

Resource and Agreement Document Part B for the Wyoming Department of Education, and

School District: \_\_\_\_\_

Lead Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

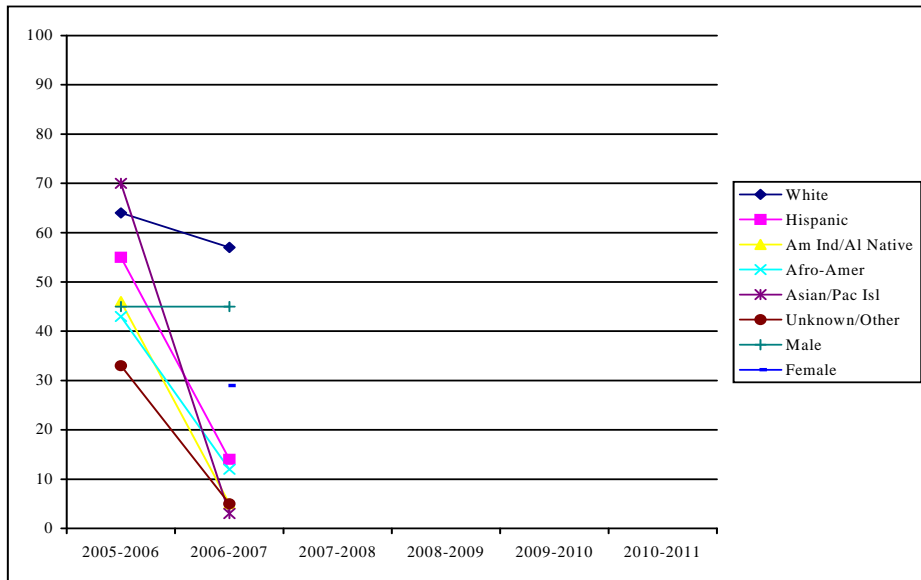
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

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**Perkins Goal 1S1: Academic Attainment – The number of CTE concentrator’s proficient on the Proficient Assessments for Wyoming’s Students (PAWS) divided by the number of CTE concentrators taking the PAWS.**

	<b>My School</b>	<b>State Target</b>
Overall % of proficient students:	_____	_____
Perkins status		
CTE Concentrators	_____	_____
Non-CTE Concentrators	_____	_____
Of CTE concentrators,		
Race/ethnicity		
White	_____	_____
Hispanic	_____	_____
American Indian/Alaskan Native	_____	_____
Black/African-American	_____	_____
Asian/Pacific Islander	_____	_____
Gender		
Male	_____	_____
Female	_____	_____

Percent proficient on composite PAWS by type of student and year: Sample



Percent proficient on PAWS—mathematics and composite language arts by type of student and year (LEAs use Every Student Counts website)

What are your measurable objectives for the next 5 years in service of reaching this goal?

Target	WyCAS Current	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
1) IS1 State Targets	45.49% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
1) Overall percentage of district CTE concentrators and non-CTE students proficient or advanced on composite PAWS scores.	District % of proficient CTE and students/non proficient CTE students	To be negotiated with state	To be negotiated with state	To be negotiated with state	To be negotiated with state	To be negotiated with state
2) Increase percentage of CTE students who are proficient in mathematics.	District % of proficient CTE	For School Improvement data	For School Improvement data	For School Improvement data	For School Improvement data	For School Improvement data

	students/non proficient CTE students in math					
3) Increase percentage of CTE students who are proficient in reading and writing.	District % of proficient CTE students/non proficient CTE students in reading and writing	For School Improvement data	For School Improvement data	For School Improvement data	For School Improvement data	For School Improvement data

Student Performance Indicator(s)/How will you know when you've reached your goal?

- 1) PAWS composite scores for CTE concentrators and non-CTE students.
- 2) PAWS scores for CTE concentrators in mathematics.
- 3) PAWS composite scores for CTE concentrators in language arts.
- 4) PAWS composite scores for CTE concentrators in science.

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Brief Title of Intervention: \_\_\_\_\_  
(This brief title will be auto-entered on the following action plan and data pages)

Research used in selection of intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is additional staff development is necessary, recommended, or advised?

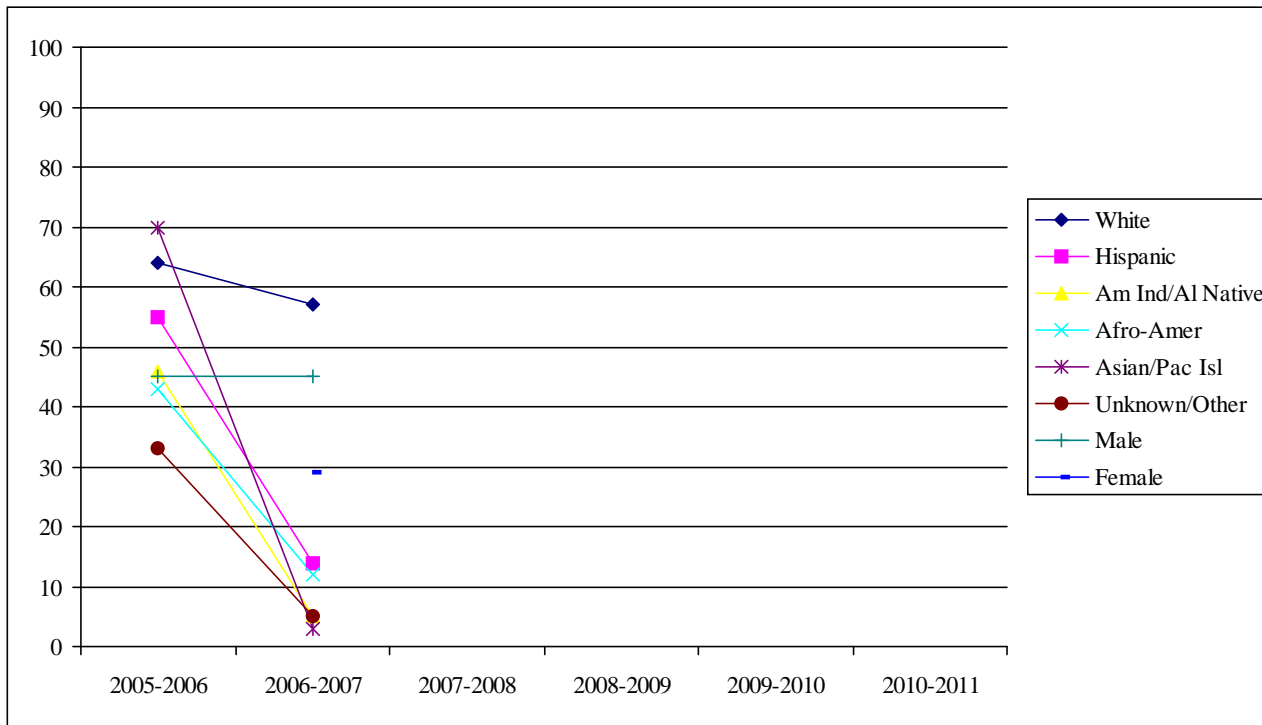
What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 1S2: Technical Attainment – Number of CTE concentrators who were proficient or advanced in at least 4 of the 6 Wyoming Career and Technical Assessment (WyCTA) content areas as divided by the total number of concentrators taking the WyCTA.**

Percentage of students rated proficient on WyCTA

	Affective & Thinking Skills	Technology	Pre-Employment skills	Employability skills	Communication	Math	Science	WyCTA Total
Overall:	—	—	—	—	—	—	—	—
Race/ethnicity	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—
American Native	—	—	—	—	—	—	—	—
Black/African-American	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Gender:								
Male	—	—	—	—	—	—	—	—
Female	—	—	—	—	—	—	—	—



**Sample**

Percent of CTE students rated proficient on total/composite WyCTA by year

Percent of CTE student's proficient on total WyCTA by race/ethnicity

What are your measurable objectives for the next 5 years in service of reaching these goals?

Target	Current	2006–2007	2007–2008	2008–2009	2009-2010	2010-2011
1) 1S2 State Targets	73.77% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
2) CTE concentrators who were proficient or advanced in at least 4 of the 6 content areas.	District %	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
3) District focused objective to increase percentage of CTE students who are proficient.	District %	For School Improvement	For School Improvement	For School Improvement	For School Improvement	For School Improvement

Student Performance Indicator(s)/How will you know when you've reached your goal?

- 1) WyCTA composite scores for CTE concentrators, overall and broken out by race/ethnic groups.
- 2) WyCTA composite scores for CTE concentrators in focused area.

Target Intervention/Activities:

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Everyone should be targeted for higher performance in focus area.

Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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As you determine the specific action steps necessary to implement the selected intervention, consider:

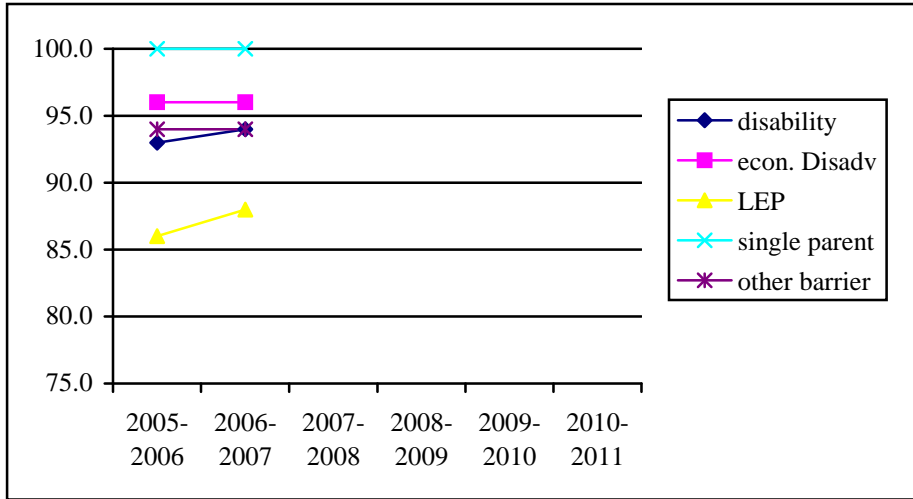
Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 2S1: Number of 12<sup>th</sup> grade CTE concentrators obtaining a high school diploma or its equivalent.**

Graduation rate by eligibility category by year **Sample**



**Sample**

What are your measurable objectives for the next 5 years in service of reaching this goal?

Target	Current	2006–2007	2007–2008	2008-2009	2009-2010	2010-2011
1) 2S1 State Targets	94.67% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
2) District Graduation rate of CTE concentrators will meet or exceed that of total school population.	District % graduation rate	District % graduation rate	District % graduation rate	District % graduation rate	District % graduation rate	District % graduation rate
3) District graduation rates of CTE concentrators will meet or exceed non-CTE students by race/ethnicity	District %	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement
4) District graduation rates of CTE concentrators will meet or exceed non-CTE students by membership in special populations	District %	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement

Student Performance Indicator(s)/How will you know when you've reached your goal?

- 1) Graduation rates of CTE concentrators and total student population
- 2) Graduation rates of CTE concentrators, by race/ethnicity
- 3) Graduation rates of CTE concentrators by membership in special populations

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 2S2: The number of 12<sup>th</sup> grade CTE students who graduated with a certification or credential.**

What are your measurable objectives for the next 5 years in service of reaching this goalcurrent?

Target	Current	2006–2007	2007–2008	2008–2009	2009-2010	2010-2011
1) 2S2 State Targets	5.12% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
1) Percent of district CTE students earning a certification or credential	District % Target	To be negotiated	To be negotiated	To be negotiated	To be negotiated	To be negotiated
2) Create district plan or objectives to increase CTE students earning a certification or credential	District School Improvement	District School Improvement	District School Improvement	District School Improvement	District School Improvement	District School Improvement

Student Performance Indicator(s)/How will you know when you’ve reached your goal?

- 1) Percent of district CTE students earning a certification or credential will increase.
- 2) District plan or objectives to increase CTE students earning a certification or credential is successful based on projected goals or other curricular modifications.

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Research used in selection of intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 3S1: Number of program completers who were followed up 1 year after graduation and placed in employment, postsecondary, training, education, or the military divided by the number of completers followed-up 1 year after graduation.**

What are your measurable objectives for the next 5 years in service of reaching this goal?

Target	Current	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
1) 3S1 State Targets	86.30% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
2) Percent of district CTE program completers who were followed up 1 year after graduation.	District %	To be negotiated	To be negotiated	To be negotiated	To be negotiated	To be negotiated
3) Create a district plan or objectives to increase CTE student followed up 1 year after graduation.	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement

Student Performance Indicator(s)/How will you know when you've reached your goal?

- 1) Projected percent of district CTE program completers who were followed up 1 year after graduation increased.
- 2) District plan or objectives to increase CTE student followed up 1 year after graduation increased.

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Brief Title of Intervention: \_\_\_\_\_

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Research used in selection of intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 4S1: Number of students in under-represented gender groups who participated in a nontraditional program in the reporting year.**

What are your measurable objectives for the next 5 years in service of reaching this goal?

Target	Current	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
1) 4S1 State Targets	19.84% Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated	To be Negotiated
1) Number of district CTE students participating in nontraditional programs	District %	District %	District %	District %	District %	District %
2) Create a district plan or objectives to increase CTE student participation in nontraditional programs.	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement
3) Create a district plan or objectives to increase non-CTE student participation in nontraditional programs.	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement

Student Performance Indicator(s)/How will you know when you've reached your goal?

- 1) Number of district CTE students participating in nontraditional programs increase.
- 2) Number of non-CTE students participating in nontraditional programs increase.

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Research used in selection of intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.



**Perkins Goal 4S2: Number of students in under-represented gender groups who completed a nontraditional program in the reporting year.**

What are your measurable objectives for the next 5 years in service of reaching this goal?

Target	Current	2006–2007	2007–2008	2008–2009	2009-2010	2010-2011
1) 4S2 State Targets	12.45% Negotiated	22.19% Negotiated	To be Negotiated	To be Negotiated		
2) Number of students in under-represented gender groups who completed a nontraditional program in the reporting year.	District %	District % to be negotiated	District % to be negotiated	District % to be negotiated	District % to be negotiated	District to be negotiated
2) Create a district plan or objectives to increase the number of CTE students in under-represented groups who completed a nontraditional program in the reporting year.	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement
3) Create a district plan or objectives to increase the number of non-CTE students in under-represented groups who completed a nontraditional program in the reporting year.	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement	School Improvement

Student Performance Indicator(s)/How will you know when you’ve reached your goal?

- 1) Number of students in under-represented gender groups who completed a nontraditional program in the reporting year will increase.
- 2) The number of CTE students in under-represented groups who completed a nontraditional program in the reporting year will increase (%).
- 3) The number of non-CTE students in under-represented groups who completed a nontraditional program in the reporting year will increase (%).

Target Intervention/Activities:

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Why was this target selected? (What evidence caused you to focus on this group, this skill, or this subject area?)

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Brief Description of Intervention:

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Research used in selection of intervention:

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Person with overall responsibility for ensuring that intervention is implemented and assessed: \_\_\_\_\_

As you determine the specific action steps necessary to implement the selected intervention, consider:

Is any additional staff development necessary, recommended, or advised?

What kind of information should be communicated to parents, students, staff, district/board, and to the community.

