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## COMPACT

### I. Preamble

The Natrona County Education Association (NCEA), Natrona County Association of Educational Support Staff (NCAESS), Service Employees Independent Organization (SEIO), Natrona County Association of School Executives (NCASE), Natrona County School District Cabinet which includes the Superintendent (Cabinet), herein after, collectively referred to as recognized employee organizations, and Board of Trustees of Natrona County School District No. 1 (Board) (collectively, the Parties) agree to adopt this Compact. In adopting this document, the recognized employee organizations and Board intend to establish a compact of trust that will govern their relationship during the term of this Compact. The Board and recognized employee organizations wish to structure the District's decision-making so as to assure that all major decisions impacting students are reached through a collaborative interest based decision making process including Trustees, the recognized employee organizations, parents, students and the community. Such decisions are subject to final approval of the Natrona County School District (NCSD) Board of Trustees meeting en bloc pursuant to the Board powers and duties under Wyo. Stat. 21-3-110 through 111 (2007).

All meetings of groups constituted by the Compact will operate in compliance with the laws and rules of the State of Wyoming, including Wyo. Stat. 16-4-401 through 406 (2007), commonly referred to as the Public Meetings Law. Meetings shall be advertised and open, consistent with W.S. 16-4-403, et. seq.

### II. Statement of Philosophical Agreement

In working together, the recognized employee organizations and Board agree that they shall achieve district organizational, structural and decision-making goals consistent with their philosophical compact.

First, organizationally, the Board and recognized employee organizations agree that their relationship will reflect the following values derived from the Baldrige Education Criteria For Performance Excellence:

- **Visionary Leadership** – As leaders, the recognized employee organizations and Board shall set directions and create a student-focused, learning-oriented climate; clear and visible values and high expectations in a manner that balances the needs of all parties; students, the Board, recognized employee organizations, parents, and citizens of Natrona County. Leaders shall create strategies, systems, and methods for achieving performance excellence, stimulating

innovation, building knowledge and capabilities and ensuring organizational sustainability.

- **Student-Centered Education** - The parties to the Compact recognize that the fullest potential of all students can only be achieved by affording students opportunities to pursue a variety of avenues to success. The parties further recognize that in order to do this, they must focus on the real needs of students and will strive to identify those needs by determining market and citizenship requirements.
- **Organizational and Personal Learning** – Organizational growth includes systemic continuous improvement of existing processes and new approaches. Learning is a regular part of the daily work of all stakeholders practiced on a personal, school and District Level, where knowledge is shared and problems are solved at their source. Opportunities for change and innovation result in personal, professional and organizational growth.
- **Valuing All Parties** – NCSD’s success depends on an engaged workforce that benefits from meaningful work, clear organizational direction and performance accountability within a safe, trusting, and cooperative environment. The organization will build internal and external partnerships to better accomplish overall goals.

- **Organizational Agility** – The parties to the compact agree that their relations shall foster a District that develops a capacity for faster and more flexible response to the needs of the District’s students and other stakeholders.
- **Focus on the Future** – The parties will participate in and contribute to the short and long-term planning necessary to anticipate educational factors that affect our students.
- **Managing for Innovation** – The parties are committed to changes required to improve the district’s programs, services and processes and recognize responsible risk taking as an element of change.
- **Management by Fact** - The parties are committed to using performance data and other objective evidence to inform decision making, evaluation, and operational improvement.
- **Public Responsibility and Citizenship** –The parties recognize their responsibility to operate in an ethical and open manner as stewards of the public trust.
- **Focus on Results and Creating Value** –The parties will focus on skills and knowledge which add value to the individual student, employee, and local/global community.

- **Relationship of Value and Trust** - The parties are committed to continually build relationships through trust, respect, dialogue and honesty.
- **Systems Perspective** – The parties agree to using a systems approach to achieve performance excellence.

### III. Guiding Principles

Ideal decision-making occurs in a positive climate, in an inclusive organization, using a situation appropriate process with continuous evaluation and adjustment. We believe a decision process that is collaborative allows all involved and affected by the decision the opportunity to understand the multiple perspectives and interests to better discover solutions that recognize and give legitimacy to values, expertise, knowledge and information. A decision-making process includes steps that lead to the decision. At NCS D this decision-making process is the story, interest, options, evaluation, commit and implementation. In an interest based decision making process the decision is made between the evaluation and commitment steps. The act of making the decision is the manner the decision is made, consensus, consultative, majority vote and command.

### Appropriate decision making processes include: (Adm. Reg. # 4180)

1. Consensus Decision - is a general voluntary agreement by representatives of affected stakeholders. It is not necessary for every participant to agree in full, but it is necessary for every person to be heard. Consensus decisions are appropriate when group commitment to the decision is advantageous to its implementation. Consensus decisions are not made by majority vote.
2. Consultive Decision - is made by individual/individuals in positional authority with input from stakeholders.
3. Majority Vote – is a vote by half the members of a body plus one.
4. Command Decisions- may be made by persons in position of authority.

Every effort must be made to support employee representatives who are involved in these decision making processes.

The parties of the Compact commit to:

- **Success for Each Student**  
The interest of student success will be central to all discussions.  
Decisions will foster opportunities for all students.  
This commitment recognizes the supporting role each stakeholder contributes to setting and achieving reasonable and high expectations for student learning.
- **Stakeholder Involvement and Collaborative Interest Based Decision Making.**  
For consensus building on all identified issues and a clear understanding of when the process is to be utilized.

A consensus building process will be used on issues which:

- Directly impact students
- Directly impact employees
- Are controversial
- Involve multiple groups or buildings
- Have district wide implications
- Are identified by the Leader Group as requiring a consensus based decision

- **Continual Stakeholder Training**

The district will provide professional development and training of the Compact and collaborative interest based decision making processes.

Training will emphasize:

- Keeping student success as the focus.
- Developing and maintaining relationships.
- Skills required to analyze issues based on mutual interests rather than positions.
- Data informed decision making using relevant research.
- Compliance with statutes, rules, and policies
- Timeliness in decision-making.
- Implementation, follow up and evaluation of outcomes.

- **A Systems Approach**

The District will use systemic continuous improvement to:

Align processes with District goals.

Gather, analyze and use relevant research in data informed decision making.

Support successful practices and innovations which foster improvement.

Focus on desired results.

- **Stakeholder Engagement**

Assessment of stakeholder engagement will be continually used as an indicator of organizational effectiveness and improvement.

Mutual support and celebration are recognized as important elements of stakeholder engagement.

#### **IV. Governing Committees**

In order to facilitate the operations of the District using a consensus decision-making process, four standing committees shall be: Leader Group, Compact Issues Committee, Problem Solving Committee, and Compact Steering Committee.

Each committee shall be composed of individuals who are committed to collaborative interest based decision making. These committees shall use a collaborative interest-based process when making decisions.

## **LEADER GROUP**

The Leader Group shall assess unresolved issues brought forward by individual stakeholders or stakeholder groups, assign those issues to appropriate individuals or groups for consideration and establish tentative agendas for the Compact Issues Committee. In order to achieve these purposes, the Leader Group shall:

- Review and discuss all Requests for Intervention. Request for Intervention forms will be available from the Compact Office and posted electronically on District Sources.
- Use the established flow chart to refer issues to the appropriate individual or group.
- Oversee integration of collaborative interest based decision making processes and systemic continuous improvement into the District culture.
- Receive and review reports of assigned issues and oversees the documentation of requests, resolutions, and implementation reports.
- Discuss issues of current concern and establish the tentative agenda prior to Compact Issues Committee meetings.
- Communicate both internally and externally.
- Meet monthly with additional meetings scheduled as needed.

The minimum membership on this committee shall be open to at least one (1) representative from each of the following: Board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Association of Educational Support Staff (NCAESS), Service Employees Independent Organization (SEIO), and Parent and Community Advisory Council (PCAC)

## **COMPACT STEERING COMMITTEE:**

The Compact Steering Committee will ensure a culture of excellence through systemic continuous improvement and collaborative governance aligned with Baldrige principles through the Compact by:

- Reviewing the Compact annually, recommending revisions to the Compact Issues Committee when appropriate.
- Establishing feedback loops to monitor implementation of the Compact.
- Defining induction and ongoing Compact training needs for all stakeholders.
- Applying a systemic continuous improvement approach to the Compact.
- Assuring all NCS D leaders understand and live the principles and practices of the Compact.
- Establishing feedback loops to monitor the culture and act on feedback to ensure sustainability.
- Communicate, both internally and externally.
- Meet monthly with additional meetings scheduled as needed.

The minimum membership on this committee shall be comprised of at least one (1) representative from each of the following: Board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Association of Educational support Staff (NCAESS), Service Employees Independent Organization (SEIO), and Parent and Community Advisory Council (PCAC).

#### **PROBLEM SOLVING COMMITTEE**

The Problem Solving Committee provides assessment and recommendations for solution of issues assigned by the Leader Group. The Problem solving Committee shall:

- Have access to available resources-time, people, and funding-necessary to work on assigned issues.
- Meet monthly with additional meetings scheduled as needed.

The minimum membership on this committee shall be open to at least two (2) representatives from each of the following; board of Trustees, Cabinet, Natrona County Association of School Executives (NCASE), Natrona County Education Association (NCEA), Natrona County Association of Educational Support Staff (NCAESS), Service Employees Independent Organization (SEIO), and Parent and Community Advisory Council (PCAC).

#### **COMPACT ISSUES COMMITTEE:**

The Compact Issues Committee purpose is to monitor, amend, and/or clarify this Compact. The Committee shall meet annually to deal with all employment document issues including salary and benefits.

These annual meetings shall take place following the legislative session beginning as soon as feasible after the District receives an estimate of general fund revenues for the next school year with the intent that meetings conclude before the end of that same week. Annual meetings shall utilize two mutually-agreed-upon out-of-district facilitators who are trained in the collaborative interest based decision making process.

In addition to the annual meeting this committee shall meet once during each of the three remaining quarters with two mutually-agreed-upon out-of-district facilitators who are trained in the collaborative interest based decision making process:

- Make consensus based recommendations on controversial issues to the Board of Trustees
- Address issues received from the Steering Committee, Problem Solving Committee, or Leader Group.
- Hear and act on unforeseen, time-sensitive issues

The members of this committee shall be recognized as the authorized agents for their constituents, and the decisions of the committee shall be binding on all participants. CIC decisions are subject to final approval of the Natrona County School District (NCSD)

Board of Trustees meeting en bloc pursuant to the Board powers and duties under Wyo. Stat. 21-3-110 through 111 (2007). The committee is free to access additional personnel to act as resources to focus on a specific problem.

The membership on this committee shall be comprised of the following: Board of Trustee members, Cabinet – three (3), Natrona County Association of School Executives (NCASE) – three (3), Natrona County Education Association (NCEA) – six (6), Natrona County Association of Educational Support Staff (NCAESS) – three (3), and Service Employees Independent Organization (SEIO) – three (3).

CIC meetings shall be advertised and open, consistent with W.S. 16-4-403, et. seq. Trustees participate in a CIC meeting as members of a larger group, and are not meeting as a discrete board or entity under the requirement of W.S. Sec. 16-4-402. Indications of CIC general group consensus or intention are not a promise or “final decision” by the Board of Trustees, and shall not be considered “action” as defined under W.S. 16-4-402.

#### **V. Provisions Concerning Employee Agreements**

The Natrona County Education Association and the Board promulgated a Teacher Employment Document (TED). The Natrona County Association of Educational Support Staff and the Board promulgated a NCAESS Employee Document. The Service Employees Independent Organization and the Board promulgated a SEIO Employee

Document. The Board and the recognized employee organizations will abide by the terms and conditions of their recognized employee documents. The terms and conditions of these recognized employee documents may be changed, amended or altered by action of the Compact Issues Committee.

#### **VI. Term and Commitment to Compact**

This Compact shall have an automatic and continuous term of 2 years, and shall end 2 years from the date the Board or recognized employee organizations vote to stop the Compact from continuing on such automatic and continuous basis. Each Feb. 28<sup>th</sup>, beginning with Feb. 28, 2003, shall be designated as an anniversary date of the Compact. During the window period, the time running from the first Board meeting in December through the following Feb. 28<sup>th</sup>, The Board and the recognized employee organizations shall review this Compact, and either group may vote to stop the Compact from running on an automatic and continuous basis. Should one of the parties decide to stop the Compact from running on an automatic and continuous basis, consensus through a collaborative interest based, decision making process will be used during the remainder of the term to determine another Compact.

Should any article, section, or clause of this Compact be declared illegal by a court of competent jurisdiction, that article, section, or clause, as the case may be, shall be automatically deleted from this document to the extent that it violated the law. The

remaining, articles, sections, and clauses shall remain in full force and effect for the duration of the Compact if not affected by the deleted article, section, or clause.

The Parties to the Compact do not intend to, and under this Compact do not, create any third party beneficiaries to the agreement. The Compact is conceived and designed so that the rights, duties and obligations contained in the Compact will be shared only between the Parties to this agreement. The Compact provisions are intended to assist the Parties, only, in determining and performing their obligations. Towards that end, only the Parties have any legal or equitable rights under the Compact. Nonetheless, the Parties understand and agree that all Natrona County School District No. 1 employees are considered Party beneficiaries. All District employees are bound by the results of the decision-making process, to the extent such decisions have become final in accordance with the process set forth in this Agreement. Benefits and rights established through the processes established in the Compact may be sought, enforced and/or recovered by all District employees.

## **VII. Resolution Process**

Should the recognized employee organizations and Board be unable to agree upon the interpretation or implementation of this Compact, the Board and recognized employee organizations agree that their differences shall be resolved in the following manner: Each group represented on the Compact Issues Committee will assign the following members (one each from the NCAESS, SEIO, Cabinet and NCASE and two each from the NCEA

and the Board) to participate on a Resolution Committee. Each group will also select two consultants to participate in the development of a decision. Each group participating will be responsible for all costs associated with engaging consultants to represent their group. The group's consultants will be familiar with reaching consensus through a collaborative interest based decision making processes prior to engaging in committee work. The Resolution Committee, both members and their consultants, will meet with the same facilitators used by the Compact Issues Committee. The Resolution Committee will reach consensus through a collaborative interest based process to develop a decision. The decision of the Resolution Committee will be adopted.

In the event the Resolution Committee cannot produce a decision, the issue will be returned to the Compact Issues Committee. The Compact Issues Committee will assign a new Resolution Committee. This process will continue until a decision is reached.

The Parties agree that the Compact is a document which reflects a process built on mutual trust and confidence in the power of reason, good faith, mutual goals and consensus. If the resolution process is not successful, the parties agree to seek mutual agreement using non-litigation, alternative dispute resolution procedures appropriate to the nature of the dispute before instituting any legal or equitable action to enforce or interpret the Compact.

Nothing in this Compact waives any NCSD employee's legal rights or remedies. The Compact does not limit any employee's use of or access to any administrative or legal

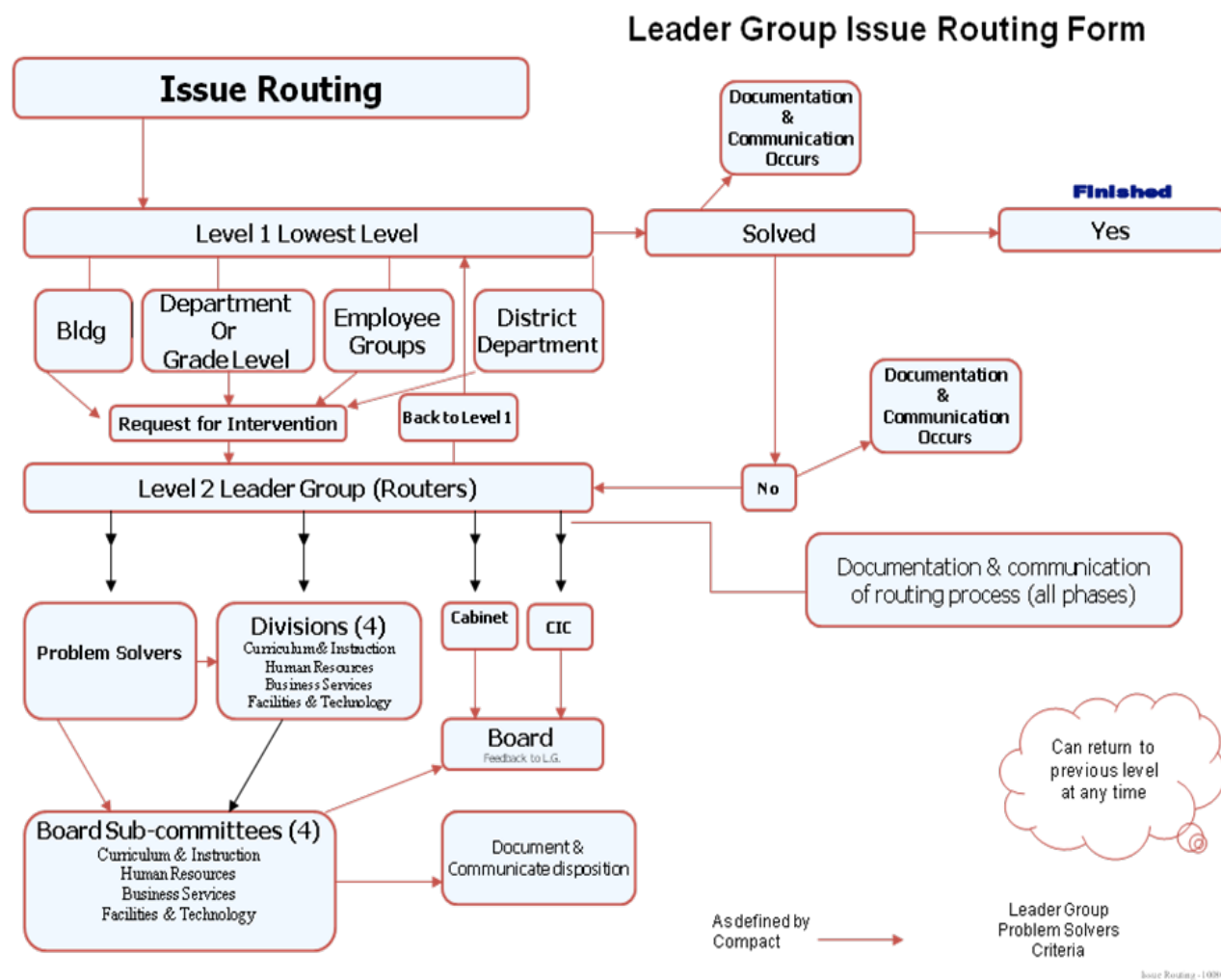
procedure established by state or federal common, constitutional, statutory or administrative law or rule.

### **VIII. Recognition**

The Board officially recognizes the Parties to the Compact as the authorized entities for representing all their members in matters related to this Compact during the term of this Compact.

Original Document:	December, 2001
First Amendment Adopted:	May, 2002
Second Amendment Adopted:	January 11, 2008
Third Amendment Adopted:	May, 2009
Fourth Amendment Adopted:	April, 2011

# Addendum



*Integrity*

*Mutual Trust*

*Fairness*

*Considerate, Meaningful Communication*

*Collaboration*

*Diversity*

*Responsible Risk-Taking*

*Joy*

*Transparency*

*Excellence*

**NATRONA**  
COUNTY SCHOOLS

## *Every Learner A Champion*

### NATRONA COUNTY SCHOOL DISTRICT

STRATEGIC PLAN 2009-2014

*The Natrona County School District empowers every learner to grow, excel, and be successful contributors to the local/global community.*

#### GOAL 1: LITERATE STUDENTS

All Natrona County School District students will read at or above grade level by the end of third grade.



- ▷ Build a predictive assessment system that will support continuous improvement in the classroom.
- ▷ Develop and support high-performing classrooms that focus on learner needs and address individual students.
- ▷ Partner with parents and the community to strengthen early literacy skills for children from birth to age 5.

#### GOAL 2: EXCELLING SCHOOLS

NCSD will perform within the top 10 percent in Wyoming on state assessments.

- ▷ Develop and support high-performing classrooms that focus on learner needs and address individual students.
- ▷ Complete a deep curriculum alignment for all content areas.
- ▷ Align internal and external support systems and resources for students.



#### GOAL 3: PREPARED GRADUATES

All NCSD students will graduate and be prepared for college or a high-skills career.

- ▷ Develop and support high-performing classrooms that focus on learner needs and address individual students.
- ▷ Transform the secondary system to support learning for 2025.
- ▷ Design, build and renovate secondary schools to support learning for 2025.

#### GOAL 4: SAFE, HEALTHY PEOPLE

NCSD will maintain environments that are physically and mentally safe and healthy for everyone.

- ▷ Establish a baseline assessment of stakeholders' perceptions of health and safety in the district.
- ▷ Establish safety standards for the district.
- ▷ Establish a model for bullying- and alcohol/drug-prevention in schools.



#### GOAL 5: EFFICIENT & EFFECTIVE OPERATIONS

NCSD will be efficient and effective in its operations and classrooms.

- ▷ Align divisions, departments, and schools in a continuous improvement model.
- ▷ Develop an accountability, monitoring, and reporting structure for all departments and schools.

## Compact Glossary of Terms

**21<sup>st</sup> Century Skills** – the term refers to the seven skill sets that are identified as essential and are correlated to 21<sup>st</sup> century success for Natrona County School District #1 graduates to access and obtain by engaging in NCS D educational programming. They include: Independent Life-Long Learning, Stewardship, Healthful Living, High Productivity, Effective Communication, Inventive Thinking, and Digital Age Literacy.

**Ability** – The capacity and/or power to act competently to perform assigned tasks, duties and responsibilities.

**Accomplished** - Performance is moving toward distinguished, as indicated by benchmark descriptors.

**Articulation** - Continuous process of developing appropriate knowledge and skills so students do not experience gaps and unnecessary overlaps in their learning and have the necessary opportunities to learn what is expected.

**Artifacts** – Something created by humans usually for practical purpose.

**Autonomy** – A request to amend school practice that is different from current district practice within the law, regulations, and policy afforded to schools excelling in all current academic measures of achievement (i.e., reading, language usage, and math) for at least two years. (Administrative Regulations 6220)

**Baldrige Award Criteria** - program signed into U.S. law in 1987 by President Ronald Reagan and named after deceased Secretary of Commerce Malcom Baldrige for his managerial excellence. A framework for excellence includes seven interdependent categories of criteria that when aligned and integrated yield excellent results.

**Benchmark** – Used as a point of reference for evaluating performance or level of quality.

**Cabinet** - District senior leadership team who establishes and monitors strategic goals and directions of the district.

**Centralized Enrollment** – A year round process administered at the district level used to register students into schools.

**Classroom Teacher** – Certified personnel who is the teacher of record and responsible for content area (e.g. grade level, language arts, science, math, social studies, and electives).

**Collaboration** - We work with students, employees, and the community to achieve common goals - looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives. (NCS D Values)

**Collaborative Decision Making**- see shared decision making

**Collaborative Growth** – Teacher, peer or team directed evaluation process for continuing contract teacher requiring performance at or above proficient level on all goals and including a collaborative continuous growth goal developed and monitored by the teacher or peer team with input from the principal.

**Command Decision** - Is made by leadership when necessary primarily in matters of urgency, law, safety, personnel, rules, regulation, and Board Policy. (Administrative Regulations 4180)

**Compact**- A philosophical agreement of trust between NCS D employees and the board of trustees that structures NCS D decision making processes and sets an organizational profile of systemic continuous improvement.

**Compact Issues Committee**- A governing committee of the Compact designed to monitor, amend, and/or clarify the Compact, formulate policy, resolve issues, and deal with employee salaries and benefits. All recommendations of CIC are forwarded to the Board of Trustees for approval.

**Compact Steering Committee**- A governing committee of the Compact that ensures a culture of excellence through systemic continuous improvement and the collaborative governance model aligned with Baldrige principles.

**Competency** –A required collection of knowledge, skills and attitudes needed to perform a task and/or responsibilities.

**Conference** – A meeting between the teacher and evaluator to discuss mutual concerns and to promote understanding of the assessment being used and the evaluation process.

**Consensus Decision** - Is a general voluntary agreement. It is not necessary for every participant to agree in full, but it is necessary for every person to be heard. Consensus decisions are appropriate when group commitment to the decision is advantageous to its implementation. Consensus decisions are not made by voting. (Administrative Regulations 4180)

**Considerate, Meaningful Communication** – We communicate frequently and openly, striving for understanding, dialogue, and honesty. We share information, ideas, and feelings – speaking forthrightly, listening carefully to understand, asking questions to clarify, respecting diverse views, participating productively in dialogue and conversation. (NCS Values)

*Consultive Decision - Is made by administrators with participation of stakeholders. (Administrative Regulations 4180)*

**Customer** – Those we serve

**Data Informed** – Systematically collecting and analyzing various types of data to inform leaders in decision making.

**Decentralized/School Based Enrollment** – A year round process controlled and administered at the school level used to register a student into that school.

**Demonstration Sites** – Schools, classrooms, and support service departments in place for the purpose of providing staff with visible examples of implementation of systemic continuous improvement and quality academic programs.

**Deployment Plan** – is the plan that answers the “how and when” question. It refers to how often, how many, where, and when something is done, for example, how widely applied the approach is. Full deployment means that an approach is used widely throughout the school with no groups, or grade levels not participating.

**Developing** - Performance is moving toward proficient, as indicated by benchmark descriptors.

**Digital Age Literacy** – The term refers to the skill of using technology as an effective communication and learning tool in connecting one to the outside world.

**Directed Growth** – Principal directed evaluation process for initial contract teacher.

**Distinguished** - Performance is exemplary, as indicated by comments from the evaluator.

**District Deployment Plan** – The plan penned by Cabinet that outlines the deployment of systemic continuous improvement using the Baldrige Criteria as the standard for Natrona County School District #1.

**Diversity** – We value, celebrate, and encourage diversity, intercultural competence, originality, innovation, and vision. By honoring individual and group diversity, we practice and model the respect and trust that is necessary to succeed in global society.

**Effective Communication**-The term refers to teaming, collaboration, interpersonal skills, and interaction as forms of coding and encoding exchanges between human beings.

**Evaluation Protocol** – The term refers to the processes and expectations that frame the administrator evaluation cycle. The protocols are intended to provide a framework for the appraisal process and growth model.

**Evidence**- It is an organized set of data points put forth to support a claim.

**Excellence** – We value our journey toward excellence in our behaviors and outcomes, as we celebrate accomplishments, progress, and triumphs. (NCS Values)

**Excelling**– A designation which refers to the performance using several dimensions (e.g. student achievement status, improvement, growth, engagement, climate,) It is the result of a data review process that indicates performance above expectations for that area. (Administrative Regulations 6220)

**External Partner** – A consulting firm or individual who provides short and long term technical expertise to schools or the district regarding a particular area of need (e.g. organizational, instructional, assessment, leadership). That partner in collaboration with C&I makes recommendations for improvement to move a school out of “focus” designation. (Administrative Regulations 6220)

**Fairness** – We treat students and employees justly and expect the same in return – applying rules with equity, giving all the benefit of the doubt, and providing opportunities for individual success. (NCS Values)

**Focus** - A designation which refers to performance using several dimensions (e.g. student achievement status, improvement, growth, engagement, climate). It is the result of a data review process that indicates performance below expectations for that area.

**Formal evaluation** – A process of data gathering based on a specified format and structure with the intent of providing information leading to a summative evaluation; formal evaluations meet the spirit and letter of both state law and board/district policy to render judgments about effectiveness.

**Formative assessments** – Produces information that is fed back to the person being evaluated in order to provide the opportunity for improvement, learning, and growth.

**Goal** – Addresses a future performance level. The term goal refers to a future condition or performance level that one intends to attain. Goals can be both short term (e.g. semester/year) or longer in term (e.g., two years); they are the ends that guide the actions. Targets make the goals quantitative in nature.

**Graduate Profile** – The term refers to seven skill sets that have been identified by Natrona County School District #1 that are essential for all graduates to obtain for 21<sup>st</sup> century success. The seven skills are: Independent Life-Long Learning, Stewardship,

Healthful Living, High Productivity, Effective Communication, Inventive Thinking, and Digital Age Literacy.

**Guided Growth** - Principal directed evaluation process for continuing contract teacher who has not achieved proficient status on all goals due to changes in position/building/grade level, performance concerns or life changes.

**Healthful Living** – The term refers to engaging in physical, social, and emotional wellbeing.

**High Productivity** – the term refers to prioritizing, planning, and managing for results. The ability to produce relevant, high-quality products through engaging work practices.

**Independent Growth** – Principal and teacher directed evaluation process for continuing contract teacher requiring performance at or above proficient level on all goals and including a collaborative continuous growth goal developed and monitored by the teacher and administrator.

**Independent Life-Long Learning** – The term refers to a desire to explore and learn a diverse set of ideas and practices throughout one's life.

**Instructional** – Classroom staff who directly teach and are actively engaged in the learning process (classroom teacher, paraprofessional, tutor, etc.)

**Instructional support** – Staff who is **not** directly teaching in the classroom and facilitate the learning process (counselor, career advisors, occupational therapist, physical therapist, recreational therapist, etc)

**Integrity** – We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

*Interests - A feeling, value or belief that looks for underlying motivation toward a topic or issue or a set of topics and issues.*

*Interest Based Agreement Process - Collaborative decision making process that emphasizes interests versus position.*

**Inventive Thinking** – The term refers to thinking that could be categorized as out of the box thinking or is thinking that is framed to solve a persistent problems, sometimes this involves benchmarking an organization in or outside of education.

**Joy** – We value laughter, play, love, kindness, and celebration in our learning and work – taking our learning and work seriously and ourselves lightly.

**Knowledge** – Expertise and skills acquired by a person through experience and/or education; the theoretical or practical understanding of a subject.

*Leader Group - A governing committee of the Compact designed to route issues brought forward from stakeholders. Leader group sets the agenda for the Compact Issues Committee.*

**Leadership** – Staff who establishes clear vision/mission/expectations for those employees assigned to them, aligns with the strategic direction of the organization with assigned staff and in collaboration with others, influences people, and problem solves issues for the best interest of the organization (Principals, Directors, Managers, Cabinet)

**Leadership Team** – Group of people directly responsible for aligning the work to the strategic goals and direction of a district/division/department/school.

*Majority Vote - The school leaders of each individual building site will determine the requirements of a majority vote in a particular circumstance. (Administrative Regulations 4180)*

*Mutual Trust: We are committed to relationships of trust and respect. We believe in sharing perspective, valuing, and accommodating both differences and commonalities, and assuming our motives are trustworthy.*

**Needs Improvement** - Performance is not at an acceptable level, as indicated by comments from the evaluator. Neighborhood Schools – School determined to be closest from the residence in which a family resides.

**Non-Negotiable** – A pinnacle or apex construct, expectation, standard or value that is not open to interpretation. An understood non-negotiable is shared by all and is to frame organizational behaviors.

**Observation** - Minimum 15 minutes in an appropriate professional setting; feedback from the observation is required in writing.

**Open Enrollment/ School of Choice** – Allowing parents and students to choose to attend any of the public schools in the district.

**Operational support** – Staff that is not directly teaching in the classroom and supports the procedures, services, processes, and work of the learning organization (all division employees, instructional facilitator, etc).

*Options - Possible solutions to the problem or issue.*

*Parity Decision - Is made when consensus cannot be achieved. It is a two-step process. a.) Each stakeholder group (e.g. parents, students, staff, and/or administrators) has one vote. That vote is determined by a majority of the*

*individual stake holder group voting for or against a certain proposal. b.) All stakeholder groups' votes must support the decision or there is no parity decision. (Administrative Regulations 4180)*

**Peer Review of School Improvement Plan** – Each school team (includes at least 1 parent, 1 certified staff member, and 1 administrator) presents their improvement plan to a team of peers. The Peer Team scores the plan using a rubric and provides narrative feedback to the school including commendations and recommendations. (Board Policy 6220)

*Plus/Delta* - A simple inclusive strategy enabling everyone to consider the pluses - what went well, and the deltas - what you would like to see changed. The Plus Delta is a systemic continuous improvement feedback tool.

**Post Conference** – Conference occurring after a scheduled, formal observation to discuss results

**Pre Conference** – Conference occurring before a scheduled, formal observation which establishes specific areas to be observed based on the mutual concerns.

*Problem Solvers Committee* - A governing committee of the Compact that provides assessment of issues directed to the committee by the Leader Group. This committee's role is to move recommendations of issues received to other committees for action.

*Process* - A sequence of acts or steps that brings about a result.

**Professional Mission** – Written declaration of a core purpose and focus that normally remains unchanged. Three factors of a professional mission: 1) clearly states the career in which service is provided, 2) serves as a filter to separate those activities that are important from those that are not, 3) communicates a sense of intended direction. A mission is something to be accomplished whereas a vision is something pursued for that which is to be accomplished.

**Proficient** - Performance is moving toward accomplished, as indicated by benchmark descriptors.

**Public Display** – Visible showing of graphs and data.

**Quality Assurance Review (QAR)** – The process by which the North Central Association accredits schools in Wyoming and Natrona County Schools provides technical assistance to schools. School teams and district staff can receive professional development in the process and the seven (7) standards of school accreditation: 1) Governance and Leadership, 2) Vision and Purpose, 3) Teaching and Learning, 4) Documenting/Using Results, 5) Resources and Support Systems, 6) Stakeholder Communication, 7) Commitment to Continuous Improvement. (Administrative

Regulations 6220)

**Quality tools** -- Tools used by students and employees as they search for ways to be more effective at what they do; they are used as a way to organize thinking and make data visible. Quality tools provide instructional/learning resources to help educators and students work toward continuous improvement. Examples include, Plus/Delta, PDSA, Affinity Diagram, Rank Ordering, Cause/Effect Diagram.

**Responsible Risk-Taking** – We respond well to challenges freeing individuals and groups to find new solutions while considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.

*Shared Decision-Making* - A process that provides an opportunity for school leaders to collaborate in solving problems, defining goals, achieving results, and shaping direction for the school. School Leaders are those parents, students, teachers, support staff, administrators, and community members charged with implementing and managing the improvements and processes of the school. (Administrative Regulations 4180)

**Site-Based Management** – A management style, in which decisions are made at the school level and is aligned with the district strategic plan and parameters defined by district leadership.

**Skills** – Apply knowledge and ability to perform assigned tasks, duties and responsibilities competently.

*Stakeholder* - Any person or individual that holds or possesses a vested interest in the successful operations and processes of the school district which support and enhance student learning.

**Standard** – Established by authority as a rule as a measure of quantity, weight, extent, value, or quality. Established by authority, custom, or general consent as a model.

**Standards Rubric** – Standards describe the knowledge and skills the teacher should possess at critical points in their career; the level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation. Standards reflect what is regarded as accomplished or effective teaching.

**Stewardship** – The term refers to a commitment to compassion and caring for others. The desire to act with personal, social, and civic responsibility.

*Story* - Describing perceptions about a problem or an issue in detail.

**Stretch goal** - Refers to desired major or breakthrough improvements.

**Student Services** – Refers to all district services provided for students to assist in their

growth and learning.

**Summary Evaluation** – Refers to the longitudinal evaluation of the growth performance of the administrator. Summative evaluations are formal and comprehensive, and they often cover global subject matter, global performance and are intended to capture the demonstrated proficiencies and added value of the administrator.

**Summative assessments** – Occurs at the end of a specified period of time and is intended to provide a judgment about effectiveness; the focus is on end results, outcomes.

**Superintendent’s Non-Negotiables** – Refers to the 8 organizational behaviors and standard’s set by Superintendent Joel Dvorak in 2009 that are to be adhered to and implemented by all district leaders and employees of Natrona County School District #1.

**System** – A multitude of interrelated processes. A quality system is one working in unison and alignment with organizational goals.

*Systemic continuous improvement - Continuous improvement is the integration, alignment, and evaluation of systems to better serve the customer. The process of continuous improvement humanizes the workplace, increases efficiency in work through collaboration, and creates a learning organization for the purpose of eliminating duplication and increasing competency of all stakeholders.*

**System support team** - A group knowledgeable and familiar with generalities, language, and specifics of systemic continuous improvement. A system support team member coaches all levels of Natrona County School District from conceptual to operational implementation.

**Transparency** – We value openness and clarity as to our intentions and processes as we interact with each other and all of our publics.

**Unclassified** – A designation which refers to the performance using several dimensions (e.g. student achievement status, improvement, growth, engagement, climate,) It is the result of a data review process that indicates performance is mixed and schools should continue to address performance using the regular school improvement process.

**Walkthroughs** - 5 to 15 minutes with defined systematic look fors; “on a frequent basis and are informal and non-evaluative, designed to collect patterns of data that can help members of the professional learning community to continually improve their teaching practices.” (Learning Forward formally known as NSDC). Walkthroughs may contribute to an evaluation if done by an administrator.

(Glossary of Terms is derived from NCS D cabinet deployment plan. Those terms italicized are terms referred to or pertaining to the Compact)

## NATRONA COUNTY SCHOOL DISTRICT #1 EXPECTATIONS OF PROFESSIONAL EMPLOYEES

◆ **NCSD IS A SCHOOL DISTRICT COMMITTED TO A COMMON PURPOSE.**

*I will advance the district's mission, vision, goals and core values.*

◆ **NCSD IS A COLLABORATIVE COMMUNITY BUILT ON OUR COMPACT OF TRUST.**

*I will participate in the Natrona County School District's collaborative governance model and systemic continuous improvement.*

◆ **NCSD IS COMMITTED TO BEING A LEARNING ORGANIZATION.**

*I will contribute my talents, skills, knowledge and ability to further my own learning.*

◆ **NCSD EMPOWERS EACH STUDENT TO SUCCEED IN THE LOCAL AND GLOBAL COMMUNITY.**

*I will recognize diversity by choosing to model respectful and professional behavior on a daily basis.*

◆ **NCSD SUPPORTS THE GROWTH AND LEARNING OF EVERY EMPLOYEE AND THOSE WHO PARTICIPATE IN OUR ORGANIZATION.**

*I will implement learning from the training provided to enhance my role and responsibilities within the organization.*

◆ **NCSD IS A SYSTEMIC CONTINUOUS IMPROVEMENT DISTRICT WHERE DECISIONS ARE MADE BASED ON DATA.**

*I will implement a data-informed system of improvement in my work.*