

SNOWY RANGE ACADEMY

4037 E GRAND AVENUE LARAMIE, WY 82070 307-745-9930

Wyoming's First Charter School

Annual Report to Members

2022-2023

May 17, 2023

2022-2023 Academic Year

In 2022, Snowy Range Academy (SRA) submitted application and was granted a fourth Charter Renewal through Albany County School District #1. This successful renewal highlighted the accomplishments of this public Charter School. The renewal of a school's charter is a very heavy lift. Many stakeholders of SRA participated in this year-long process and donated a great amount of their personal time. SRA is fortunate to have such a generous community dedicated to the school's success.

A priority for the 2022-23 school year was successful implementation of the new Math curriculum, enVision Math. After 21 years, SRA made the decision to transition from Saxon Math to enVision. SRA formed a committee to review Math curricula and narrow the choice to a few identified high-quality programs. Once a few top choices were identified, SRA utilized the Instructional Materials Evaluation Tool (IMET) to make the final decision as a staff.

SRA hired an Instructional Facilitator to support SRA's instructional staff and the implementation of a new Math curriculum. The Instructional Facilitator position was very successful and a needed support for staff. Collaboration with the district helped guide the IF and SRA through implementation of the curriculum. The enVision Math differs significantly from Saxon Math and this was a challenging adjustment for staff, students and parents. Future Math performance will indicate the positive or negative impact of this curricular change.

In addition to supporting our students' academic needs and addressing learning loss, SRA saw an increased need to support the social/emotional needs of our students. The experiences of the last few years impacted everyone differently and left some individuals more vulnerable and in need of support. Due to this need, SRA utilized our ESSER funds to hire a part-time general education School Counselor. In 2022-23, SRA increased Counselor FTE to meet the increase need in the SEL areas.

As SRA has experienced increased student enrollment, a second section of 4th grade was opened this year and a second section of 5th will be added for the 2023-24 SY. This growth will feed into the Middle School and feed the need for expansion. Over the 2022-23 school year, SRA has been making plans to take over the current Dollar Tree space to add space for additional classrooms. This expansion is slated to occur over the summer of 2023 and through to Summer of 2024 in two phases.

SRA enacted after-school and summer tutoring to students in grades 3-8 to address learning loss and support individual growth. Although ESSER funds were initially used for these programs, SRA must strive to find ways to fund programs to support struggling students. To

support this process SRA has provided a stipend for staff to manage and coordinate the schools MTSS process.

To support the implementation of our MTSS process, SRA engaged Branching Minds as our platform for organizing student information and data for use in our intervention process. The incorporation of this platform with a renewed focus on the MTSS process, although in its infancy has improved the learning outcomes for our students.

SRA must recognize that our ability to recruit and maintain quality staff is directly tied to our success as a school. SRA must make it a priority to recruit and maintain high quality staff and compensate them in an equitable manner as other schools in the community. Moving forward, addressing this issue and ensuring SRA is competitive inside our local market must be a priority.

In closing, SRA's 2022-23 school year was a challenging yet rewarding year full of change and growth. The SRA community remains strong and our prospects for the future, bright. Current projections indicate SRA will increase enrollment next year, which is a positive indicator. We have much to accomplish, but we have a strong school community to share the work ahead. We look forward to next year and all that it will bring.

Snowy Range Academy Guiding Philosophies

We value how children learn in different stages of development. Therefore, we use the early years to impart knowledge and literacy skills as a foundation for advanced problem solving and critical thinking skills.

- The main goal of our curriculum and teaching is to maintain high academic standards and to enable students to achieve their fullest intellectual potential.
- We believe that class time should focus only on academics.
- We value the parents' role in teaching at home.
- Non-academic topics can be addressed in activities after school hours.
- We believe in a "phonics first" language arts program as a part of a sequence toward literacy development.

We believe that the teachers are the most important part of the school and that parents and the administration must support teachers in their delivery of content.

- This administration supports the teachers by striving to provide competitive compensation and opportunities for professional development.
- We believe that the teaching time is to be reserved for delivery of academic content.
- Teaching should be "high time on task", meaning that students should spend as much class time as possible working on academic subjects.
- The teachers should plan and direct the educational program for their respective class following the requirements of the curriculum. They should maintain high expectations of deportment and character from the children and should teach to the top one-third of the class.
- We believe that teachers should use before- and after-school time to assist students with reaching their educational goals through tutoring and one-on-one time.

We believe that children must be deliberately instructed toward good behavior. While it is the parents' role to address certain social and ethical issues at home, we believe that it is the role of this school to define and expect high standards of character and deportment.

- This school has an established, published set of values and virtues to which every student must adhere.
- The behavioral expectations are consistent across the school and must not vary from teacher to teacher.
- Character development should occur as part of the academic process.
- Teachers, administration, and parents should model, encourage, and enforce these established values and virtues through their own actions.

Table of Contents

Introduction..... 6

Vision/Mission..... 8

Academic Programs.....9

Goals and Standards.....12

Student Body..... 20

Student Achievement..... 24

Personnel.....30

Parent Satisfaction..... 31

Facilities..... 35

School Funding..... 40

Operational and Fiscal Compliance..... 44

Accomplishments..... 45

Looking Forward..... 51

Section 1.0

Introduction

1.1 General

Snowy Range Academy (SRA) is a non-profit corporation as well as a K-8 tuition free public charter school. This Annual Report and the Annual Meeting provide families, employees, and members of the community a broad view of SRA with the intent of informing stakeholders about the operation of the school, progress towards goals, and the activities of the Board of Directors. If you have questions or ideas about any of these, please contact a member of the Board of Directors to share your thoughts.

Since its inception, Snowy Range Academy's dual objectives have been to provide a high-quality education for our students and to help improve education state-wide by modeling educational choice through the charter school option. The participation and energy of SRA's families is an essential ingredient of our success, now and in the future. We appreciate your support and participation in making SRA a success for the education of all our children.

As a charter school, Snowy Range Academy operates largely independent of the District's administrative structure, although it receives state funds and must follow state and federal law for public schools. Since SRA is a public school, it is tuition-free for all students in Albany County, and it has no religious or political orientation. SRA operates with ACSD #1 oversight, but it uses a different curriculum, has a separate budget, and has an independent governance system. SRA's operating guidelines may be found in Wyoming's Charter School Act and in the 2017 charter application and contract approved by ACSD #1.

1.2 Snowy Range Academy Background/History

Snowy Range Academy began as the dream of several Laramie parents to establish a public school program that would be free and accessible to all, yet would hold to high standards of traditional academic education. From late 1997 through the year 2000, this group of parents worked tirelessly towards this vision by attempting to establish a Core Knowledge school of choice within the District; unfortunately, this effort failed due to lack of funding causing the group to turn to the charter school model. Charter schools had been in existence in a few states for only eight years, when in April 2000 the SRA founders began seeking reform of Wyoming's existing charter school statutes, then writing a charter application and seeing it through the lengthy approval process, with final approval by the Albany County School District #1 on December 12, 2001. The original charter was granted for a K-8 school for a five-year term. SRA's charter was renewed for a second five-year term in June 2007 with approval to expand through the 9th grade. In June 2012, the charter was renewed a third time with approval to expand through the 12th grade, with the most recent five-year renewal occurring in June 2017.

In October 2014, the state acquired SRA's building providing the school with a permanent home and enabling SRA's leaders to address long-standing capacity issues. In the spring of 2015, SRA experienced unprecedented demand for Kindergarten, with more than forty students applying for only twenty-four vacant seats. Through creative scheduling and classroom-sharing, a second section of Kindergarten was opened in time for fall 2015 enrollment. Both sections of Kindergarten advanced successfully to 1st Grade requiring renovation of a portion of SRA's existing storage space into classrooms. SRA reconfigured its grades, dropping 9th grade in 2016, to coincide with the opening of the new Laramie High School which is now a 9-12 school. The renovation was completed during the summer of 2017 to accommodate another section of 2nd grade, including the completion of a gymnasium, and a new science room for Middle School. During the summer of 2019, renovation was completed to relocate the teacher's lounge and add two middle school classrooms. Please see the Facilities section for more details.

Over the last 20 years, SRA has significantly increased enrollment, expanded through middle school, and consistently met or exceeded its academic and operational goals and objectives. According to niche.com, SRA is currently ranked as the #1 Middle School and the #2 Elementary School in the state of Wyoming. Furthermore, 2020-21 WY-TOPP test results, exceed the total averages for both ACSD #1 and the State in all assessment areas. Since the State of Wyoming initiated school accountability, SRA has consistently been Meeting or Exceeding Expectations. In 2018, SRA was named a National Blue Ribbon for School Exemplary High Performance. Please see the Student Achievement section for more details. As SRA looks to the future, it anticipates its biggest challenge will be to obtain a level of consistent funding so that it can ensure all of its employees, specifically its wonderful teaching staff, are appropriately compensated for the hard work and long hours spent making SRA such an amazing educational environment. While tackling this challenge, SRA must also balance the integration of a variety of other important aspects of its future development, namely facilities development and technology integration, into its funding model.

We appreciate the support given to us these past years by the administrators and trustees of the Albany County School District #1, the State Building Commission, the Wyoming Legislature, and most importantly, the parents, teachers, and staff that have worked tirelessly to develop SRA into the school it is today.

Section 2.0

Vision/Mission

2.1 Vision

Our goal is to help every child strive for excellence –in academics, character, and citizenship within a rich intellectual environment. To achieve this:

- Students will come prepared to learn.
- Teachers will maintain high expectations.
- Parents will assist with the children’s education and support the school through service.
- The Board, Principal, and Business Manager will provide strong effective leadership.

2.2 Mission

The mission of Snowy Range Academy is to offer an academically rigorous, content-rich integrated educational program grounded in a common foundation and sequence of study. Snowy Range Academy will provide excellence and fairness in education by operating according to policies based on values of inclusiveness, personal responsibility, honesty, self-reliance, and courtesy.

2.3 Mission Statement

Academic Excellence, Character Education, and Fairness for All.

Section 3.0

Academic Programs

3.1 General

The Charter School Act permits charter schools to operate free from specified state and local rules and regulations in order to affect innovative educational reform. SRA's goal is to provide excellence in education for all its students and to enhance the educational opportunities that are available within Albany County School District #1 (ACSD #1). SRA's goals and objectives are to challenge students to high levels of academic performance through a core curriculum, innovative learning models, and support for diverse learning styles, interests and needs. By setting individual goals for students that complement SRA's goals, student interest, learning and achievement levels are expected to increase, thereby improving attendance and graduation rates.

3.2 Core Knowledge Sequence

SRA uses the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. Core Knowledge is an integrated curriculum that offers a graded sequence in language arts, math, literature, the arts, geography, history, social studies, and science, as well as consistency across all classrooms. Topics in each grade build directly on what was learned in previous grades, allowing for cross-grade collaboration on specific topics. The curriculum has been recognized for improving students' general knowledge, integrating an understanding of diversity into the curriculum, and bringing children of disadvantaged backgrounds into the mainstream of cultural knowledge. Research shows that the Core Knowledge curriculum boosts standardized test scores and also increases teacher enthusiasm and parent satisfaction. SRA student performance and satisfaction survey data strongly support these findings. Lastly, the Core Knowledge curriculum supports and aligns with the Common Core State Standards adopted by forty-six states, including Wyoming, to date. See Section 3.9 for more information on the Common Core State Standards.

CORE KNOWLEDGE LANGUAGE ARTS

Snowy Range Academy adopted Core Knowledge Language Arts (CKLA) in Spring 2023 as our language arts curriculum.

K-2 CKLA is designed around the following five principles:

1. Explicit foundational skills and language instruction
2. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
3. Building background knowledge for strong comprehension
4. Fostering "wonderful conversationalists"
5. Building analysis and expression in reading and writing

In grades K-2 CKLA separates the Skills Strand (which focuses on foundational skills in reading and writing) from the Knowledge Strand (which builds knowledge, comprehension, and vocabulary, including through oral instruction). The Skills Strand is built upon a large research base including the National Reading Panel and others. The Knowledge Strand combines research on comprehension and vocabulary with a unique knowledge sequence. This sequence defines the subject of the domains and their order.

3-8 CKLA is designed around the following 6 principles:

1. Analysis and expression in reading and writing
2. Fostering “wonderful conversationalists”
3. Explicit language instruction
4. Rich variety of texts and contexts
5. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
6. Continuing to build background knowledge for strong comprehension

In Grades 3–5 students are expected to show increasing independence as they read, analyze, and discuss texts. Texts become more ambiguous and open to interpretation—for example in the Poetry units in Grades 4 and 5. Debate and discussion is welcomed and emphasized in a range of activities. Writing also becomes increasingly independent. While there is a consistent emphasis on using textual evidence and learned literary devices, the range of potential answers and the possibilities of self-expression increase enormously as students become more sophisticated readers and writers.

3.4 enVision Math

SRA’s new math program, enVision Math combines problem-based and visual learning, resulting in a deep conceptual math understanding. A comprehensive vertical alignment spanning Kindergarten through middle school effectively addresses mathematical standards by use of visual models, student centered projects, 3-act tasks and personalized learning.

3.5 Special Programs

At SRA, we consider these “Specials” an integral part of students’ education. Spanish, Art, Music, and Technology are closely integrated with the Core Knowledge curriculum. Physical Education is based on age-appropriate learning of lifelong skills. Because we recognize the value of second-language learning at an early age, Spanish instruction begins in Kindergarten and is taught several times a week through every grade. This allows our middle school students to typically complete Spanish II by the end of 8th grade. Technology is purposefully integrated into the curriculum, allowing cross-curricular connections at every age level.

3.6 Direct Instruction

Direct instruction is defined as a rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and the teacher. A study conducted by the Stanford Research Institute and Abt Associates clearly demonstrates that direct instruction provides rapid, long term gains that increase self-esteem. In addition, the study found that students receiving direct instruction are much more likely to graduate from high school and go on to college. The developmental appropriateness of Direct Instruction for all children has long since been recognized by academics and practitioners alike.

Bock, G., Stebbins, L., & Proper, E. (1977). Education as Experimentation: A planned variation model (Volume IV-A & B) Effects of follow-through models. Washington D.C.: Abt Associates. Kozloff, M.A. & Bessellieu, F.B. (2000). Direct Instruction Is Developmentally Appropriate. Wilmington, NC

3.7 Discipline and Character Education

SRA emphasizes respect among students, teachers and staff, consideration for others, and friendliness. There are clear expectations, shared with teachers, parents, and students, about appropriate behavior. A character education program emphasizing core qualities such as honesty, self-reliance, and courtesy are taught as a separate unit of instruction. The discipline model used at SRA addresses inappropriate behavior with nurturing and support for the child. The key goal of the Snowy Range Academy disciplinary system is to relieve classroom teachers from the obligation to turn aside from the work of teaching in order to deal with a student who is not ready to learn at that time—and, simultaneously, to free other students from distraction so they are more able to concentrate on their own work.

At SRA we believe that children with a strong foundation in reading, writing, and math are more likely to overcome social barriers, have genuine self-esteem, and be prepared for the challenges of life and the workplace. Our objective at SRA is to continue to strive towards thoroughly preparing children for the future that lies ahead.

3.8 Common Core State Standards

The curricula used at SRA - the Core Knowledge Sequence, Spalding Language Arts, and Saxon Math - already clearly align to the Common Core State Standards (CCSS), the state standards adopted by the State of Wyoming. The rigor and relevance of these standards are not new for SRA.

Spalding and Core Knowledge have always required that the students be exposed to high quality, sophisticated literature as well as grammar use and vocabulary, all central pillars of the CCSS. Conceptual understanding of mathematics has continued to gain importance under the CCSS, as has reading across subject areas and critical thinking skills. There is also a new emphasis placed on communication skills, both verbal and written, in these new standards.

Section 4.0

Goals and Standards

4.1 School Improvement Plan

SRA is accredited along with ACSD#1 by the Wyoming State Board of Education. Additionally, the school utilizes a strategic planning model to determine appropriate academic and operational goals on an annual basis. These goals then serve as the basis for change and improvement.

In October 2022, SRA submitted our School Improvement Plan to Albany County School District #1. This plan was accepted by Assistant Superintendent, Debbie Fisher.

4.2 Strategic Plan

Academic, fiscal, and operational goals may be found in the SRA Strategic Plan below, developed by the SRA governing board. This plan outlines the steps the board and administration must take in order to meet the short and long term goals of the school. The plan is reviewed annually by the board and revised as needed.

Goals	Strategies	Indicators of Progress	Person Responsible
1a. 95% of students in grades 3 through 8 will meet or exceed benchmarks in English Language Arts by 6/1/23 as measured by MAP.	A. Spalding Language Arts will continue to be used for daily phonogram practice, Ayres word reading, and spelling rule application.	a. Growth will be monitored for each student using: M&M, DIBELS, McCall Crabbs/Harby passages, and MAP. NLM-Cubed will be used as a tier 2/3 assessment.	Principal, Librarian, Instructional Facilitator, MS Certified Staff, Literacy/Math Interventionist, Tutors
	B. Teachers will follow Spalding Teacher Guides and integrate Core Knowledge literature.	b. For non-proficient students, a review of progress will occur within one year of implementation to determine continuance of the ILP.	
	C. Teachers will continue to provide direct instruction in Spalding Language Arts including use of the M&M tests and the	c. Students attending reading tutoring programs will be	

	McCall-Crabbs/Harby passages.	monitored regularly and with fidelity.	
	D. Teachers will continue to provide practice in reading comprehension by using higher level questioning strategies.		
1b. 82% of students in grades 3 through 8 will meet or exceed benchmarks in English Language Arts by 6/1/23 as measured by WY-TOPP.	E. MTSS team will work directly with struggling readers and their classroom teachers and parents to progress monitor the students and design individual strategies for success.		
	F. Across grade levels collaboration will include modeling, coaching, and mentoring of the language arts program.		
	G. Parents of new students will be encouraged to attend Spalding training at the beginning of the year.		
	H. Incoming students will attend summer SRA Orientation classes to begin instruction in Spalding Language Arts.		
	I. SRA will provide a free tutoring program for non-proficient readers.		
	J. The instructional facilitator and school librarian will coordinate with classroom teachers to support curriculum and instruction.		
2a. 95% of students in grades 3 through 8 will maintain proficiency in mathematics by 6/1/23 as measured by MAP.	A. Students will identify questions, words and phrases across the curriculum. Enhance curriculum with bar modeling, mental math, visual representation and improved conceptual strategies.	a. Growth will be measured through curriculum based benchmark assessments, school-wide math screeners and MAP performance.	Principal, MS Certified Staff, Literacy/Math Interventionist, Tutors
	B. The teacher will scaffold how and when to use visual cues.		
2b. 78% of students in grades 3 through 8 will demonstrate proficiency in mathematics by 6/1/23 as measured by WYTOPP.	C. The teacher will provide the students with multiple problem solving strategies and demonstrate how to use them.		
	D. The school will offer parent nights to provide parents with math enrichment opportunities to use at home.		
	E. SRA will provide a free tutoring program for students who are not proficient in math.		
3. 91% of students in grades K through 2 will	A. All students will receive high quality instruction in Spalding Language Arts during core academic time.	a. Growth will be monitored for each student using: M&M, DIBELS, Barton,	Principal, Instructional Facilitator, Math

demonstrate proficiency in growing from emergent readers to meeting grade-level benchmarks in English Language Arts by 6/1/23 as measured by MAP.		McCall Crabbs/Harby passages and MAP.	Interventionist, Primary Certified Staff
	B. Emergent readers in grades K-2 will participate in additional reading support from the MTSS team.	b. For non-proficient students, a review of progress will occur monthly to determine continuance of the IRP.	
	C. MTSS team will hold monthly data team meetings with grade level teachers to support and guide individual learning needs.	c. Students attending reading tutoring will be monitored using: Barton Reading and additional resources.	
	D. Through review of data, the MTSS team will develop strategies for individual students to support their reading goals.		
4. 95% of students in grades K through 2 will demonstrate proficiency in mathematics by 6/1/23 as measured by MAP.	A. Students will identify questions, words and phrases across the curriculum. Enhance curriculum with bar modeling, mental math, visual representation and improved conceptual strategies.	a. Growth will be monitored by the MAP math assessment.	Principal, Instructional Facilitator, Math Interventionist, Primary Certified Staff, Tutors
	B. Non-proficient (Special Ed) students will have the opportunity to use visual cue cards to determine questions, words or phrases during daily math activities.		
	C. The teacher will scaffold how and when to use visual cues.		
	D. The teacher will provide the students with multiple problem solving strategies and demonstrate how to use them.		
	E. Across grade level collaboration will include modeling, coaching, and mentoring of the math program.		
	F. The school will offer parent nights to provide parents with math enrichment opportunities to use at home.		
	G. SRA will provide a free tutoring program for students who are not proficient in math.		
5. 83% of students in grades 4 and 8 will demonstrate proficiency in science by 6/1/23 as measured by overall WY-TOPP.	A. Students will identify question words and phrases across the curriculum.	a. Interim growth will be measured through the MAP Science assessment.	Principal, MS Science Teacher, Instructional Facilitator, Certified Staff
	B. Students will interpret graphs in all areas of the curriculum and will be asked to draw conclusions based on data.		
	C. Teachers will use higher order questions strategies to develop critical thinking skills in all students.		
	D. Technology will be used to help students		

	organize data into charts and graphs.		
	E. Teachers will access the wide variety of school resources for science and use on-site experts to assist with content knowledge and instructional methods, particularly for increasing student engagement with scientific inquiry and scientific process.		
	F. Teachers will actively use the parent community as guest speakers for a variety of science topics throughout the school year, including UW faculty and programs. (Science Posse, Exploring Engineering, etc.)		
6a. 65% of all identified Special Education students will perform at or above the basic level in ELA measured by WY-TOPP (3-8).	A. Explicitly teach WY-TOPP vocabulary.	a. MAP results will improve from Fall to Winter to Spring. DIBELS results will show steady improvement for all students.	Principal, Special Education Teachers, Certified Staff
	B. Review released WY-TOPP items to assist students with content and familiarity.		
6b. 50% of all identified Special Education students will perform at or above the basic level in math measured by WY-TOPP (3-8).	C. Review MAP data to drive instruction through the use of the Descartes system. Hold regular curricular planning meetings with Special Ed teachers to ensure students are progressing.		
	D. Send home high interest, low level readers for students who qualify.		
	E. Implementation of Barton program to assist students with early literacy skills.		
7. Complete in-depth study to determine and pilot new K-8 math curriculum for piloting in fall of 2022.	A. Create a plan for selecting a new math curriculum. (Summer/Fall 2021)	a. Continual checking and follow through of identified needs.	Principal, Instructional Facilitator, Certified Teachers, Curriculum Committee, Board of Directors
	B. Use the mission and vision of SRA to identify needs that a curriculum must have to be considered for SRA.		
	C. Identify math curriculums that meet the needs of SRA. (Dec. 2021)		
	D. Formation of math curriculum Search Committee. (Dec. 2021)		
	E. Order samples of identified math curriculums. (Dec. 2021)		
	F. Using samples narrow choices and teach sample lessons in selected grades.	b. Participate in ACSD 1 Math IMET instruction and curricular selection	
	G. Committee makes recommendation of new curriculum(s) to pilot in Fall 2022 in K-8		

	classrooms. (April 2022)	process.	
	H. Committee makes recommendation to SRA board for new curriculum choice(s). Board approves a pilot curriculum.		
	I. Pilot new Math curriculum(s) in K-8 Fall 2022.		
8. SRA will implement a multi-tiered System of Supports K-8 to support student learning.	A. Provide professional development to develop school-wide understanding and buy-in of the MTSS process.	a. MTSS team developed goals from MTSS implementation year 1.	Principal, Instructional Facilitator, Certified Teachers, MTSS, Board of Directors
	B. Determine staff members responsible for implementation of the school-wide MTSS process.	b. Universal assessments have been determined for ELA. Universal assessment criteria for intervention determination have been established.	
	C. Identify and provide training opportunities for identified MTSS team members.	c. Schoolwide training provided in MTSS development and Social Emotional Learning.	
	D. Define roles and responsibilities of MTSS team members.	d. Tier 2 interventions have been determined for ELA with full implementation for Tiers 2a and 2b.	
	E. Determine Information Management System for MTSS process.	e. Information system has been determined and training is in progress.	
	F. Identify all components of Tier 1 instruction school-wide for ELA, Social Emotional learning, Math, and Writing.	f. Progress monitoring tools have been established and data is used to determine intervention responses.	
	G. Identify assessment tools used for determining student performance and identify cut scores.	g. Weekly data meetings are held to discuss framework concepts and data.	
	H. Identify components of Tier 2 instruction for ELA, Math and Writing.	h. Attended state training in the MTSS system component.	

	I. Identify evidence based intervention programs and practices for Tier 2a and 2b in ELA, Math, Writing, and Social Emotional Learning.	i. Tier 2 behavior and social emotional needs are addressed through evidence based practices.	
	J. Identify progress monitoring tools for ELA, Math, and Social Emotional Learning; determine how often tools will be utilized.		
	K. Determine SBIT process and embed into MTSS process.		
	L. Determine Tier 3 evidence based interventions for ELA, Math, Writing, and Social Emotional Learning. Determine SAT process during Tier 3 instruction.		
	M. Identify a process to determine effectiveness of Tier 1 instruction. Determine areas within the framework that need adjustment through data and fidelity assessments.		
9. Accommodate projected K-8 enrollment needs for fall 2024-2025, fall 2025-2026 and fall 2026-2027. (K-8th two sections of students)	A. Extend a one-year renewal lease term to the Dollar Tree (Fall 2022) to allow SRA to begin construction to accommodate enrollment growth for the 2024-25 school year.	a. Dollar Tree, SRA and ACSD1 agree to a one year lease extension.	Board of Directors, Expansion Committee, Principal, Business Manager
	B. Interview and secure an architect to provide a master building plan with phased buildout options to accommodate projected enrollment growth by year. (Spring 2022)	b. An architect is hired and a master building plan is designed.	
	C. Obtain total and phased cost estimates for construction needs based on projected growth by year.	c. Architect provides cost estimates to SRA.	
	D. Investigate funding sources for expansion.	d. Funding for construction is acquired from either one or a combination of many sources to meet expansion needs without compromising education for SRA students.	
	d1. Continue to recruit volunteers to help us identify and apply for grants such as the Louis Calder Grant that SRA has applied to and received major expansion monies from in the past.		
	d2. Establish relationships with private donors.		
	d3. Traditional fundraising: benefit gala, events, raffles, etc.		
	d4. Discuss funding options with Ryan Alexander, Senior Vice President of the Facilities Investment Fund. This company provides fixed-rate loans to high-performing charter schools specifically for expansion.		
d5. Determine the need for a low-interest rate construction loan.			

	E. Renovation of the Dollar Tree building to begin June 2023 for additional classrooms and spaces needed to accommodate education for at least the 2024-25 school year depending on the most efficient construction plan and available funding.	e. SRA is able to accommodate the projected K-8 enrollment in the newly built classrooms by Fall 2024.	
10. Improve communication across all levels, internal and external.	A. Evaluate current methods of school to home communication K-8.	a. Increased website use and positive feedback about website functionality in parent surveys.	Principal, Office Manager, Business Manager, Board of Directors
	B. Review feedback provided by stakeholders concerning communication preferences and use information identified in annual parent surveys to make improvements.	b. Positive and improved parent feedback concerning school to home communication.	
	C. Evaluate current school website to determine areas for improvement including functionality, ease of use and appearance.		
	Implement identified improvements and evaluate effectiveness through monitoring website use and parent feedback.		
11. Demonstrate ongoing robust recruitment of new Board members as measured by the nomination of three to six board candidates, depending on vacancies, for possible election to the Board of Directors.	A. Principal will recruit between 3-6 parent and staff members to serve on the SRA Board Nominating Committee as outlined in the SRA by-laws.	a. Three to six parent candidates, depending on board vacancies, will be nominated for possible election to the Board of Directors.	Nominating Committee, Principal, Board of Directors
	B. The Nominating Committee and Board will meet regularly throughout the Spring to ensure compliance with nominating procedures and to ensure a strong candidate pool for the Annual Meeting.		
	C. Nominating Committee and Board members will recruit prospective board candidates through active networking.		
12. Reapply and maintain National Blue Ribbon School status.	A. Maintain or increase SRA enrollment to ensure minimum student count is met.	a. SRA will be awarded a National Blue Ribbon.	Principal, Business Manager, Instructional Facilitator, Board of Directors
	B. Maintain or increase student performance on MAP and PAWS measures.		
	C. Solicit permission to apply for National Blue Ribbon status.		
	D. Complete application in Summer 2023. (repeating every five years)		

13. Begin planning for and revising charter and charter contract for presentation to ACSD#1 prior to 6/30/2021.	A. An ad hoc committee will be appointed by the SRA Board of Directors to begin work on the charter renewal application and contract by no later than June 1, 2021.	a. The charter is renewed for a 10 year term 2022-2032.	Board of Directors, Principal, Business Manager
	B. The ad hoc committee will work with SRA legal counsel as needed on amending the 2017 charter application and contract to reflect current operating practices and policies.		
14. Regain and retain Core Knowledge School of Distinction Status	A. A consultant from Core Knowledge will be secured by SRA during the summer of 2022 for professional development.	a. Professional development is scheduled and carried out. A plan is developed with components to meet distinction status. A site visit from Core Knowledge occurs and distinction status is awarded and retained.	Instructional Facilitator, Board of Directors, Principal, Business Manager
	B. SRA's Instructional Facilitator will work with the principal and staff to ensure all aspects of the Core Knowledge curriculum are implemented during instruction and requirements for achieving distinction status are met.		

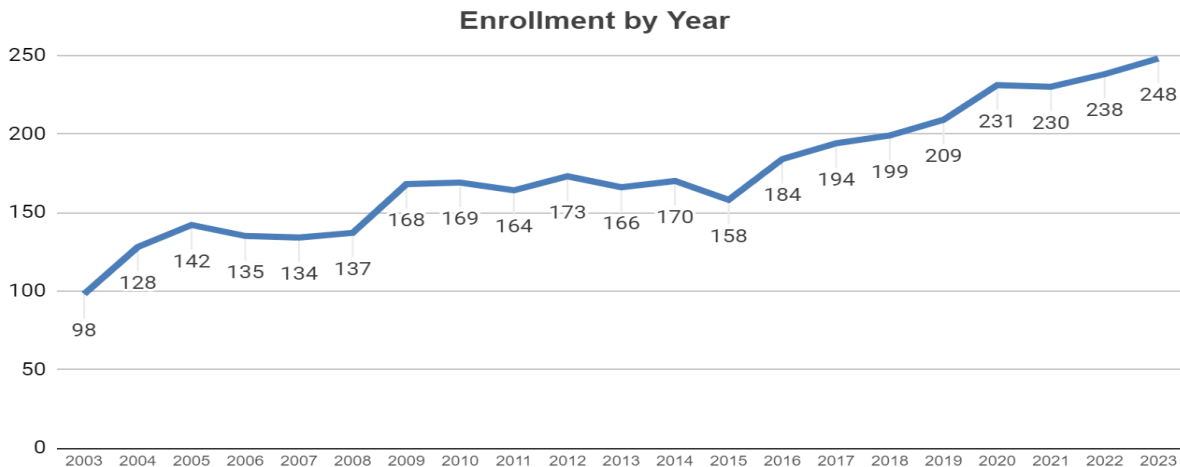
Section 5.0

Student Body

5.1 Enrollment

SRA enrollment has increased significantly since the school first opened in 2002 as a one-section K-5 school with 98 students enrolled. Over the years, additional grade levels and sections were added to address community demand. The school currently serves 248 students in grades K-8. SRA’s long term goal is to expand to two sections of grades K-8 as funding permits.

SRA has traditionally had more demand for seats than could be accommodated, with waitlists in the teens being the norm for our kindergarten. For the 2015-16 school year, SRA experienced unprecedented demand for seats for kindergarten. At this point, the decision was made to add a second section of kindergarten. School enrollment grew by 12% that year. To accommodate this second section of kindergarteners as they moved up in grade level, in 2016-17, a second section of 1st grade was added, a second section of 2nd grade was added in 2017-18, a second section of 3rd grade was added in 2018-19, a second section of 4th grade was added in 2019-20, and a second section of 5th grade was added in 2020-21. Due to reduced enrollment for the 2021-22 school year, 4th and 5th grade were reduced to one section each. A second section of 4th grade was added for the 2022-23 school year and a second section of 5th grade will be added for the 2023-2024 school year.



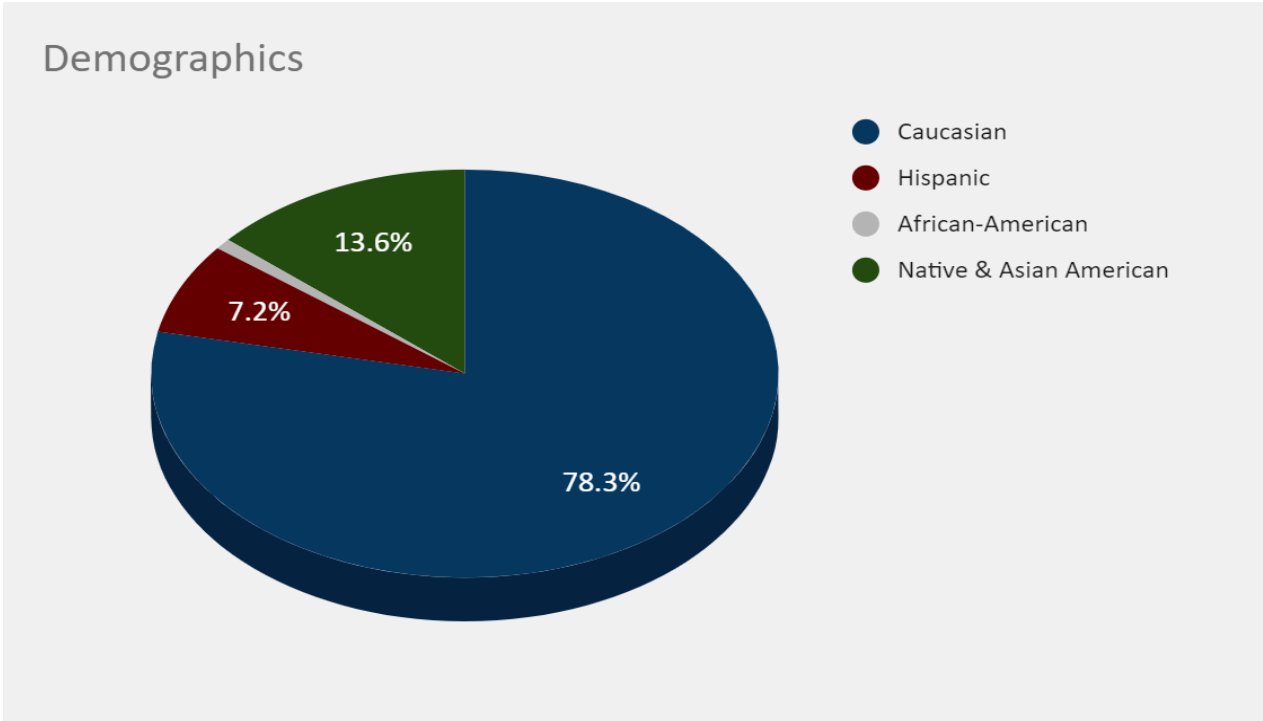
5.2 Student Mobility

Of the 230 students enrolled at SRA in 2020-21, 189 students (or 82%) re-enrolled in the fall of 2021. Approximately 5.6% graduated and will be moving on to Laramie High School, 5.6% transferred to another Albany County school, less than 1% transferred to homeschool, and 6% relocated out of the county or state. The following chart shows our student re-enrollment percentage by grade. Historically, between 70 and 85% of our students return the following year.

Year-End	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	AVG
2013	N/A	83%	89%	96%	83%	90%	79%	80%	100%	71%	86%
2014	N/A	88%	100%	89%	91%	78%	78%	48%	78%	11%	74%
2015	N/A	96%	83%	92%	84%	86%	68%	75%	55%	63%	82%
2016	N/A	94%	83%	83%	83%	91%	76%	71%	100%	N/A	85%
2017	N/A	88%	75%	88%	88%	83%	85%	81%	82%	N/A	84%
2018	N/A	97%	82%	91%	78%	92%	75%	98%	84%	N/A	87%
2019	N/A	88%	86%	85%	90%	81%	81%	85%	80%	N/A	85%
2020	N/A	92%	86%	84%	94%	87%	84%	90%	89%	N/A	88%
2021	N/A	91%	92%	91%	81%	79%	88%	82%	81%	N/A	86%
2022	N/A	97%	88%	93%	79%	75%	82%	94%	77%	N/A	86%

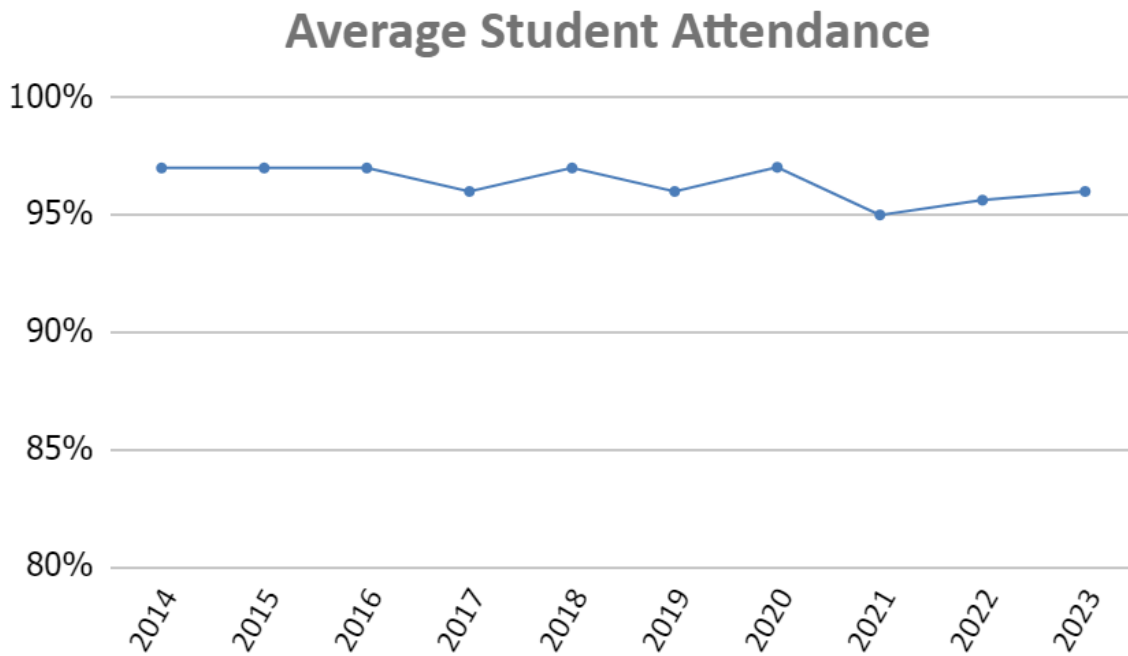
5.3 Student Body Composition

SRA is not a “neighborhood school” and, therefore, we attract students from all over Albany County, as opposed to a specific geographic region within the county. The ethnic composition of our students is very similar to that of the Albany County School District. Just like the other public schools in Albany County, SRA students come from diverse economic backgrounds, which is measured by students qualifying for free/reduced lunch (F/R Lunch). Due, in part, to Laramie’s transient nature, our free/reduced lunch population fluctuates greatly from year to year. The special education student percentage is calculated based on the services needed by students. Those services may include speech, counseling, occupational therapy, and other support services. Historically, SRA has a fairly equal population of boys and girls. For the 2020-21 school year, there were 46% boys and 54% girls.



5.4 Student Attendance

As a public school, SRA must comply with Wyoming’s compulsory attendance laws, including, without limitation, hour requirements and the distinction made between excused and unexcused absences. It should be noted that in Wyoming kindergarten attendance is not compulsory. The graph below provides the average student attendance rate for the last 10 years for all grades offered at SRA.



Section 6.0

Student Achievement

Snowy Range Academy is committed to continuous improvement. SRA's curriculum has and will continue to fulfill all state content and performance standards and benchmark requirements. SRA conducts performance measures and programmatic assessments according to a regular schedule with the goal of clearly identifying where self-improvement or growth is most essential to support student learning outcomes. Student performance benchmarks and goals are established following a review of current and previous performance.

The establishment of learning benchmarks and goals is critical to student and school success. Ensuring continued achievement, growth and equity for all students can only be recognized through critical analysis of performance. Systematic review of student performance is achieved through monthly data team meetings. Through this process student performance and needs are reviewed to determine individual student needs.

In collaboration with SRA administration and staff, the SRA Board of Directors develops a 3-year strategic plan which outlines academic, fiscal, and operational goals. This plan may be found in the SRA Strategic Plan (Appendix C). This plan outlines the steps the Board of Directors and SRA administration must take in order to meet the long term goals of the school. The plan is reviewed annually by the Board of Directors and revised as needed.

SRA complies with and satisfies all assessment and accountability obligations required by all other schools within the School District, including but not limited to:

1. All state assessment requirements; and
2. All state accreditation requirements.

Wyoming Accountability in Education Act (WAEA) and Every Student Succeeds Act (ESSA) reviews of SRA's 2018-19 school year performance in the areas of growth, equity, achievement and English Language Proficiency (ELP) indicate the following:

WAEA

Growth - Meets Target
Achievement - Exceeds Target
Equity - N/A
ELP - N/A

ESSA

Growth - Above Average
Achievement - Above Average
Equity - N/A
ELP - N/A

SRA continuously conducts formative and summative assessments. These assessments range from classroom based measures to standardized assessments. In addition to the standardized measures, SRA teachers utilize curricular-based assessments and projects to determine student progress toward standards.

- ❖ Classroom Based Measures
 - Daily Class Work
 - Homework
 - Observation of Students
 - Weekly Spelling Tests
 - Regular Math program assessments
 - Monthly Morrison-McCall (M&M) Spelling
 - End of Unit Assessments

- ❖ School-wide Assessments
 - Measures of Academic Performance (MAP)
 - Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
 - Intervention Screeners for identified students
 - with progress monitoring

- ❖ State and Federal Assessments
 - WY-TOPP
 - NAEP

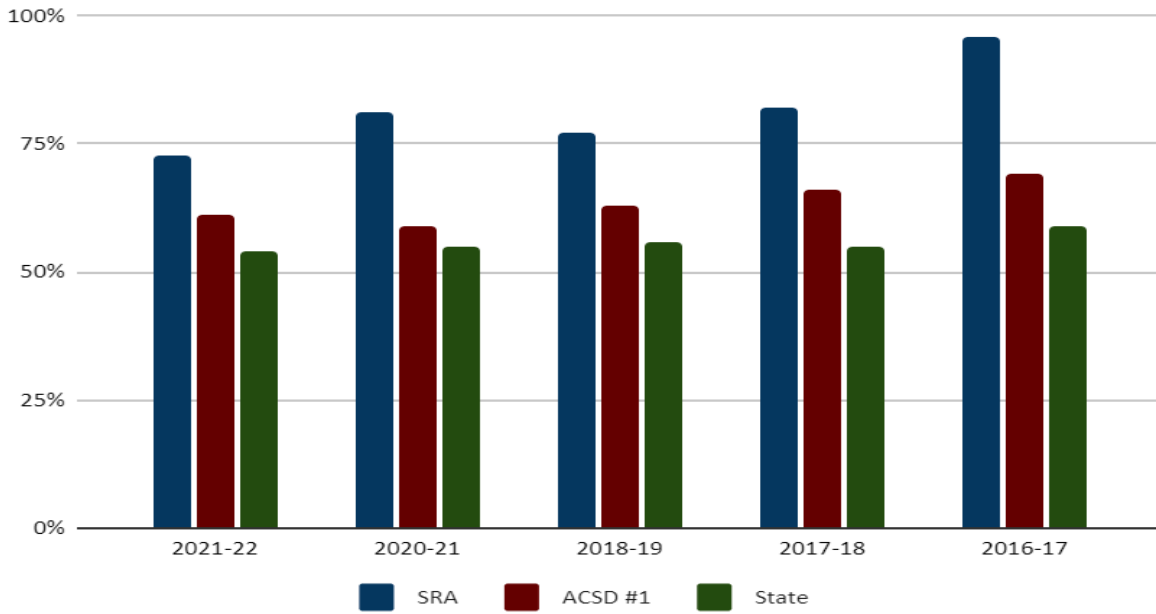
6.1 WY-TOPP (Wyoming's Test of Proficiency and Progress)

Snowy Range Academy conducts WY-TOPP Assessments three times a year. These assessments include a Fall and Winter Interim Assessments and Spring Summative assessments for grades three thru eight during the authorized testing window.

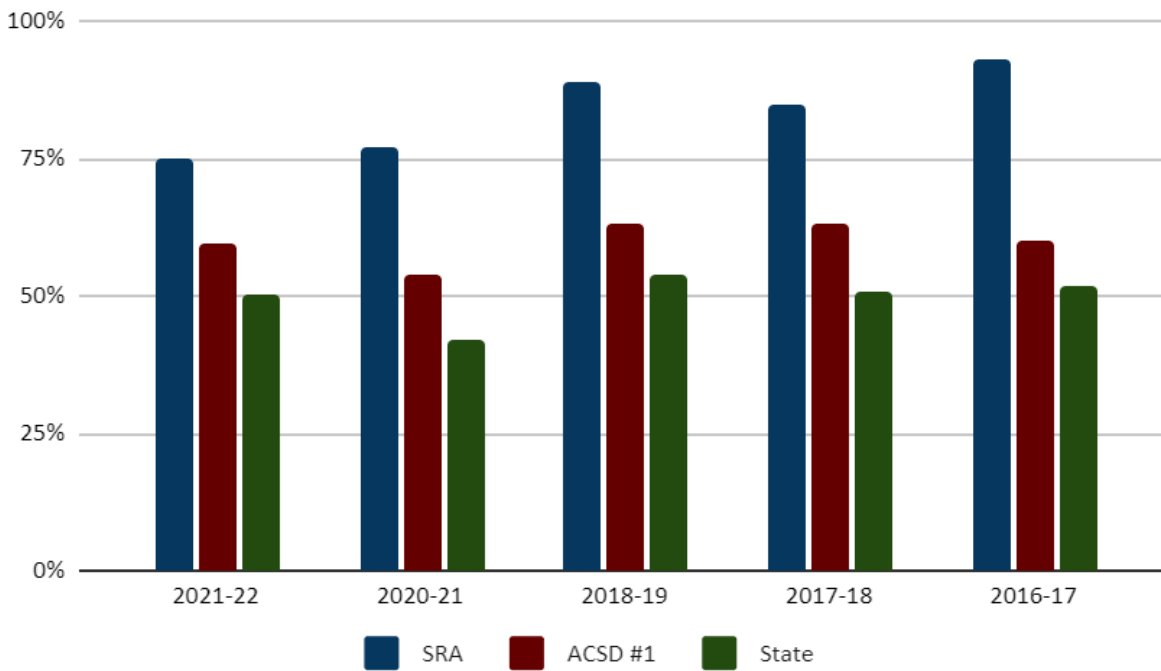
This year SRA was audited by WDE to ensure compliance with testing expectations. Other than a few minor corrections, SRA was found to comply with WDE assessment policies for administration of WY-TOPP.

In the graphs below, SRA's ELA, Math and Science performance is compared to state averages as well as our school district, ACSD #1. As noted in the graphs, SRA performance exceeds that of state and district averages in all areas.

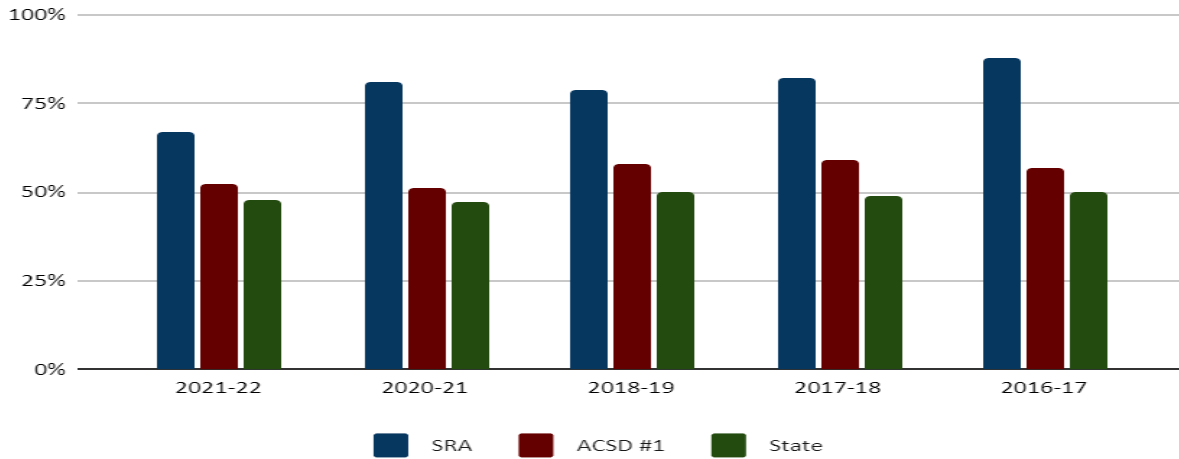
WY-TOPP Reading/ELA - Proficient and Advanced



WY-TOPP Mathematics - Proficient and Advanced



WY-TOPP Science - Proficient and Advanced

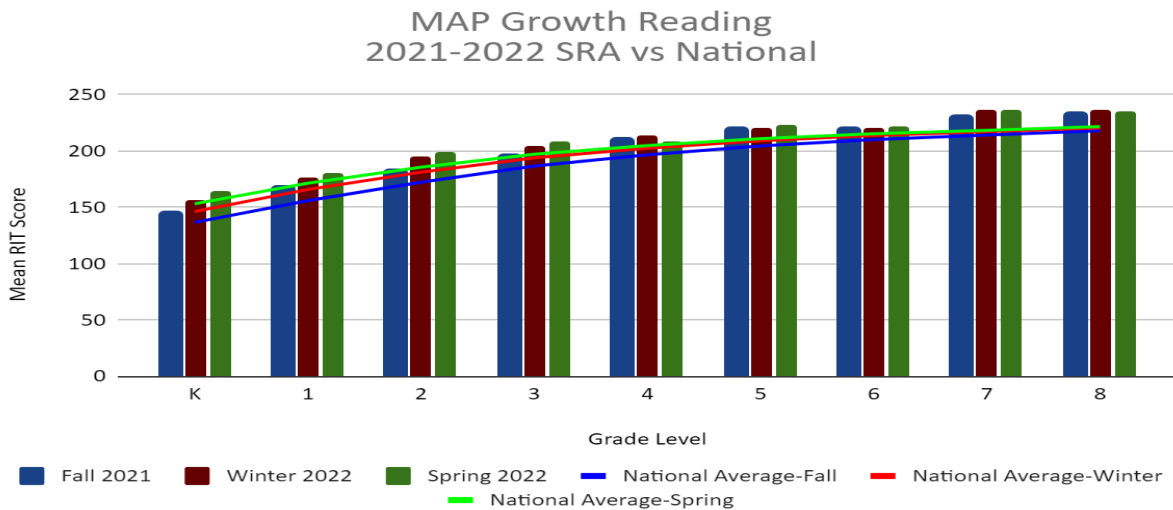
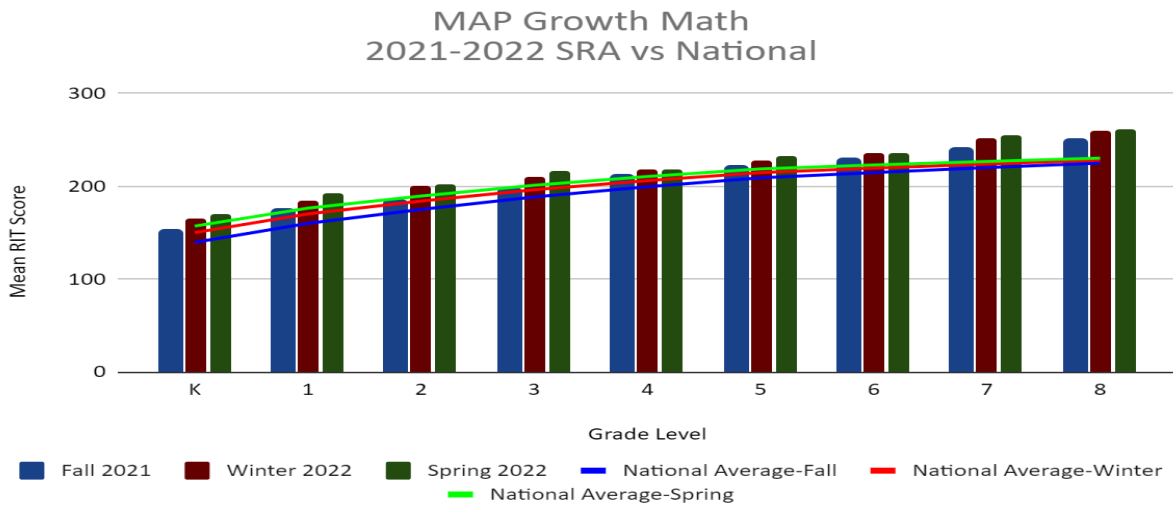


6.2 MAP (Measures of Academic Progress)

The MAP® test by the Northwest Evaluation Association (NWEA) is a computerized adaptive assessment administered each year to Wyoming students in Kindergarten through grade 8. It is aligned to national and state standards and tests student performance in reading, mathematics, and science. Although science is not yet a required assessment in Wyoming, at SRA we administer the general science MAP test in order to gauge the quality of our instruction. Because the MAP assessments are web-based, a student's score is generated immediately, and full performance data – with detailed information about each child's understanding of specific concepts – is available within 24 hours.

At the conclusion of each testing window, faculty and staff analyze the data to determine the instructional needs of individuals as well as of each class as a whole. Test scores for each strand for individual students are analyzed to determine areas in need of additional support and instruction. Then, using tools provided on the NWEA website, academic plans are created for the students and the class. This analysis allows us to make sure that we are meeting students where they are instructionally while addressing the needs of the class.

The graphs below show the MAP data for SRA students in grades K through 8 in Reading and Math. SRA student performance on the MAP indicates positive growth for reading and math in grades K through 8, which exceeds the national average.



6.3 Summary of Student Achievement Data

Assessment data indicates students enrolled at Snowy Range Academy continue to outperform and, in some areas, outgrow their counterparts locally and nationally. Specific accomplishments this year include:

- SRA students demonstrated consistent and continued academic growth which exceeds national averages for K-8 grade levels in math and reading as measured by MAP
- SRA performance averages exceeded the state and district averages in the area of reading
- WY-TOPP math results indicate SRA student performance averages continue to outpace state and district averages

- 4th and 8th Grade Science WY-TOPP averages demonstrate high achievement for SRA students.
- SRA continues to meet or exceed all WAEA and ESSA indicators in the areas of achievement, growth and equity.

SRA continues to use student achievement data in the classrooms and to meet the needs of individual students. The following are a few of the notable accomplishments of the school year.

Reading

- SRA added an Instructional Facilitator
- After-school tutoring for targeted students in grades 3-8
- All students in need of additional reading interventions have been monitored closely and results shared with parents on a monthly basis;
- Summer tutoring opportunities for targeted students to support growth in Math.

Writing

- Additional opportunities for support via interventions and after-school tutoring
- Alignment of grade level book report expectations
- Reintroduction of Writing Center which was paused during pandemic

Mathematics

- SRA implemented a new Math curriculum, enVision Math.
- Summer tutoring opportunities for targeted students to support growth in Math.
- Continued PLC's reflection of math conceptual understanding at the primary grades to ensure a strong foundation to build from.

This year, Professional Learning Communities (PLCs) were guided by SRA's Instructional Facilitator and focused on ensuring our curriculum is implemented with fidelity and consistency across grade levels through small group PLCs and classroom observations. We began with enVision Math, as this was a new curriculum to SRA. The ELA team reviewed the efficacy of merging both Spalding and Core Knowledge Language Arts. PLC opportunities guided by an Instructional Facilitator allows our teachers to be increasingly reflective of their teaching, student learning, and instructional practice while learning alongside colleagues. Through this process we have also fine-tuned our values as a school, allowing us to more consistently navigate the gray areas that exist when working with students.

Section 7.0

Personnel

7.1 Faculty and Staff

During the 2022-23 school year, SRA hired an Instructional Facilitator and increased the School Counselor’s FTE. SRA also hired a 5th grade teacher, a new PE teacher, 1st grade teacher and a half-time MS Math teacher. Additionally an office assistant/paraprofessional was hired as a replacement for a staff member who left employment with SRA.

	Classroom Teachers	Specials Teachers ¹	Special Ed ²	Classified Staff ³	Office Staff	Total Staff	Teacher Retention Rate ⁴
2013-14	12	7	3	5	4	29	96%
2014-15	12	6	3	5	4	28	93%
2015-16	12	7	3	6	4	30	90%
2016-17	13	7	4	7	4	33	94%
2017-18	14	7	7	7	4	39	88%
2018-19	15	7	7	7	4	40	89%
2019-20	15	7	4	10	4	40	100%
2020-21	16	7	4	6	3	36	94%
2021-22	15	7	3	8	4	37	95%
2022-23	15	7	3	11	3	39	86%
Average							89%

¹ *Specials Teachers* includes Librarian and Interventionist Teacher

² *Special Ed* includes Special Education teachers and paraprofessionals

³ *Classified Staff* includes paraprofessionals, Instructional Facilitator, nurse, counselor and custodian

⁴ *Teacher Retention Rate* is defined as the % of certified teachers remaining at SRA each year

Section 8.0

Parent Satisfaction

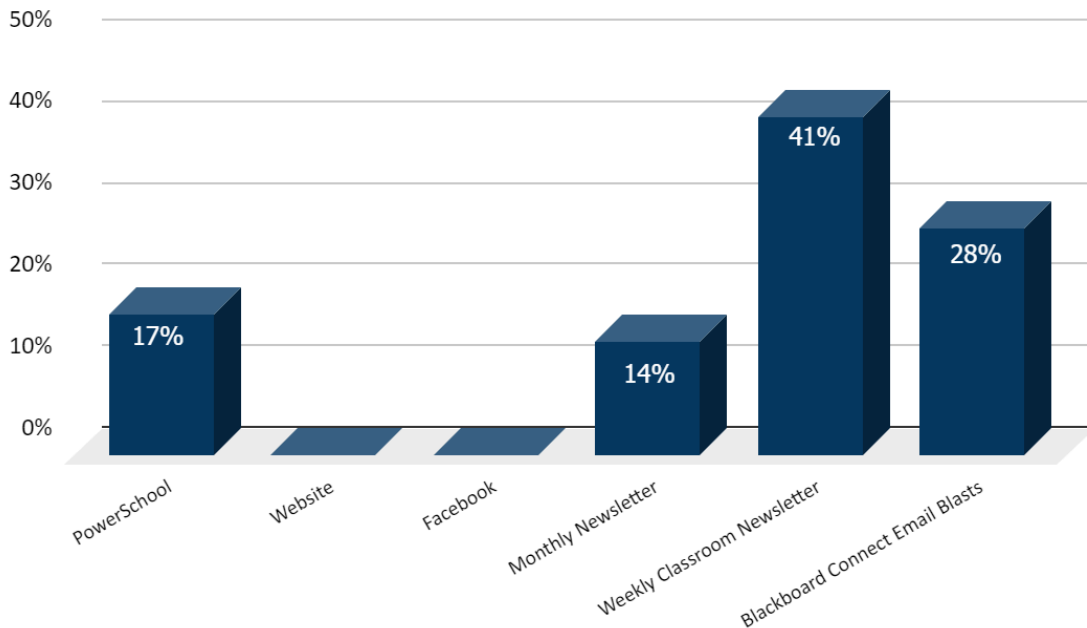
A school-wide survey is conducted annually at Snowy Range Academy through Google Forms. The survey questions focus primarily on school safety and security, the effectiveness of school communication and communication tools, parental involvement, and satisfaction with academic programs.

8.1 Summary of Results

- 90% of parent respondents would recommend SRA to a friend
- 90% of parent respondents are satisfied with academics
- 76% of parent respondents believe student discipline is fair and consistent
- 72% of parent respondents understand the role of the SRA Board of Directors
- 90% of parent respondents believe the SRA uniform policy provides sufficient options for students
- 72% of parent respondents believe SRA has a positive impact on their child’s behavior/conduct.

Communication

Most Effective Communication Tool



Parent Involvement and Volunteering

- 48% of parents surveyed volunteer for **Teacher Appreciation Week**
- 49% of parents surveyed volunteer in the **classroom**
- 33% of parents surveyed volunteer for **field trips**
- 46% of parents surveyed volunteer for **PTA Activities**
- 8% of parents surveyed volunteer in the **lunchroom**

8.2 Parent Feedback

In addition to the multiple choice questions, the survey also asked a number of open-ended questions. Here is an overview of what parents had to say:

Why did you enroll your child at SRA?

1. High academic and behavior expectations
2. Structured environment
3. Quality Education with a focus on academics
4. Small community

If you could change one thing, what would you change?

1. Less homework and better planned assignments with other classes
2. Add grades 9-12
3. Playground facility improvements

Section 9.0

Facilities

9.1 Past Facilities Projects

In 2002, SRA started leasing approximately 20,000 square feet of space from Wal-Mart Realty. This space housed our K-7 classrooms through the 2007-08 school year, including our Specials classes, resource room, lunchroom, and administrative offices. Over the summer of 2008, we converted approximately 7,000 square feet of vacant space in the back of the building to a Middle School wing. The additional space allowed us to offer 8th grade in 2008-09 and 9th grade in 2009-10. The addition also provided dedicated classrooms for Art, Music, Spanish, and Technology, and Middle School classrooms for Language Arts, Math, Science, and Social Studies. Our lease with Wal-Mart, which was due to expire in January 2012, was renewed through July 2015 with no guarantee that Wal-Mart was interested in renewal beyond that date. Working closely with the School Facilities Department, we went before the State Building Commission in July of 2013 to request that the state acquire the Wal-Mart building for our long-term use. In October 2014, the building purchase was finalized and ownership of the building was turned over to Albany County School District #1 as planned. In December 2014, SRA received an anonymous donation of \$50,000.00 specifically for funding building expansion.

With the exception of the original building renovations and the 2008 middle school wing addition which were both funded through business loans, most of our building improvements have been funded through major maintenance funds.

A detailed list of projects that have been funded with Major Maintenance revenue over the last 10 years is included in the following table.

School Year	Project Description	Estimated Cost
2013-14	Reception/Lobby Security Improvements	\$17,142
	Raise Teacher's Lounge Walls	\$3,800
	Repair East Gym Walls	\$3,269
	Replace 2nd Grade HVAC Unit	\$16,341
2014-15	Interior Hallway and Gym Paint	\$17,260
	Upgrade Classroom Door Hardware	\$16,428
	Gym Wall Pad Protectors	\$7,727
	Replace Interior Classroom Doors	\$24,000
	Replace Kindergarten HVAC Unit	\$14,700
	Classroom Cabinets	\$41,240
	Network and Wireless Upgrade	\$32,136
	Wall Repair	\$535
	Exterior Concrete Repairs	\$3,750
	Replace Student Coat Hooks	\$11,263
	2015-16	Replace Classroom/Office Carpet
Replace Interior Emergency Light and Exit Signs		\$2,243
HVAC Repairs		\$1,159
Casper Aquifer SSI		\$4,808
Engineering and Design for Classroom and Admin Renovation Project		\$28,228
2016-17	Upgrade Network to 1G	\$3,378
	Classroom and Admin Renovation Project	\$28,228
	Upgrade Telephone System	\$15,250
	Engineering and Design for Classroom and Admin Renovation Project	\$15,855
2017-18	Gymnasium and Classroom Renovation	\$221,882
2018-19	LED Retrofit Light Project	\$23,620
	Front Entry Security Upgrade	\$9,050
	Science lab exterior door replacement	\$4,068
	Door Rekeying	\$573
2019-20	Storage room modifications - new Spanish office and student workroom	\$39,440
	New door panic bars and locks	\$2,000
	New circuits in teacher lounge and cafeteria	\$1,915
	Flooring in nurse's office	\$1,035
2020-21	Playground fence repair	\$3,295
	New locks on rooms	\$2,986
	Fire suppression system 5-year inspection and repairs	\$3,148
2021-22	No major maintenance projects during the 2021-2022 school year	\$0
2022-23	New window blinds in exterior classrooms	\$1,552
	Replace faucets in all bathrooms	\$1,817
	Wall pads in gymnasium	\$13,147
	Playground fence and gate repair	\$3,395

9.2 Future Facility Expansion

The Snowy Range Academy (SRA) Board has established an Expansion Committee to develop both short-term and long-term plans for SRA. Significant planning had occurred prior to the COVID-19 pandemic and unfortunately, this community health challenge greatly delayed any progress for two years. In the fall of 2021, the Expansion Committee reconvened to continue progress for planning purposes. This plan compliments SRA's current efforts at renewing our charter after 20 years of existence and the consideration of the renewal of the retail lease in portions of our building. In addition, SRA endeavors to be an asset to ACSD#1 by accommodating more Middle School students, streamlining/eliminating landlord responsibilities, and providing sound financial plans for renovation and maintenance of our physical space.

Initially, the facility was leased by SRA through members of the Walton family whose trusts owned or leased the building. After many years, SRA approached the State of Wyoming requesting an appropriation for the permanent acquisition of the building and location. In 2012, the Wyoming State Legislature appropriated funds to study the suitability and economic feasibility of purchasing the building for SRA's use. In a report commissioned by the Fanny-Howey firm titled "Snowy Range Capacity Study", the recommendation was formalized to the State of Wyoming. The following year in 2013, the Wyoming State Legislature made an appropriation for the acquisition and renovation of the existing SRA. This appropriation further established that the Building was to be transferred to ACSD#1 and that ACSD#1 would be responsible for the maintenance and operations of the building with the transfer completed on October 22, 2014. This relationship is facilitated in a Facilities Use Agreement which was renewed with a 10 year term in the most recent iteration on July 1, 2017. This agreement was approved by the State of Wyoming and the Wyoming State Construction Department – School Facilities Division.

The SRA Expansion Committee, as established by the SRA Board, is composed of 11 members including the Principal and the Business Manager, Teachers (4), Board Members (4), and the Chair of the Board. The SRA Expansion Committee reconvened in the fall of 2021 as the COVID pandemic began to wind down in order to revamp planning. The Expansion Committee reviewed site suitability, building suitability, and enrollment projections. The Expansion Committee then answered several existential questions about the location and facilities. The Expansion Committee unanimously decided that the current physical location is where SRA should be while recognizing that the building will need additional renovation to accommodate our growing school. Importantly, it was noted that by the fall of 2024 there would be a need for additional classrooms as two sections of lower grades advance into Middle School. Additionally, the 5-year average for enrollment growth has been 4% with fluctuations from less than 1% growth to up to 9.5% growth. In January 2022, the SRA Board approved a one-year extension for the Dollar Tree lease with renovation of that space scheduled to begin in 2023. In March 2022, Dollar Tree affirmed the one-year lease extension through May 2023.

In order to best articulate the needs and justification for this expansion, below are two tables describing future growth. Table 1 demonstrates current enrollment and staffing with projections for needs. Table 2 demonstrates current facilities space with projections for needs. The growth of the middle school will necessitate additional classroom space as well as additional toilet

capacity for students and teachers alike. SRA’s current average classroom size is 875.7 square feet (\pm 92 square feet standard deviation). SRA’s average resource room size is 169 square feet (\pm 62 square feet standard deviation). SRA anticipates renovating the retail space currently occupied by Dollar Tree to include new classrooms that are on average 875 square feet with an estimated total space of 1,300 square feet per room including the necessary hallway space. In addition, there will be remodeling of bathrooms and the front entryway of the building. SRA will approach an architectural firm to begin the design process and will work to develop more specific details about the layout, construction timeline, and the process immediately.

Table 1. Enrollment/Personnel currently and projected.

Enrollment/Personnel	Where we are today (2022-2023 Academic Year)	¹Where we are going (2026-2027 Academic Year)
Enrollment (K–8 th)	248	338
Core Teachers (K-5 th)	11	12
Core Teachers (6 th –8 th)	4	6
Specials Teachers	6	10
Instructional Facilitator	1	1
Educational Support Interventionists	1.5	2
Paraprofessionals	5	6
Administrative Staff	4.5	5.5
Custodial Staff	2	2.5
Total Staff	33	45

¹ Projections based on rolls; maximum total enrollment capacity of students (K-8th) by 2026-2027 is estimated to be 384.

Table 2. Facilities currently and projected.

Facilities	Where we are today (2022-2023 Academic Year)	Where we are going (2026-2027 School Year)¹
Core Classrooms (K-5 th)	11	12
Core Classrooms (6 th -8 th)	4	8
Specials Classrooms	5	10
Resource Rooms	4	5
Administrative Offices	3	4
Support Offices	4	4
Custodial	3	4
Student Toilets	16	20
Staff Toilets	1	2

¹ Projections based on rolls and maximum total enrollment capacity of students (K-8th) by 2026-2027 and associated space needs.

SRA will be able to offset the loss of revenue from the Dollar Tree lease with the gain in ADM revenue due to enrollment increases. There will only be one school year, 2023-2024, when SRA will not occupy the Dollar Tree space. The rental fund account along with the increased ADM will cover any repairs and maintenance needed. When SRA occupies the space, Major Maintenance funds will be available for maintenance and repairs inside of the building.

SRA has reached out to Schoolhouse Development LLC, which is an organization that exists to help give charter schools access to capital and development expertise to help charter schools improve their educational facilities. Glenn Way, the President of Schoolhouse Development LLC, will present to the SRA Board.

SRA has visited with Mitchell Schwab about municipal bonds for 501(c)(3) nonprofit organizations, specifically for charter school growth. This firm helps charter schools obtain these municipal bonds for the expansion needs of the school.

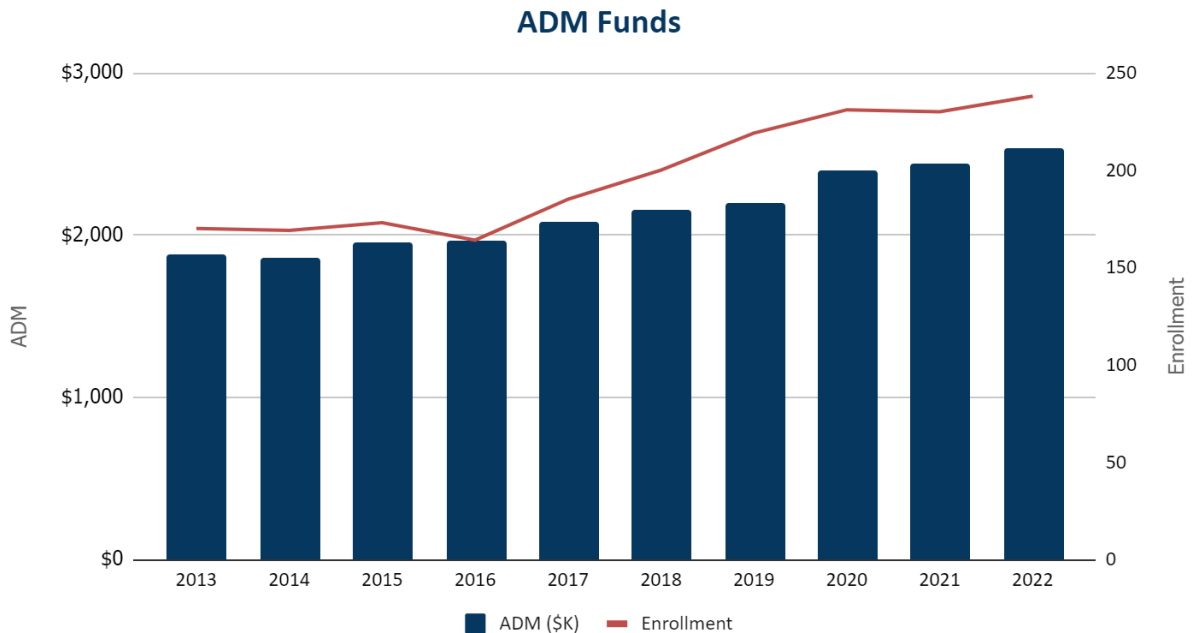
In addition to the above, additional sources of funding will be considered, including major donors, fundraising, crowdfunding, SRA operating reserves (SRA would only use a small portion, 30-40%, of the reserves at most to fund the project), and bank loans. In the past, SRA has engaged with First Interstate Bank and American National Bank for past expansion needs and both have been open to discussing loan options.

Section 10.0

School Funding

10.1 ADM Funds

Unlike a neighborhood public school, which works with a budget controlled by a central district office, as a charter school, we manage all of our own finances. General fund expenditures include salaries, benefits, employment taxes, lease, maintenance supplies, instructional supplies, equipment, utilities, insurance, legal, audit, and other items. We receive a significant portion of our funding from the State of Wyoming based on the number of pupils attending our school. Our long-term success depends on a stable enrollment and careful fiscal management.



During school years 2002-03 and 2003-04 the funding SRA received was barely sufficient to cover expenses. In 2004-05, SRA began receiving funding from the state that was more in line with the legislative intent to fund charter schools. In 2005-06 the Wyoming Legislature recalibrated the funding model for all public schools, including charter schools. The new funding model, developed by Picus and Associates, was school- rather than district-based, therefore, it generated resources for individual schools on the basis of school enrollment and the characteristics of the children attending the school. SRA has been receiving state funds in accordance with this model since the 2006-2007 school year.

Due to the tight economy and a 5% drop in enrollment in 2014-15, SRA's budget in 2015-16 saw no substantial growth, increasing from \$1.95 million to \$1.96 million in state funding. Unfortunately, Wyoming's energy-dependent economy has declined even further, causing the Wyoming Legislature to make significant budget cuts across all state agencies including the education sector during the 2016 session with additional cuts in 2018.

Despite budgetary cuts, SRA saw an increase in state funding from \$2.56 million in 2017-18 to \$2.99 million in 2018-19 due to enrollment growth. SRA has continued to receive increased funding each year, based on enrollment growth.

10.2 Grant Funds and Donations

Snowy Range Academy would have never have become a reality without the generosity of our supporters. While many individual donors and businesses have helped us in countless ways over the years, we must acknowledge the critical role played by two major private foundations in contributing to SRA throughout our first six years of existence: the Walton Family Foundation (WFF) and the Daniels Fund. These two foundations provided the bulk of our initial year's funding for furnishings, books, curricular supplies, and initial professional development and salaries. In addition, we are grateful to the Wyoming Community Foundation, the Sturm Foundation, the Tonkin Foundation, and many other businesses and individuals who provided significant and welcome assistance through the early years.

Mid-way through our first year, our application to the Federal Charter Schools Grant program was approved which brought additional critical funding from the U.S. Department of Education. This grant had very stringent academic and non-academic objectives which SRA was required to meet each year. The final performance report to the U.S. Department of Education was submitted in December 2005.

ACSD #1 has also been very helpful in passing through SRA's pro-rata share of Federal Title, Instructional Facilitator, and Bridges funds over the years which have been used to pay our after-school tutors, purchase educational materials, and add extra teaching staff to reduce student-teacher ratios in our K-2 classrooms.

The bulk of the grant funds came at a time when funding from the state was insufficient. Because of these grants, we were able to direct state (ADM) funds towards salaries and general operating expenses and use the grants to help provide for the educational needs of the students.

Year Awarded	Grantor	Amount Awarded	Purpose
2002-03	Walton Family Foundation	\$180,400	Start-up Expenses
	Daniel's Fund	\$80,000	Start-up Expenses
	Sturm Foundation	\$29,300	Start-up Expenses
	Federal Charter School Grant	\$150,000	Start-up Expenses
2003-04	Daniel's Fund	\$72,000	Building Lease
	Tonkin Foundation	\$10,500	Non-Fiction Library Books
	Federal Charter School Grant	\$131,000	Program Implementation
2004-05	Federal Charter School Grant	\$108,100	Program Implementation
2005-06	Walton Family Foundation	\$69,600	Furniture, computers, library books, textbooks
	Daniel's Fund	\$30,000	Professional Development
2008-09	Library of Congress Teaching with Primary Sources - Colorado Rural Partnership with the University of Northern Colorado	\$15,000	To promote and expand the use of primary sources from the Library of Congress throughout the state of Wyoming
2014-15	Anonymous	\$50,000	For Building Expansion
2016-17	Louis Calder Foundation	\$150,000	For Building Expansion
	Safeway Foundation	\$6,000	For Technology to Promote Math and Science Instruction in the 3rd and 4th Grade Classrooms
2018-19	ANB	\$2,500	For Building Expansion
	Toyota of Laramie	\$1,500	School support
2019-20	Tumbleweed Express	\$5,100	For Building Expansion
2020-21	Tumbleweed Express	\$5,100	School support
	Carducci Family	\$1,000	School support
2021-22	Akal Energy/Tumbleweed Express	\$10,600	School support
	Toyota of Laramie	\$1,500	School support
	Ace Hardware	\$1,900	Classroom supplies

In March 2020, the Coronavirus Aid, Relief, and Economic Security Act, or CARES Act, bill was passed by the U.S. Congress in response to the economic impact of the COVID-19 pandemic in the United States. In the summer of 2020, SRA was allocated grant funds from the CARES Act through the State of Wyoming in the amount of \$68,261.00. These funds were restricted in use to purchases incurred due to the COVID-19 pandemic. Some examples of allowable expenses

include personal protective equipment, substitute teacher costs when a teacher is unable to work due to COVID-19 leave, costs to address learning loss, and cleaning supplies to maintain a sanitary and safe school. These grants funds are available for purchases from March 2020-September 2022. During the school year 2020-21, SRA spent \$49,792.74 of CARES Act funds.

In August 2021, SRA was allocated an additional \$284,970 of grants funds under the ESSER II/CRSSA grant. These funds are for similar purposes as the CARES Act. These funds must be spent by September 2023. SRA will begin using these funds once the CARES Act grant funds have been fully spent.

Section 11.0

Operational and Fiscal Compliance

Since its inception, and in accordance with the charter contract, the SRA Board of Directors has furnished to ACSD #1 administration copies of all written policies and procedures it has developed with respect to the school's operations and educational programs. Board meeting agendas and complete board meeting packets are also provided to ACSD #1 administration each month. This annual report is submitted to ACSD #1 administration at the end of each school year. This report is also used when completing the Wyoming Department of Education annual reports and as supporting documentation for accreditation purposes.

In addition, formal financial audits are conducted by an external Certified Public Accountant after the end of each fiscal year. The yearly audits test that the financial statements are free of material misstatement, and also examines SRA internal controls over financial reporting for material weakness. Over the years, SRA has been found to be in compliance with all regulations. The auditors have provided guidance to SRA administration regarding adoption of appropriate financial policies and procedures and all of their suggestions and recommendations for improvement through the years have been implemented.

Section 12.0

Accomplishments

A review of the past ten years would not be complete without noting the many highlights, events, and activities that have become SRA traditions and that have gone into creating our school community. Here are just some of the highlights from school years past.

2013-14

Academically, SRA continued with two major undertakings in the fall. The staff made further progress on Core Knowledge implementation and documentation as we continue down the path to becoming a Core Knowledge School of Distinction. This included additional staff development in August as well as further documentation of best practices and implementation. The staff also worked on completing the process of accreditation through NCA-AdvancEd in conjunction with ACSD#1. SRA was fully accredited along with all district schools. This accreditation will remain current until 2019. Students continued to shine academically. We had 5 students compete at the State Science Fair, with one student receiving State recognition. One student competed at the State Geography Bee and another student competed at the State Spelling Bee. Finally, SRA's fifth graduating class consists of 5 students, two of whom have attended SRA since Kindergarten.

2014-15

After working toward this for almost three years, Snowy Range Academy achieved the significant long term goal of becoming a Core Knowledge School of Distinction, with a notable distinction in Collaborative Use and Management of Staff and Resources. Students attending SRA continue to do exceedingly well in academic competitions. Another significant accomplishment of the school's long term goals has been the State's purchase of the school's current facility for our use. This provides SRA a long term home with plenty of expansion opportunities. This year's Lego Robotics team, the RoboJoes, took 1st place in the state in the teamwork category while the Math Count team, the Pikas, shined at regionals and had a strong showing at the state competition. Additionally, two students competed at the State Spelling Bee and seven students made it into the State Science Fair held at UW.

2015-16

This year marked the first year of a second section of a grade level – Kindergarten. It has been very exciting to be able to educate more students and respond to the need in Albany County. This year also marks the first graduation of two grade levels. With restructuring at the district level, 9th grade will now be housed exclusively at Laramie High School so SRA students in both

8th and 9th grade will start at LHS next year. We will be graduating 13 students this year. Academic competitions continue to be a strength for our students with the RoboJoes, our Lego Robotics team, earning 1st in Research at the State Competition and our MathCounts team, the Pikas, came in 3rd at regionals and had strong individual showing at States. Our Battle of The Books teams also did very well against district schools coming in 3rd and 1st place. Finally, we had three students proceeding on to the State Science Fair at UW.

2016-17

Having had high student achievement results for several years, SRA received an award from the Wyoming Department of Education for earning the distinction of having met criteria as a school that has Exceeded Expectations on the State Report Card for three consecutive years. This year also marks SRA's first year of being a K through 8 school and continued expansion, with two sections each of Kindergarten and first grade. The students at SRA continue to represent the school very well at academic competitions. SRA MathCOUNTS team, the Pikas, placed second in the regional competition this year. The school spelling bee led to 8 students moving on to the district bee and one moving on to States. The Lego Robotics team, the RoboJoes, competed at the State level and earned second place for Gracious Professionalism. Our Battle of the Books teams both did very well with the middle school team coming in 2nd place and the elementary team coming in 1st place at the district level. Additionally, we had our school Geography Bee winner compete at the State competition and eleven of our 6th-grade students went to the State Science Fair.

2017-18

This year saw continued success in academic competitions. The MathCOUNTS team competed at the state level and came in second place. As a school, SRA was nominated for the National Blue Ribbon award issued by the US Department of Education. As one of only three schools in the state, it is an accolade to be nominated. Awards will be granted in August. Additionally, the school received a plaque from the Wyoming Department of Education for Exceeding Expectations on standardized measures for the fourth year in a row.

2018-19

The 2018-19 school year was an exciting and challenging year for SRA. The real excitement came in September when SRA was named as a National Blue Ribbon School for Exemplary High Performance by the US Department of Education. At the end of the 2017-18 school year, SRA experienced a change in leadership with a new principal and business manager coming on board. These losses were challenging as the absence of these long serving members created a historical knowledge gap and required time for newly hired staff to acclimate to the positions. The professionalism of SRA's staff made it possible for all these changes to occur and the school to continue providing the quality educational programs parents have come to expect. This year SRA students participated in many exciting events to highlight our students abilities.

2019-20

While the 2019-20 school year started out in normal fashion, it unfortunately did not end in a manner any would have predicted. SRA began the year with the addition of a second section of 4th grade as a continuation of our elementary expansion. SRA also added two new classrooms to our building, adding a new MS Language Arts room and a room for our 5th grade expansion for next year. The school undertook exterior building beautification by adding school emblems and signage as well as wind screens to the front of the building. Increased parent involvement was demonstrated by the establishment of a PTA chapter at SRA. This has allowed for additional fundraising opportunities as well as increased parent participation. Marketing practices were increased with the addition of radio advertisements targeting prospective SRA parents. This year SRA also began the challenge of increasing teacher and staff compensation through the development of a salary schedule and scheduled salary increases. This is meant to ensure a competitive salary is provided to employees.

Unfortunately the school year did not end as we all would have liked due to the impact of the mandated school closures. This impacted the 4th quarter of the school year and required us to move to an adapted online learning system. This was not ideal as SRA was not able to move forward with our elementary or middle school curriculums in a manner in which we can accurately assess student learning and growth. Additionally, it put the burden on the parents to ensure students participated as intended. Although it was a challenge, SRA's parents, students and staff performed admirably and our adapted learning plan implementation was generally successful for most.

2020-21

The 2020-21 school year was very challenging for all schools. The continued impact of the COVID virus created obstacles to education which we have not experienced in SRA history. The Wyoming Dept. of Education mandated schools provide alternate attendance options and for student attendance. SRA chose to implement Classroom-based Virtual Education (CBVE). This required SRA to provide virtual access to the classroom instruction and materials for families who chose to remain in the home for instruction.

With an influx of ESSER and CARES funds, SRA was able to secure additional student and staff technology to support virtual instruction. An adequate number of Chromebooks were purchased to supply every student, PC's were purchased for all staff and Interactive Newline displays were secured through cooperation with ACSD#1. The additional technology was helpful but also caused management issues as SRA is responsible for supporting and managing our devices.

Of most concern this year was the learning loss experienced by some of our students due to the disruptions of COVID. The challenges of masking and CBVE interfered with the teaching and learning process and impacted most if not all students in some manner. To compensate for the learning loss, SRA will need to consider the use of ESSER funds to provide and enhance learning opportunities for our students.

Although the 2020-21 school year was challenging, SRA is proud of how our community responded. We are looking forward to a year with less mitigation and a primary focus on student learning.

2021-22

Although difficult, the 2021-22 school year was less challenging than the previous year. With the pandemic on the decline, SRA opened to in-person only attendance in the Fall of 2021. The requirement from the state to provide alternate participation options for students ended and Classroom-based Virtual Education was discontinued as an option for our students.

SRA opened with reduced mitigation requirements in Fall of 2021, however, a masking mandate remained in place. Although SRA students, parents and staff did comply with the masking mandate, it did not come without controversy. The polarized state of our nation was not lost on SRA and enrollment suffered as a result. Additionally, masking interrupted learning and made teaching more challenging.

The SRA Board voted in December of 2021 to end the masking mandate on January 3, 2022, when the school resumed following Winter Break. The first few weeks following the return from break, SRA experienced its most significant attendance impact from the pandemic. With the removal of masks the impact of exposure to others increased which led to a significant increase in student and staff absences. As a result, student learning was significantly impacted.

SRA began the 2021-22 school year with a focus on recovering lost learning to the best of our ability. SRA hired a consultant to support our Multi-tiered Systems of Support (MTSS). In January of 2022 a part-time general education School Counselor was brought onboard to provide social/emotional support to students. SRA purchased Branching Minds, a Learning Management System, to better support the tracking of individual student performance. SRA adjusted the organization of the MTSS team and moved to weekly meetings to discuss student performance. As an additional support, SRA utilized ESSER funds to provide tutoring to students after school and during the summer to support learning growth.

Saxon Math has been a part of SRA since its inception. At the beginning of the 2021-22 school year, SRA discovered Saxon Math would cease publication for classroom use. Although this caused some anxious feelings among our community, the teaching staff agreed it was time to review our Math curriculum as Saxon required us to supplement significantly to ensure all standards were covered. Beginning in late Fall of 2021, SRA formed a Math Curriculum Committee composed of teachers, as well as a parent and a board member. After an extensive review using the Instructional Materials Evaluation Tool, the staff selected enVision Mathematics as SRA's Math curriculum in grades Kindergarten through eighth to include Algebra and Geometry offerings.

For the first time since 2010 the Core Knowledge Foundation has notified their patrons of an intent to update their curriculum. Although these updates remain in DRAFT form, SRA is preparing to incorporate them into our instruction. This phasing in will likely be accomplished in different ways for each content area and will also differ from our Elementary and Middle School. These updates did not come without concern to our school community. The proposed updates will alter the reading selections for SRA students which concerns some community members. Although we plan to implement the curriculum in its entirety, SRA will continue to listen to feedback from community members concerning these changes.

As the curricular changes next year will be great, SRA must be prepared to support our staff. To this end, SRA has added an Instructional Facilitator position to our roles. This individual will coordinate the staff's efforts to implement the new and updated curriculums. In addition this individual will support the important work of our Professional Learning Communities (PLCs) with the goal of improving teaching and student outcomes throughout the school.

As referenced earlier in this document, SRA continues to move forward with our expansion goals. With the exception of the last few years, SRA has experienced steady enrollment increases throughout all grades. SRA must be ready for increased enrollment and assure adequate space and staffing exist to support these increases. The SRA Expansion Committee has engaged with an architect to begin work on our planned 2024 expansion.

In April of 2022, SRA submitted our fourth Charter Renewal request to Albany County School District #1. For the first time, SRA is requesting a 10 year Charter Renewal rather than the traditional five year renewal. Although this process is still occurring, we look forward to this extension and our future partnership with ACSD #1.

2022-23

As referenced in the previous years accomplishments, SRA submitted and was granted a Fourth Charter renewal through Albany County School District #1. This accomplishment highlights 20 years of efforts by the SRA community to establish and maintain a public Charter School for the community. The charter renewal process is very rigorous and SRA is proud of this accomplishment.

SRA's performance on the WY-TOPP assessment continues to exceed that of state and district averages in ELA, Math and Science. Additionally SRA's MAP performance exceeds the national average for both reading and Math.

SRA implemented a new Math curriculum which was significant as this was the first update to the curriculum in twenty years and the format of these programs differed significantly. To SRA's advantage, ACSD #1 implemented the same curriculum at the same time so training resources could be shared.

Due to the curricular changes and the growth of SRA, an Instructional Facilitator was added to the staff to support teachers. This was very beneficial to SRA as this was a necessary addition to support the significant curricular change in the school.

As SRA continues to grow, a second 5th grade teacher will be hired at SRA. This addition to the 5th grade will lead to growth of the Middle School. Thankfully SRA is working to expand our middle school space through a two-year plan.

Section 13.0

Looking Forward

The 2022-23 school year, although not without its challenges, was a nice return to a semi-normal school environment. SRA is proud of our accomplishments and our commitment to the future. With the continued support of our community, we look forward to all the future holds.

- Full Implementation of the Core Knowledge Curriculum
 - ◆ ELA
 - ◆ Science
 - ◆ Social Studies
- Increased School Counselor FTE
- Addition of Instructional Facilitator
- Additional section of 5th grade
- Continued expansion
- Addition of large indoor multi-use space

Additional supporting documentation for information in this report is available upon request.