholders</li> </ol>	<p>“Stakeholder involvement represents a critical component of changing school culture and creating a positive school environment. All three frameworks include the importance of stakeholder involvement, collaboration, and input to successful systemic improvement.” (<a href="#">A Systems Approach to Support School Improvement</a>)</p>



## CRITERIA: FUNDAMENTALS OF SCHOOL CULTURE

Fundamentals of School Culture	
<b>LEADERSHIP</b>	Leadership provided by those in formal leadership roles.
<b>CLIMATE</b>	Interpersonal relationships, engagement, mindset, and overall trust within the organization as well as across relevant stakeholder groups.
<b>TEAMS</b>	Team collaboration, including leveraging internal talent, effective meeting practices, and overall cohesion.
<b>DATA</b>	Data-driven decision making, specifically focused on process and use of relevant data analysis.
<b>INSTRUCTION</b>	Teachers executing research-based practices within the classroom.



## PROFICIENCY SCALE

1 - Absent	2 - Emerging	3 - Developing	4 - Proficient	5 - Advanced
Performance displays <i>little/no</i> execution of research-based practices as it pertains to the <a href="#">SCHOOL IMPROVEMENT SCORECARD</a>	Performance displays <i>inconsistent efforts</i> to execute research-based practices as it pertains to the <a href="#">SCHOOL IMPROVEMENT SCORECARD</a>	Performance displays <i>consistent efforts</i> to execute research-based practices as it pertains to the <a href="#">SCHOOL IMPROVEMENT SCORECARD</a>	Performance displays <i>consistent execution</i> of research-based practices as it pertains to the <a href="#">SCHOOL IMPROVEMENT SCORECARD</a>	Performance displays <i>above and beyond execution</i> of research-based practices as it pertains to the <a href="#">SCHOOL IMPROVEMENT SCORECARD</a>



# FINDINGS

## COMPREHENSIVE SUMMARY OF FINDINGS

Fundamentals of School Culture			
Domain	GLOWS	GROWS	PROFICIENCY
<b>LEADERSHIP</b>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Highest ratings in the following areas:                             <ul style="list-style-type: none"> <li>○ <b>TIME MANAGEMENT:</b> Leaders effectively manage time based on what is important and urgent</li> <li>○ <b>HUMAN NEEDS:</b> Leaders proactively invest in meeting the basic human needs of primary stakeholders (sense of belonging, self-esteem, safety, food, clothing, etc.)</li> <li>○ <b>PERFORMANCE MANAGEMENT:</b> Leaders manage performance based on aligned data (mission/goals/KPIs) and a balanced concern for <i>people</i> and <i>production</i></li> </ul> </li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>● Building administrators are compassionate, approachable, supportive, and show empathy for staff by displaying genuine concern and active listening skills</li> <li>● District leadership have high expectations for staff and students</li> </ul>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Lowest ratings in the following areas:                             <ul style="list-style-type: none"> <li>○ <b>COMMUNICATION:</b> Leaders communicate frequently, honestly, and clearly within and across stakeholder groups</li> <li>○ <b>SELF-AWARENESS:</b> Leaders continuously solicit, evaluate, and apply feedback from stakeholders to maximize self-awareness and personal development</li> <li>○ <b>EMPOWERMENT:</b> Leaders provide regular opportunities for relevant stakeholders to share leadership responsibilities and participate in decision making</li> <li>○ <b>COACHING:</b> Leaders develop the capacity of primary stakeholders using an effective coaching cycle (diagnose, educate, model, assess, communicate)</li> <li>○ <b>ACCOUNTABILITY:</b> Leaders reinforce established expectations through honest dialogue and appropriate</li> </ul> </li> </ul>	<b>2 - EMERGING</b>



		<p>consequences</p> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>● Leaders can enhance implementation of initiatives and research-based practices through clear expectations and improved consistency and accountability</li> <li>● District and school leaders can enhance cohesion through greater transparency and improved communication within and across district buildings</li> <li>● Leaders can improve morale and stakeholder engagement by regularly collecting, analyzing, and responding to stakeholder input (empowerment)</li> <li>● Building administrators can improve the quality of instruction by proactively coaching teachers to effectively implement research-based practices</li> <li>● District leadership can improve interpersonal relationships with stakeholders through empathic, positive communication</li> </ul>	
<p><b>CLIMATE</b></p>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Highest ratings in the following areas: <ul style="list-style-type: none"> <li>○ <b>ORGANIZATIONAL JUSTICE:</b> Stakeholders experience fair treatment, free from discrimination and biased actions</li> <li>○ <b>COMPENSATION:</b> The organization appropriately compensates employees based on assignment and industry standards (salary, benefits, etc.)</li> </ul> </li> </ul>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Lowest ratings in the following areas: <ul style="list-style-type: none"> <li>○ <b>ONBOARDING:</b> The organization effectively supports the performance and development of new employees (mentor program, resources, etc.)</li> <li>○ <b>TRUST:</b> High level of relational trust shared within and across teams, departments, and stakeholder groups</li> <li>○ <b>JOB SATISFACTION:</b> High level of job satisfaction shared within and across</li> </ul> </li> </ul>	<p><b>2 - EMERGING</b></p>



	<ul style="list-style-type: none"> <li>○ <b>RETENTION:</b> The organization retains its employees at or beyond industry standard</li> <li>○ <b>LEARNING &amp; DEVELOPMENT:</b> The organization invests in relevant learning opportunities/resources that enhance the growth and development of all employees</li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>● Staff appreciate time and resources committed to professional development opportunities (Fridays)</li> <li>● Majority of staff reported a positive work environment, strong relational trust with colleagues, and sound work-life balance</li> <li>● Staff value financial compensation, including bonuses</li> </ul>	<p>teams, departments, and stakeholder groups</p> <ul style="list-style-type: none"> <li>○ <b>FEEDBACK:</b> Primary stakeholders continuously seek opportunities to receive and apply feedback (peers, superiors, subordinates)</li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>● Can enhance district retention, development, and performance by implementing an effective onboarding/mentoring program for new employees</li> <li>● Can improve growth mindset by more regularly soliciting and applying feedback from supervisors, peers, and subordinates</li> <li>● Trust and relationships can improve across stakeholder groups through positive interactions and team building activities (leadership, staff, school board, elementary building, secondary building, etc.)</li> <li>● Collect and respond to staff input in relation to future professional development topics</li> </ul>	
<p><b>TEAMS</b></p>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Highest ratings in the following areas:             <ul style="list-style-type: none"> <li>○ <b>COLLECTIVE EFFICACY:</b> Team members display a shared belief in the ability to achieve at a high level</li> <li>○ <b>INCLUSION:</b> The team values and utilizes the unique talents of all team members</li> <li>○ <b>COHESION:</b> Team members are unified and committed to achieving team goals</li> </ul> </li> </ul> <p><b>Stakeholder Interviews</b></p>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>● Lowest ratings in the following areas:             <ul style="list-style-type: none"> <li>○ <b>ROLE CLARITY:</b> Roles and responsibilities are appropriate, specific, and clearly understood by all team members</li> <li>○ <b>PSYCHOLOGICAL SAFETY:</b> Team members feel safe to express honest thoughts/feelings, free from retaliation</li> <li>○ <b>COMMON STRUCTURES:</b> All team members utilize clearly established norms/processes/tasks/tools/etc.</li> </ul> </li> </ul>	<p><b>2 - EMERGING</b></p>





	<ul style="list-style-type: none"> <li>Some teams reported they have reserved time to collaborate with their PLC team (more common with elementary staff)</li> <li>Staff appreciate the opportunity to collaborate with peers within and across buildings during Friday PD sessions</li> </ul>	<ul style="list-style-type: none"> <li><b>MEETING PRACTICES:</b> Teams execute effective meeting practices during team meetings (efficient, action-oriented, data-driven, reflective)</li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>Teacher collaboration and cohesion can improve by establishing clear expectations and implementing common structures, including effective meeting practices (goals, agenda template, norms, roles, protocols, etc.)</li> </ul>	
<p><b>DATA</b></p>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>Highest ratings in the following areas:             <ul style="list-style-type: none"> <li><b>DATA-DRIVEN DECISION MAKING:</b> Individuals and teams continuously collect and analyze data to drive and support the decision making process</li> <li><b>DATA ALIGNMENT:</b> Data collected and analyzed are focused and aligned (mission/goals/KPIs)</li> </ul> </li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>Leaders and staff have become more data-driven regarding decision making and planning future instruction</li> <li>Staff report access to lots of student data (WY-TOPP, FastBridge, Star, Envision, etc)</li> </ul>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>Lowest ratings in the following areas:             <ul style="list-style-type: none"> <li><b>DATA PRESENTATION:</b> Data reports are well-organized, easily interpreted, and shared with relevant stakeholders</li> </ul> </li> </ul> <p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>Teachers can benefit from increased focus and structure to enhance the productivity of analyzing student achievement data to guide instructional planning</li> </ul>	<p><b>2 - EMERGING</b></p>
<p><b>INSTRUCTION</b></p>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>Highest ratings in the following areas:             <ul style="list-style-type: none"> <li><b>TEACHER-STUDENT RELATIONSHIPS:</b> Teachers invest sufficient time in developing responsible, empathic, authentic, and positive relationships with all students</li> </ul> </li> </ul>	<p><b>Stakeholder Surveys</b></p> <ul style="list-style-type: none"> <li>Lowest ratings in the following areas:             <ul style="list-style-type: none"> <li><b>ALIGNED ASSESSMENTS:</b> Teams have developed rubrics and assessments that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)</li> </ul> </li> </ul>	<p><b>2 - EMERGING</b></p>



- **FAMILY COMMUNICATION:** Teachers regularly contact families to communicate expectations, announcements, and updates
- **CURRICULUM MAPPING:** Teams have developed curriculum maps that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)

**Stakeholder Interviews**

- Staff appreciate the time and resources invested in aligning curriculum with priority standards and the state assessment (WY-TOPP)
- Strong emphasis on cooperative learning strategies (Kagan) and providing Social & Emotional Learning support for students
- Staff report strong teacher-student relationships

- **CLASSROOM MANAGEMENT:** Schoolwide/Classroom expectations for behavior, routines, procedures, and interventions are established, visible, and universally enforced by all
- **STUDENT ENGAGEMENT:** Students are engaged in all three dimensions of engagement - *behavioral engagement* (participation, compliance), *cognitive engagement* (academic effort), *emotional/relational engagement* (social interaction)
- **CHECK FOR UNDERSTANDING:** Teachers continuously solicit student response to determine student needs and inform future instruction/support

**Stakeholder Interviews**

- Remain committed to curriculum alignment and receive ongoing feedback on the quality of team curriculum maps
- Ensure core resources are aligned within and across grade-level/content teams



# APPRAISAL (360-DEGREE REVIEW)

## END-OF-LEVEL DATA

STATE ASSESSMENT: [WY-TOPP \(2020-21\)](#) | [OVERALL SCHOOL PERFORMANCE \(2018-19\)](#)

	Identification Year 2020-21	2021-22		2022-23		2023-24				
	Results	Goal	Results	Growth %	Goal	Results	Growth %	Goal	Results	Growth %
<b>Elementary School</b>										
ELA (% Proficient)	31.96									
Math (% Proficient)	21.35									
Science (% Proficient)	36.96									
<b>Middle School / Junior High</b>										
ELA (% Proficient)	56.49									
Math (% Proficient)	28.21									
Science (% Proficient)	41.01									
<b>High School</b>										
ELA (% Proficient)	51.60									
Math (% Proficient)	35.92									



Science (% Proficient)	53.16									
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**STAKEHOLDER INTERVIEWS/FOCUS GROUPS**

Fundamentals of School Culture		
Domain	Glows	Grows
<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>● Building administrators are compassionate, approachable, supportive, and show empathy for staff by displaying genuine concern and active listening skills</li> <li>● District leadership have high expectations for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>● Leaders can enhance implementation of initiatives and research-based practices through clear expectations and improved consistency and accountability</li> <li>● District and school leaders can enhance cohesion through greater transparency and improved communication within and across district buildings</li> <li>● Leaders can improve morale and stakeholder engagement by regularly collecting, analyzing, and responding to stakeholder input (empowerment)</li> <li>● Building administrators can improve the quality of instruction by proactively coaching teachers to effectively implement research-based practices</li> <li>● District leadership can improve interpersonal relationships with stakeholders through empathic, positive communication</li> </ul>
<b>CLIMATE</b>	<ul style="list-style-type: none"> <li>● Staff appreciate time and resources committed to professional development opportunities (Fridays)</li> <li>● Majority of staff reported a positive work environment, strong relational trust with colleagues, and sound work-life balance</li> <li>● Staff value financial compensation, including bonuses</li> </ul>	<ul style="list-style-type: none"> <li>● Can enhance district retention, development, and performance by implementing an effective onboarding/mentoring program for new employees</li> <li>● Can improve growth mindset by more regularly soliciting and applying feedback from supervisors, peers, and subordinates</li> <li>● Trust and relationships can improve across stakeholder groups through positive interactions and team building</li> </ul>



		<p>activities (leadership, staff, school board, elementary building, secondary building, etc.)</p> <ul style="list-style-type: none"> <li>● Collect and respond to staff input in relation to future professional development topics</li> </ul>
<b>TEAMS</b>	<ul style="list-style-type: none"> <li>● Some teams reported they have reserved time to collaborate with their PLC team (more common with elementary staff)</li> <li>● Staff appreciate the opportunity to collaborate with peers within and across buildings during Friday PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher collaboration and cohesion can improve by establishing clear expectations and implementing common structures, including effective meeting practices (goals, agenda template, norms, roles, protocols, etc.)</li> </ul>
<b>DATA</b>	<ul style="list-style-type: none"> <li>● Leaders and staff have become more data-driven regarding decision making and planning future instruction</li> <li>● Staff report access to lots of student data (WY-TOPP, FastBridge, Star, Envision, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers can benefit from increased focus and structure to enhance the productivity of analyzing student achievement data to guide instructional planning</li> </ul>
<b>INSTRUCTION</b>	<ul style="list-style-type: none"> <li>● Staff appreciate the time and resources invested in aligning curriculum with priority standards and the state assessment (WY-TOPP)</li> <li>● Strong emphasis on cooperative learning strategies (Kagan) and providing Social &amp; Emotional Learning support for students</li> <li>● Staff report strong teacher-student relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Remain committed to curriculum alignment and receive ongoing feedback on the quality of team curriculum maps</li> <li>● Ensure core resources are aligned within and across grade-level/content teams</li> </ul>



## STAKEHOLDER SURVEYS (360-DEGREES)

### CONTEXT

A truly [Balanced Scorecard](#) is based on [The Managerial Grid \(Blake & Mouton\)](#), reflecting a high concern for both *production* and *people*, and is assessed with [360-Degree Feedback](#) from relevant [stakeholders](#). Stakeholders rate performance based on [Key Performance Indicators \(KPIs\)](#).

- [SCHOOL IMPROVEMENT SCORECARD](#)

### PROFICIENCY SCALE

1 - Absent	2 - Emerging	3 - Developing	4 - Proficient	5 - Advanced
Performance displays <i>little/no</i> execution	Performance displays <i>inconsistent efforts</i> to execute	Performance displays <i>consistent efforts</i> to execute	Performance displays <i>consistent execution</i>	Performance displays <i>above and beyond</i> execution

### SUMMARY OF FINDINGS

KPI Domain	Domain Description	Leadership Team	Staff	Students	Families	School Board	DOMAIN AVERAGE
LEADERSHIP	Measures the quality of leadership provided by those in formal leadership roles.	3.7	2.52	3.35	2.5	3.08	<b>3.03</b>
CLIMATE	Measures the quality of interpersonal relationships, engagement, mindset, and overall trust within the organization as well as across relevant stakeholder groups.	3.63	2.51	3.56	2.69	3.38	<b>3.15</b>



TEAMS	Measures the quality of team collaboration, including leveraging internal talent, effective meeting practices, and overall cohesion.	3.4	2.71	3.69	2.65	3.0	<b>3.09</b>
DATA	Measures the quality of data-driven decision making, specifically focused on process and use of relevant data analysis protocols.	3.56	3.04	3.58	2.78	3.13	<b>3.22</b>
INSTRUCTION	Measures the quality of teaching, heavily focused on the execution of research-based practices.	2.83	3.04	3.34	2.78	3.17	<b>3.03</b>
<b>OVERALL SCORE</b>		<b>3.42</b>	<b>2.76</b>	<b>3.5</b>	<b>2.68</b>	<b>3.15</b>	<b>3.1</b>

### Fundamentals of School Culture

Domain	Glows	Grows
<b>LEADERSHIP</b>	<p>Highest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>TIME MANAGEMENT:</b> Leaders effectively manage time based on what is important and urgent</li> <li>● <b>HUMAN NEEDS:</b> Leaders proactively invest in meeting the basic human needs of primary stakeholders (sense of belonging, self-esteem, safety, food, clothing, etc.)</li> <li>● <b>PERFORMANCE MANAGEMENT:</b> Leaders manage performance based on aligned data (mission/goals/KPIs) and a balanced concern for <i>people</i> and <i>production</i></li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “We are moving in the right direction.”</li> <li>● “The administration has a true desire to see improvements and wants the school to create a higher level of education and stronger skill set for career and college readiness. We have some amazing teachers. I have seen growth in collaboration this year.”</li> </ul>	<p>Lowest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>COMMUNICATION:</b> Leaders communicate frequently, honestly, and clearly within and across stakeholder groups</li> <li>● <b>SELF-AWARENESS:</b> Leaders continuously solicit, evaluate, and apply feedback from stakeholders to maximize self-awareness and personal development</li> <li>● <b>EMPOWERMENT:</b> Leaders provide regular opportunities for relevant stakeholders to share leadership responsibilities and participate in decision making</li> <li>● <b>COACHING:</b> Leaders develop the capacity of primary stakeholders using an effective coaching cycle (diagnose, educate, model, assess, communicate)</li> <li>● <b>ACCOUNTABILITY:</b> Leaders reinforce established expectations through honest dialogue and appropriate consequences</li> </ul> <p>Open Response:</p>



- “I believe our school leaders try really hard to lead our school and that they really care about students and want our school to be a safe, high quality, high performance school that helps nurture students into responsible, educated, respectful, honest, people in society. I feel our school employees really care about our children and try hard.”
- “They listen and act upon ideas of teachers for curriculum improvement.”
- “I believe the district has made big improvements on targeted and focused intervention that directly correlate to our achievement. I think the LEMS building has drastically improved their culture in the past few years and it seems to me that most of that staff genuinely enjoys who they work with, work well together for the betterment of the kids and each other. I think our district has made tough decisions to take a hard look at our curriculum and our grading and our instruction, tho those topics have not yet been well executed in each building, we have started the process...”
- “Providing more support and educational understanding, to all levels of education for school improvement by giving time for results to materialize.”
- “Consistency. In order to create change you have to change things. And naturally that creates a bursting period or a "rough patch" before growth. It appears it may have been hard to have so many different target's for the staff over the last 7 years due to changes in leadership and the goals. If expectations were more clear so that no matter who walked into a role; and policies and trainings were in place. The change of staff would be less impactful in my opinion. I do think the staff and leaders care and work hard, but the stress and amount of duties in education can feel overwhelming and a person feels stretched thin.”
- “Communication within each building and between buildings needs work . . . Communication in general is not efficient. Sometimes schedules and decisions are made without consulting with the whole staff. That leaves some staff members in the dark about what decisions were made, and some of us didn't even know at all.”
- “The school improvement plan is not referenced enough on why we are doing what we are doing. Most years it is not even brought up, teachers have to find it on their own, it should be reviewed every year and sometimes a couple times a year so people remember our purpose and goals moving forward.”
- “There are a lot of positive things here and I think those should be highlighted. But without the discipline support from Admin to the Teaching Staff - none of these positive options can come to light.”
- “. . . Mandates come from above and there is no cooperative involvement in the decision making process nor is there a listening ear from above. Just carry out the mandate to the best of your ability. There needs to be a





		<p>recognition of and value of all staff as well as their opinions and ideas.”</p> <ul style="list-style-type: none"> <li>● “If our administrative team will come together and enforce consistent expectations for staff at all levels, I think students would see this impact and the culture would be affected positively. Consistency and professionalism are TRULY needed in our district.”</li> </ul>
<p><b>CLIMATE</b></p>	<p>Highest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>ORGANIZATIONAL JUSTICE:</b> Stakeholders experience fair treatment, free from discrimination and biased actions</li> <li>● <b>COMPENSATION:</b> The organization appropriately compensates employees based on assignment and industry standards (salary, benefits, etc.)</li> <li>● <b>RETENTION:</b> The organization retains its employees at or beyond industry standard</li> <li>● <b>LEARNING &amp; DEVELOPMENT:</b> The organization invests in relevant learning opportunities/resources that enhance the growth and development of all employees</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “I admire the push from my fellow teachers toward improvement. I truly believe that all of the teachers and administration are reaching for a better school district.”</li> <li>● “The bonuses that we received this year were Great and made us feel like what we did mattered and we felt appreciated.”</li> <li>● “Teachers and others are willing to step up and provide needed help and support. Many have good ideas and could contribute to the positive growth and atmosphere of the school.”</li> <li>● “attempting to improve job satisfaction”</li> <li>● “I believe some of our teachers/staff are working very hard to create a sense of community within our schools.”</li> </ul>	<p>Lowest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>ONBOARDING:</b> The organization effectively supports the performance and development of new employees (mentor program, resources, etc.)</li> <li>● <b>TRUST:</b> High level of relational trust shared within and across teams, departments, and stakeholder groups</li> <li>● <b>JOB SATISFACTION:</b> High level of job satisfaction shared within and across teams, departments, and stakeholder groups</li> <li>● <b>FEEDBACK:</b> Primary stakeholders continuously seek opportunities to receive and apply feedback (peers, superiors, subordinates)</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “There needs to be a sense of community built among administration, all staff, and students . . . The climate needs to change for open, honest, and direct communication. This means that trust, respect, and personal value needs to be reestablished.”</li> <li>● “New teachers to the district need to have a mentor or someone they feel like they can go to so they can feel more comfortable.”</li> <li>● “The transition from the middle school to the high school has been rough. There are still people who differentiate between "middle school teachers" and "high school teachers." When in reality, we are all middle and high school teachers.”</li> </ul>



		<ul style="list-style-type: none"> <li>● “While we have some exceptional teachers in our district, there is a number of classroom staff that struggle in managing their emotions and impulses.”</li> <li>● “There is NOTHING in place for staff, relating to mental health, emotional well being or work related stressors . . . The work related stress the staff feels, has a direct and immediate impact on the students.”</li> <li>● “We need to build a positive atmosphere and boost moral among staff. Make sure they feel heard and that all information is communicated and transparent.”</li> <li>● “New staff orientation and beginning of the school year needs to be improved and organized.”</li> </ul>
<p><b>TEAMS</b></p>	<p>Highest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>COLLECTIVE EFFICACY:</b> Team members display a shared belief in the ability to achieve at a high level</li> <li>● <b>INCLUSION:</b> The team values and utilizes the unique talents of all team members</li> <li>● <b>COHESION:</b> Team members are unified and committed to achieving team goals</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “We have a consistent time and schedule to work together as a district and also have content teams where teachers have the chance to look at their vertical alignment and to work on our curriculum. The building principals have always listened to my concerns and have done what they could to help. I believe both principals care for our well-being and for staff morale and make decisions based on what is best for kids.”</li> <li>● “At the elementary, we truly have one of the best teams I've been a part of, and we all have each other backs. Our leaders at the elementary care about their staff and work hard to support us when needed. My team gets along. I feel that the students' education is better because of that.”</li> </ul>	<p>Lowest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>ROLE CLARITY:</b> Roles and responsibilities are appropriate, specific, and clearly understood by all team members</li> <li>● <b>PSYCHOLOGICAL SAFETY:</b> Team members feel safe to express honest thoughts/feelings, free from retaliation</li> <li>● <b>COMMON STRUCTURES:</b> All team members utilize clearly established norms/processes/tasks/tools/etc.</li> <li>● <b>MEETING PRACTICES:</b> Teams execute effective meeting practices during team meetings (efficient, action-oriented, data-driven, reflective)</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “I do feel an area that needs to be developed still is team work and collaboration as well as inclusiveness of all staff and leaders working together.”</li> <li>● “Although we have the time to meet with content teams across buildings, I feel that the ONLY time teams communicate is on that particular day. The communication does not continue throughout the week. I still feel like there is a disconnect.”</li> </ul>



		<ul style="list-style-type: none"> <li>● “Being more specific, laying out the jobs and expectations at the beginning of the year so everyone know their roles and then sticking to them.”</li> </ul>
<p><b>DATA</b></p>	<p>Highest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>DATA-DRIVEN DECISION MAKING:</b> Individuals and teams continuously collect and analyze data to drive and support the decision making process</li> <li>● <b>DATA ALIGNMENT:</b> Data collected and analyzed are focused and aligned (mission/goals/KPIs)</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “There is more focus on data and student assessments to help support student learning.”</li> </ul>	<p>Lowest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>DATA PRESENTATION:</b> Data reports are well-organized, easily interpreted, and shared with relevant stakeholders</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “We need to be stronger at using the data from testing to improve our students' learning.”</li> <li>● “I feel like we do a lot of testing to see where our kids are at, but I don't feel like there is training on how to interpret the data and then use it to help us become a better teachers. I feel like we are given ideas and different programs to try and use, but I feel like we don't get the training in how to use the program effectively or if we are trained in it and start to use it then we jump to something else and it's just like starting over again.”</li> </ul>
<p><b>INSTRUCTION</b></p>	<p>Highest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>TEACHER-STUDENT RELATIONSHIPS:</b> Teachers invest sufficient time in developing responsible, empathic, authentic, and positive relationships with all students</li> <li>● <b>FAMILY COMMUNICATION:</b> Teachers regularly contact families to communicate expectations, announcements, and updates</li> <li>● <b>CURRICULUM MAPPING:</b> Teams have developed curriculum maps that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)</li> </ul> <p>Open Response:</p> <ul style="list-style-type: none"> <li>● “We are focused on kids and student learning as we develop our curriculum and curriculum maps.”</li> <li>● “We are attempting to get all staff and content areas k12 into Standards Based Education, it is a slow process to turn this ship around and bring up student achievement.”</li> </ul>	<p>Lowest Ratings:</p> <ul style="list-style-type: none"> <li>● <b>ALIGNED ASSESSMENTS:</b> Teams have developed rubrics and assessments that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)</li> <li>● <b>CLASSROOM MANAGEMENT:</b> Schoolwide/Classroom expectations for behavior, routines, procedures, and interventions are established, visible, and universally enforced by all</li> <li>● <b>STUDENT ENGAGEMENT:</b> Students are engaged in all three dimensions of engagement - <i>behavioral engagement</i> (participation, compliance), <i>cognitive engagement</i> (academic effort), <i>emotional/relational engagement</i> (social interaction)</li> <li>● <b>CHECK FOR UNDERSTANDING:</b> Teachers continuously solicit student response to determine student needs and inform future instruction/support</li> </ul>



	<ul style="list-style-type: none"> <li>● “I believe our district/school is working on curriculum and trying to get it aligned.”</li> <li>● “Our curriculum work is really helping our teaching, by making us look at what we are teaching.”</li> <li>● “Aligning Standards, Curriculum Mapping, Positive Environment, getting to know students”</li> </ul>	<p>Open Response:</p> <ul style="list-style-type: none"> <li>● “Aligning to standards with a company that presents with an unclear outcome.”</li> <li>● “A more strict, standardized discipline system K-12 may help the disruptive students know their boundaries while improving the classroom experience for the kids that behave. I believe we are letting far too much disruptive behavior negatively impact the rest of he students.”</li> </ul>
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**SCHOOL IMPROVEMENT SCORECARD: INDIVIDUAL SCORES**

Domain	#	Key Performance Indicator (KPI)	Leadership	Staff	AVERAGE
		Number of Participants	5/6	39/60	N/A
		Percentage of Participation	83%	65%	74%
LEADERSHIP		<b>INTEGRITY:</b> Leaders display high integrity and ethical values, and honor commitments	4.0	2.69	<b>3.35</b>
LEADERSHIP		<b>SELF-AWARENESS:</b> Leaders continuously solicit, evaluate, and apply feedback from stakeholders to maximize self-awareness and personal development	3.2	2.21	<b>2.71</b>
LEADERSHIP		<b>EMPATHY:</b> Leaders continuously seek to understand the needs and perspectives of all stakeholders, and display active listening skills	3.8	2.46	<b>3.13</b>
LEADERSHIP		<b>HUMAN NEEDS:</b> Leaders proactively invest in meeting the basic human needs of primary stakeholders (sense of belonging, self-esteem, safety, food, clothing, etc.)	4.2	2.87	<b>3.54</b>
LEADERSHIP		<b>COMMUNICATION:</b> Leaders communicate frequently, honestly, and clearly within and across stakeholder groups	3.2	1.9	<b>2.55</b>
LEADERSHIP		<b>GOALS:</b> Organizational goals are developed (S.M.A.R.T.), visible, and aligned (mission/KPIs/relevant data)	3.8	2.92	<b>3.36</b>



LEADERSHIP		<b>PLANS:</b> Plans to execute goals display elements of <i>Deliberate Practice</i> (1 - narrow focus; 2 - spaced repetition; 3 - sustained commitment; 4 - ongoing coaching) and outline specific tasks, owners, deadlines, and resources	3.75	2.54	<b>3.15</b>
LEADERSHIP		<b>EXPECTATIONS:</b> Expectations are appropriate and clearly understood by respective stakeholders (mission/goals/policies/procedures/roles/responsibilities/etc.)	3.8	2.49	<b>3.15</b>
LEADERSHIP		<b>PERFORMANCE MANAGEMENT:</b> Leaders manage performance based on aligned data (mission/goals/KPIs) and a balanced concern for <i>people</i> and <i>production</i>	4.2	2.69	<b>3.45</b>
LEADERSHIP		<b>ACCOUNTABILITY:</b> Leaders reinforce established expectations through honest dialogue and appropriate consequences	3.4	2.31	<b>2.86</b>
LEADERSHIP		<b>APPRECIATION:</b> Leaders show appreciation and recognize quality performance	4.0	2.51	<b>3.26</b>
LEADERSHIP		<b>RELATIONAL TRUST:</b> Leaders invest sufficient time in developing responsible, empathic, authentic, and positive relationships with relevant stakeholders	4.0	2.44	<b>3.22</b>
LEADERSHIP		<b>EMPOWERMENT:</b> Leaders provide regular opportunities for relevant stakeholders to share leadership responsibilities and participate in decision making	3.0	2.47	<b>2.74</b>
LEADERSHIP		<b>TIME MANAGEMENT:</b> Leaders effectively manage time based on what is important and urgent	4.4	2.82	<b>3.61</b>
LEADERSHIP		<b>COACHING:</b> Leaders develop the capacity of primary stakeholders using an effective coaching cycle (diagnose, educate, model, assess, communicate)	3.0	2.56	<b>2.78</b>
LEADERSHIP		<b>CONFLICT RESOLUTION:</b> Leaders effectively address conflict by displaying a balanced, high concern for both <i>people</i> and <i>production</i>	3.4	2.38	<b>2.89</b>
<b>LEADERSHIP DOMAIN AVERAGE</b>			<b>3.7</b>	<b>2.52</b>	<b>3.11</b>
CLIMATE		<b>HUMAN CAPITAL:</b> The organization values and treats people as its greatest asset	3.80	2.33	<b>3.07</b>



CLIMATE		<b>RECRUITING:</b> The organization attracts and hires valuable people	4.0	2.33	<b>3.17</b>
CLIMATE		<b>ONBOARDING:</b> The organization effectively supports the performance and development of new employees (mentor program, resources, etc.)	2.80	1.82	<b>2.31</b>
CLIMATE		<b>LEARNING &amp; DEVELOPMENT:</b> The organization invests in relevant learning opportunities/resources that enhance the growth and development of all employees	4.0	2.72	<b>3.36</b>
CLIMATE		<b>RETENTION:</b> The organization retains its employees at or beyond industry standard	4.20	2.56	<b>3.38</b>
CLIMATE		<b>COMPENSATION:</b> The organization appropriately compensates employees based on assignment and industry standards (salary, benefits, etc.)	4.20	2.90	<b>3.55</b>
CLIMATE		<b>WORK-LIFE BALANCE:</b> The organization supports a healthy work-life balance and promotes the self-care of all stakeholders (health and wellness, schedule flexibility, family responsibilities, benefits, etc.)	3.8	2.82	<b>3.31</b>
CLIMATE		<b>ORGANIZATIONAL JUSTICE:</b> Stakeholders experience fair treatment, free from discrimination and biased actions	4.4	3.03	<b>3.72</b>
CLIMATE		<b>BELONGING:</b> High level of belonging shared within and across teams, departments, and stakeholder groups	3.4	2.36	<b>2.88</b>
CLIMATE		<b>TRUST:</b> High level of relational trust shared within and across teams, departments, and stakeholder groups	3.2	2.26	<b>2.73</b>
CLIMATE		<b>POSITIVITY:</b> High level of positivity displayed through attitudes and behaviors within and across teams, departments, and stakeholder groups	3.6	2.36	<b>2.98</b>
CLIMATE		<b>JOB SATISFACTION:</b> High level of job satisfaction shared within and across teams, departments, and stakeholder groups	3.2	2.44	<b>2.82</b>
CLIMATE		<b>MOTIVATION:</b> High level of intrinsic motivation shared within and across teams, departments, and stakeholder groups	3.4	2.51	<b>2.96</b>



CLIMATE		<b>ENGAGEMENT:</b> High level of engagement shared within and across teams, departments, and stakeholder groups	3.4	2.45	<b>2.93</b>
CLIMATE		<b>GROWTH MINDSET:</b> High level of <i>Growth Mindset</i> displayed within and across teams, departments, and relevant stakeholder groups <ul style="list-style-type: none"> <li>• <i>Skills/Intelligence</i> can be developed, as opposed to only being innate</li> <li>• <i>Main concern</i> is learning and growth, not personal image (how I look)</li> <li>• <i>Effort</i> is always required, not just when needed</li> <li>• <i>Challenges</i> are an opportunity for learning and growth, not an excuse to quit</li> <li>• <i>Feedback</i> is sought out and welcomed, rather than taken offensively</li> <li>• <i>Mistakes</i> are a learning opportunity, as opposed to being avoided and disliked</li> </ul>	3.4	2.67	<b>3.04</b>
CLIMATE		<b>FEEDBACK:</b> Primary stakeholders continuously seek opportunities to receive and apply feedback (peers, superiors, subordinates)	3.2	2.54	<b>2.87</b>
<b>CLIMATE DOMAIN AVERAGE</b>			<b>3.63</b>	<b>2.51</b>	<b>3.07</b>
TEAMS		<b>ROLE CLARITY:</b> Roles and responsibilities are appropriate, specific, and clearly understood by all team members	3.0	2.45	<b>2.73</b>
TEAMS		<b>INTERPERSONAL RELATIONSHIPS:</b> Team members make the effort to develop responsible, empathic, authentic, and positive relationships with all team members	3.4	2.76	<b>3.08</b>
TEAMS		<b>DIVERSITY:</b> The team values, encourages, and supports differences (perspectives, opinions, cultures, talents, etc.)	3.4	2.63	<b>3.02</b>
TEAMS		<b>INCLUSION:</b> The team values and utilizes the unique talents of all team members	3.8	2.76	<b>3.28</b>
TEAMS		<b>PSYCHOLOGICAL SAFETY:</b> Team members feel safe to express honest thoughts/feelings, free from retaliation	3.0	2.55	<b>2.78</b>
TEAMS		<b>COLLECTIVE EFFICACY:</b> Team members display a shared belief in the ability to achieve at a high level	4.0	3.03	<b>3.52</b>
TEAMS		<b>COMMON STRUCTURES:</b> All team members utilize clearly established	3.2	2.66	<b>2.93</b>



		norms/processes/tasks/tools/etc.			
TEAMS		<b>COLLABORATION:</b> Team members work together effectively (communication, coordination, cooperation, etc.)	3.4	2.84	<b>3.12</b>
TEAMS		<b>MEETING PRACTICES:</b> Teams execute effective meeting practices during team meetings (efficient, action-oriented, data-driven, reflective)	3.2	2.67	<b>2.94</b>
TEAMS		<b>COHESION:</b> Team members are unified and committed to achieving team goals	3.6	2.74	<b>3.17</b>
<b>TEAMS DOMAIN AVERAGE</b>			<b>3.4</b>	<b>2.71</b>	<b>3.06</b>
DATA		<b>DATA-DRIVEN DECISION MAKING:</b> Individuals and teams continuously collect and analyze data to drive and support the decision making process	3.8	3.15	<b>3.48</b>
DATA		<b>DATA ALIGNMENT:</b> Data collected and analyzed are focused and aligned (mission/goals/KPIs)	3.8	3.09	<b>3.45</b>
DATA		<b>DATA TRIANGULATION:</b> Individuals and teams use various data types and/or multiple data sources to validate findings	3.4	3.09	<b>3.25</b>
DATA		<b>DATA ANALYSIS PROCESS:</b> Individuals and teams use effective data analysis structures to maximize productivity	3.4	3.0	<b>3.20</b>
DATA		<b>DATA PRESENTATION:</b> Data reports are well-organized, easily interpreted, and shared with relevant stakeholders	3.4	2.88	<b>3.14</b>
<b>DATA DOMAIN AVERAGE</b>			<b>3.56</b>	<b>3.04</b>	<b>3.30</b>
INSTRUCTION	1	<b>CURRICULUM MAPPING:</b> Teams have developed curriculum maps that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)	3.25	3.11	<b>3.18</b>
INSTRUCTION	2	<b>ALIGNED ASSESSMENTS:</b> Teams have developed rubrics and assessments that are aligned with priority standards and end-of-level assessments (horizontally and vertically aligned)	1.75	2.78	<b>2.27</b>





INSTRUCTION	3	<b>CLASSROOM MANAGEMENT:</b> Schoolwide/Classroom expectations for behavior, routines, procedures, and interventions are established, visible, and universally enforced by all	2.75	2.35	<b>2.55</b>
INSTRUCTION	4	<b>TEACHER-STUDENT RELATIONSHIPS:</b> Teachers invest sufficient time in developing responsible, empathic, authentic, and positive relationships with all students	3.50	3.19	<b>3.35</b>
INSTRUCTION	5	<b>DATA-DRIVEN INSTRUCTION:</b> Teachers collaboratively collect and analyze student data to identify specific needs and plan future instruction	3.0	3.0	<b>3.0</b>
INSTRUCTION	6	<b>RESEARCH-BASED PEDAGOGY:</b> Practices and resources are supported by research, based on strategies that have the highest impact on student achievement	3.0	3.19	<b>3.10</b>
INSTRUCTION	7	<b>EXPLICIT INSTRUCTION:</b> Teachers explicitly communicate, review, and support learning expectations with students	2.75	3.09	<b>2.92</b>
INSTRUCTION	8	<b>TEACHING CYCLE:</b> Teachers follow an effective teaching cycle to plan and deliver instruction (diagnose, educate, model, assess, communicate)	2.75	3.0	<b>2.88</b>
INSTRUCTION	9	<b>RELEVANT CONTENT:</b> Instructional content is appropriate, relevant, and interesting for students	2.75	3.18	<b>2.97</b>
INSTRUCTION	10	<b>STUDENT ENGAGEMENT:</b> Students are engaged in all three dimensions of engagement - <i>behavioral engagement</i> (participation, compliance), <i>cognitive engagement</i> (academic effort), <i>emotional/relational engagement</i> (social interaction)	2.75	2.86	<b>2.81</b>
INSTRUCTION	11	<b>SCAFFOLDING:</b> Teachers continuously differentiate instruction and support to meet the needs of all students (Zone of Proximal Development, Gradual Release of Responsibility, Response to Intervention/Multi-Tiered System of Supports)	2.75	3.06	<b>2.91</b>
INSTRUCTION	12	<b>COOPERATIVE LEARNING:</b> Teachers provide regular opportunities for students to collaborate and learn with peers	2.75	3.51	<b>3.13</b>
INSTRUCTION	13	<b>CHECK FOR UNDERSTANDING:</b> Teachers continuously solicit student response to determine student needs and inform future instruction/support	2.50	3.15	<b>2.83</b>
INSTRUCTION	14	<b>FAMILY COMMUNICATION:</b> Teachers regularly contact families to communicate expectations,	3.25	3.14	<b>3.20</b>



		announcements, and updates			
INSTRUCTION	15	<b>FEEDBACK:</b> Teachers continuously and promptly provide appropriate feedback to all students to reinforce and improve future performance	2.75	3.18	<b>2.97</b>
INSTRUCTION	16	<b>OBSERVATION TOOL:</b> Teachers effectively execute the expectations outlined on the classroom observation tool	3.0	2.86	<b>2.93</b>
<b>INSTRUCTION DOMAIN AVERAGE</b>			<b>2.83</b>	<b>3.04</b>	<b>2.94</b>
<b>TOTAL AVERAGE SCORE</b>			<b>3.42</b>	<b>2.76</b>	<b>3.09</b>



## OBSERVATIONS & ARTIFACTS

Fundamentals of School Culture					
LEADERSHIP					
Observation/Artifact	Date	Description	Resources	Glows	Grows
			•	•	•
CLIMATE					
Observation/Artifact	Date	Description	Resources	Glows	Grows
			•	•	•
TEAMS					
Observation/Artifact	Date	Description	Resources	Glows	Grows
PLC Meeting Observation	2.9.22	1st-2nd PLC Team Meeting	<ul style="list-style-type: none"> <li>• <a href="#">1-2 PLC Mtg. Observation (2.9.22)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Very comfortable environment with the team</li> <li>• Student achievement was clearly the focal point of the meeting</li> <li>• Discussed practicing state assessment modules to prepare students for spring assessment</li> <li>• Explored wide range of</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and follow a meeting agenda</li> <li>• Establish meeting roles to enhance meeting efficiency and productivity</li> <li>• Use a data analysis protocol to ensure data analysis is action oriented</li> <li>• Assign and develop specific action items aligned with data analysis</li> </ul>



				solutions to address student needs	
PLC Meeting Observation	2.10.22	High School ELA PLC Team Meeting	<ul style="list-style-type: none"> <li>• <a href="#">HS ELA PLC Mtg. Observation (2.10.22)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Very comfortable environment with the team</li> <li>• Student achievement was clearly the focal point of the meeting</li> <li>• Explored wide range of solutions: reward students that show growth on WY-TOPP scores; <a href="#">achieve3,000</a>;</li> <li>• Specifically reviewed Wyoming State Standards using the <a href="#">WY-TOPP Assessment Blueprints &amp; Rubrics</a> (ELA) to ensure instruction and assessments are aligned</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and follow a meeting agenda</li> <li>• Establish meeting roles to enhance meeting efficiency and productivity</li> <li>• Use a data analysis protocol to ensure data analysis is action oriented</li> <li>• Assign and develop specific action items aligned with data analysis</li> </ul>
Leadership Team Meeting Observation	2.11.22	Leadership Team Meeting	<ul style="list-style-type: none"> <li>• <a href="#">Leadership Team Mtg. Observation (2.11.22)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Great team camaraderie</li> <li>• Very clear focus on kids and improving student achievement</li> <li>• Discussed upcoming calendar events and reviewed preparation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and follow a meeting agenda with objectives directly connected to district/school goals</li> <li>• Establish meeting roles to enhance meeting efficiency and productivity</li> <li>• Assign and develop specific action items aligned with district/school goals</li> </ul>



**DATA**

Observation/Artifact	Date	Description	Resources	Glow	Grows
			•	•	•

**INSTRUCTION**

Observation/Artifact	Date	Description	Resources	Glow	Grows
			•	•	•

