Strategic Plan Quarterly Report

For the quarter ending December 31, 2015

Appendix

Appendix I
Customer Satisfaction Survey
Business and Facilities Division

Appendix II
Customer Satisfaction Survey
Curriculum and Instruction Division

Appendix III
Customer Satisfaction Survey
Human Resources Division

Appendix IV
Summary of Schools’ Strategic Plans
Schools’ and Departments’ Quarterly Reports
Appendix I Business and Facilities Division

Accounts Payable
This department had fewer than 10 responses.

Accounting
This department had fewer than 10 responses.

Facilities
This department had fewer than 10 responses.

Food Services

**Satisfaction**
Are you satisfied with the services provided?

![Bar chart showing satisfaction levels](chart.png)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40.00%</td>
</tr>
<tr>
<td>No</td>
<td>60.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Specific Feedback

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>20.00%</td>
<td>30.00%</td>
<td>20.00%</td>
<td>30.00%</td>
<td>0.00%</td>
<td>10</td>
<td>3.40</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| I received courteous service. | 30.00%         | 10.00%| 50.00%  | 10.00%    | 0.00%             | 10    | 3.60             |
|                                | 3              | 1     | 5       | 1         | 0                 |       |                  |

| The service I received was timely. | 20.00%         | 40.00%| 20.00%  | 20.00%    | 0.00%             | 10    | 3.60             |
|                                  | 2              | 4     | 2       | 2         | 0                 |       |                  |

| I received a quality product and/or service. | 30.00%         | 10.00%| 40.00%  | 10.00%    | 10.00%            | 10    | 3.40             |
|                                             | 3              | 1     | 4       | 1         | 1                 |       |                  |
Information Technology

Satisfaction
Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64.29%</td>
</tr>
<tr>
<td>No</td>
<td>35.71%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
## Specific Feedback

### Graphical Representation

![Bar Chart](chart.png)

### Table

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>28.57%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>14</td>
<td>3.43</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>50.00%</td>
<td>7.14%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14.29%</td>
<td>14</td>
<td>3.64</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>57.14%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>21.43%</td>
<td>21.43%</td>
<td>14</td>
<td>3.50</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>50.00%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14.29%</td>
<td>21.43%</td>
<td>14</td>
<td>3.50</td>
</tr>
</tbody>
</table>
Maintenance

This department had fewer than 10 responses.

Payroll

Satisfaction

Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72.73%</td>
</tr>
<tr>
<td>No</td>
<td>27.27%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
## Specific Feedback

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>54.55%</td>
<td>9.09%</td>
<td>0%</td>
<td>18.18%</td>
<td>18.18%</td>
<td>11</td>
<td>3.64</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>54.55%</td>
<td>18.18%</td>
<td>0%</td>
<td>9.09%</td>
<td>18.18%</td>
<td>11</td>
<td>3.82</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>54.55%</td>
<td>9.09%</td>
<td>9.09%</td>
<td>9.09%</td>
<td>18.18%</td>
<td>11</td>
<td>3.73</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>54.55%</td>
<td>9.09%</td>
<td>6.00%</td>
<td>18.18%</td>
<td>18.18%</td>
<td>11</td>
<td>3.64</td>
</tr>
</tbody>
</table>
Purchasing Services
This department had fewer than 10 responses.

Transportation

Satisfaction
Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36.36%</td>
</tr>
<tr>
<td>No</td>
<td>63.64%</td>
</tr>
</tbody>
</table>

Total 11
Specific Feedback

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>10.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>10.00%</td>
<td>40.00%</td>
<td>10</td>
<td>2.70</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>10.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>30.00%</td>
<td>20.00%</td>
<td>10</td>
<td>2.70</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>10.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>30.00%</td>
<td>40.00%</td>
<td>10</td>
<td>2.10</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>10.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>20.00%</td>
<td>30.00%</td>
<td>10</td>
<td>2.60</td>
</tr>
</tbody>
</table>

Warehouse
This department had fewer than 10 responses.
Appendix II Curriculum and Instruction Division

Research and Assessment Department
This department had fewer than 10 responses.

District Athletics and Activities
This department had fewer than 10 responses.

Enrollment Office
This department had fewer than 10 responses.

Special Education Department

Satisfaction
Are you satisfied with the services provided?

![Bar chart showing satisfaction levels]

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71.43%</td>
</tr>
<tr>
<td>No</td>
<td>28.57%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Specific Feedback

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated</td>
<td>28.57%</td>
<td>42.86%</td>
<td>14.29%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14</td>
<td>3.79</td>
</tr>
<tr>
<td>effectively.</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>42.86%</td>
<td>35.71%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>7.14%</td>
<td>14</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>28.57%</td>
<td>50.00%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>7.14%</td>
<td>14</td>
<td>3.93</td>
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<tr>
<td></td>
<td>4</td>
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<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received a quality product and/or</td>
<td>35.71%</td>
<td>28.57%</td>
<td>14.29%</td>
<td>7.14%</td>
<td>14.29%</td>
<td>14</td>
<td>3.64</td>
</tr>
<tr>
<td>service.</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Support Services
This department had fewer than 10 responses.

Teaching and Learning Department

Satisfaction
Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63.64%</td>
</tr>
<tr>
<td>No</td>
<td>36.36%</td>
</tr>
</tbody>
</table>

Total 11
### Title I
This department had fewer than 10 responses.
Appendix III Human Resources Division

Community Relations Department
This department had fewer than 10 responses.

Compensation and Benefits Services
This department had fewer than 10 responses.

Discover Program
This department had fewer than 10 responses.

HR Clerical Services

Satisfaction
Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83.33%</td>
</tr>
<tr>
<td>No</td>
<td>16.67%</td>
</tr>
</tbody>
</table>

Total 12
## Specific Feedback

![Bar chart showing feedback percentages](chart.png)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>66.67%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>12</td>
<td>4.17</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>75.00%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>12</td>
<td>4.25</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>75.00%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>12</td>
<td>4.25</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>66.67%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>12</td>
<td>4.17</td>
</tr>
</tbody>
</table>
HR Generalist Services

Satisfaction
Are you satisfied with the services provided?

80.77% Yes
19.23% No

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80.77%</td>
</tr>
<tr>
<td>No</td>
<td>19.23%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Specific Feedback

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>48.00%</td>
<td>32.00%</td>
<td>8.00%</td>
<td>4.00%</td>
<td>8.00%</td>
<td>25</td>
<td>4.08</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>52.00%</td>
<td>32.00%</td>
<td>12.00%</td>
<td>0.00%</td>
<td>4.00%</td>
<td>25</td>
<td>4.28</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>52.00%</td>
<td>28.00%</td>
<td>8.00%</td>
<td>4.00%</td>
<td>8.00%</td>
<td>25</td>
<td>4.12</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>52.00%</td>
<td>16.00%</td>
<td>12.00%</td>
<td>8.00%</td>
<td>12.00%</td>
<td>25</td>
<td>3.88</td>
</tr>
</tbody>
</table>
Multimedia Department
This department had fewer than 10 responses.

Professional Development
This department had fewer than 10 responses.

Risk Management Services
This department had fewer than 10 responses.

Substitute Services
This department had fewer than 10 responses.
## Appendix IV - Summary of Schools’ Strategic Plans

<table>
<thead>
<tr>
<th>School</th>
<th>Lit</th>
<th>Math</th>
<th>Safe &amp; Healthy</th>
<th>ABL and/or 21st Century</th>
<th>Science</th>
<th>Grad Rate</th>
<th>Part Act &amp; Ath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Nunn</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCA</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Centennial</td>
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<td>✓</td>
<td></td>
<td></td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>Crest Hill</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cottonwood</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CY</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dean Morgan</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evansville</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Ft. Caspar</td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Frontier</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>Grant</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Walsh</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td>Lincoln</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Manor Heights</td>
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<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<td>Midwest</td>
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<td>✓</td>
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<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mountain View</td>
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<td>✓</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>✓</td>
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</tr>
<tr>
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<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park</td>
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<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pineview</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poison Spider</td>
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<td>✓</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>✓</td>
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<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sagewood</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southridge</td>
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<td>✓</td>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summit</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Park</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Verda James</td>
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<td>Willard</td>
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</tbody>
</table>
Mission: We exist to create a motivational learning environment at Bar Nunn School for everyone, everywhere, and all the time.

Vision: We will be a school of integrity where learning with passion, curiosity, and motivation is pervasive (everyone, everywhere, all the time) and compulsive (irresistible).

Goal: By May of 2019, Bar Nunn School will increase the percentage of our students, K-5, reading at or above grade level to 90% as measured by the NWEA Reading Growth Assessment and 85% as measured in the state accountability model using PAWS grades 3-5.

Data: Actual NWEA Reading Targets
May 2013= 65% Proficient
May 2014 = 72% Proficient
May 2015= 73% Proficient
May 2016= 75%
May 2017=

State Accountability Model
May 2015 – Actual Targets – May 2016
Growth – Below Targets – 39 45
Equity – Below Targets – 30 47
Achievement – Below Targets – 35% 55%

May 2014 – Actual Targets – May 2015
Growth – Meeting Targets – 50.5 53
Equity – Exceeding Targets – 85 87
Achievement – Below Targets – 46% 55%

Strategy: To engage students in essential learning to effectively implement the ELA standards
Timeline: 10/2014 - 5/2017
Focus this quarter: ELA goal team established their goal team action plan and reviewed assessment data with our district assessment coordinator. They developed a survey for teachers to complete regarding their implementation of our current programs/strategies and additional programs/strategies they use in the area of ELA.

Results: Survey developed and will be completed by staff in January.

Next Steps: The ELA Goal Team is building a matrix of our current program/strategy, what we wanted from those program/strategy, are we getting what we need for students with the program/strategy, and the team’s recommendation for each program/strategy (Keep, Keep & Improve, discard, find something new). The team will review the teacher survey data to add information to the matrix and their recommendations.

Goal: By May of 2019, Bar Nunn School will increase the percentage of our students, K-5, reaching math proficiency to 90% as measured by the NWEA Math Growth Assessment and 85% as measured in the state accountability model using PAWS grades 3-5.
Strategic Plan Quarterly Update
Quarter 2 - undefined

Data: Actual – NWEA Math Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>68%</td>
</tr>
<tr>
<td>May 2014</td>
<td>76%</td>
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<tr>
<td>May 2015</td>
<td>75%</td>
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<td>May 2016</td>
<td></td>
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<tr>
<td>May 2017</td>
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</tr>
</tbody>
</table>

State Accountability Model

Data: AdvancEd Surveys - Spring 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Survey (K-2)</td>
<td>157</td>
<td>4.07</td>
</tr>
<tr>
<td>Student (K-2)</td>
<td>93</td>
<td>2.84</td>
</tr>
<tr>
<td>Student (3-5)</td>
<td>68</td>
<td>2.75</td>
</tr>
<tr>
<td>Staff</td>
<td>31</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Strategy: Engage students in essential learning aligned to state standards and targeting Numbers and Operations, specifically Base 10 and Fractions.

Timeline: 1/2016 - 5/2018

Focus this quarter: The Math Goal Team established their action plan and reviewed assessment data with our district assessment coordinator. They had staff complete a math screener for all students to help them identify instructional focus areas. After reviewing the data the team established Numbers and Operations (Base 10 and Fractions) as our focus.

In addition, the Math Team made a survey for teachers to share what they currently do with instruction in the focus areas.

Results: The data led them to develop the target areas of Numbers and Operations (Base 10 and Fractions).

Next Steps: Teachers will take the survey. Math Goal team will review the information and research additional interventions to recommend for teachers to use to impact our students’ achievement in the focus areas.

Goal: By May of 2019, Bar Nunn will achieve an overall stakeholder satisfaction rating of 90 % from annual climate surveys of students, parents, and staff.

Data: AdvancEd Surveys - Spring 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Survey (K-2)</td>
<td>157</td>
<td>4.07</td>
</tr>
<tr>
<td>Student (K-2)</td>
<td>93</td>
<td>2.84</td>
</tr>
<tr>
<td>Student (3-5)</td>
<td>68</td>
<td>2.75</td>
</tr>
<tr>
<td>Staff</td>
<td>31</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Strategy: Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:

a. Effective Crisis Management Drills
b. Effective Student Management Procedures
Effective Parent Involvement Activities

Timeline: 10/2015 - 5/2017

Focus this quarter: The E&E Goal Team and Parent Goal Team have established their action plans for the year. E&E Team has focused this quarter on our student reward activities and how to make them effective and efficient and assigned specific responsibilities.

Parent Goal Team made an action plan based on the National PTA survey they had parents complete. They are working to improve in the areas they identified as the most need. They started by providing an interpreter at Bingo for Books and a front bulletin board to communicate more information to parents.

Results: E&E Team does not have any specific data at this time.

Parent Goal Team:

Fall 2015 - PTA Roadmap to Excellence Survey of parents stated the following:

Areas: Welcoming All Families - Parents stated we are always friendly, encouraging of volunteers, our policies reflect & value diversity, and families are treated fairly. Communicating Effectively - Parents stated we always communicate with families in multiple ways, staff receive continuous development and ideas on effective two-way communication, families have two-way communication about their students, and we provide information about students progress. Families were not sure if we provided interpreters for all meetings.

Support Student Success - Parents state we always provide a range of extracurricular activities, have adequate technology, share student achievement data with families, include parents in conferences, and they understand the academic standards. Families were unsure of how we involve parents in the planning for student transitions to middle school.

Speaking Up for Every Child - Parents stated we always inform families of the process to resolve concerns and treat those concerns with respect and a genuine interest for solutions, plus provide information about parent rights. The parents stated our PTA encourages participation and has representatives district and state committees, develops relationships with community leaders, and empowers parents to advocate for their child. Sharing Power- Parents stated our school includes parents with equal representation on decision making and advisory committees and they feel they are collaborative partners with our goal areas, reform process, and budget process. We establish policies that respect diverse families. Parents stated we frequently give input to school improvement but would like ideas on how they can help school reach its goals.

Collaborating with Community- Parents stated our school gives our information about community resources and feels it is a central part of our community. Parents need more information on community members who volunteer and how they can, plus more on adult learning opportunities.

Next Steps: The E&E Team is planning for the ALICE Training and will meet our district Risk Management Coordinator to review our current building procedures and get recommendations.

The Parent Goal Team is planning to refine their action plan to continue to address the issues from the survey and work toward being a National PTA School of Excellence.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Casper Classical Academy

CCA seeks to produce actively engaged students who strive to reach or surpass high expectations. We believe student success relies upon a collaborative relationship among students, parents, and staff. Students will gain the necessary tools to become self-sufficient, responsible lifelong learners through a classical philosophy that focuses upon acquiring fundamental skills, thinking logically, and communicating effectively. Developed Fall 2008 with input from parents, students, and staff; reviewed in January 2011 by parents and staff.

Goal: By 2019, 100% of CCA students will EXCEED individual growth targets and expectations as defined in the Wyoming School Accountability model on the READING PAWS assessment.

Data: Actual Targets

May 2013= 47 MGP

May 2014 = 55 MGP

May 2015= 46.5 MGP

May 2016= 57 MGP

May 2017= 58 MGP

May 2018= 60 MGP

May 2019 = 62 MGP

Strategy: Strategy: Strategy: 1: CCA teachers will use short term predictive assessments scored by rubrics aligned to College and Career Readiness standards across the content areas focusing on Informational Text skills.

2: Utilize a tiered system of interventions (i.e. tutor, special education, math lab, after school study skills lab) for students in that cohort of need.

Timeline: 10/2014 - 5/2019

Focus this quarter: The Reading Goal team met several times during the first semester. At our last meeting we reviewed our equity list by student and documented whether or not each student was receiving interventions (or documented if parents had declined). We feel by addressing these students, we will be able to improve our overall growth score. In addition, the team met after school on a Friday in October to really dig into the ELA curriculum and the PAWS blueprints for reading. Helping teachers to become comfortable with the ELA curriculum should help our students to get the practice they need on the standards we are tested on.

In the same vein of improving instruction and focusing on the outcomes, the team is focused on sharing resources in terms of informational texts and reading strategies that might benefit all grade levels. Newsela.com and readworks.org were mentioned for current events and texts by standard, and Notice & Note: Nonfiction was shared briefly as well.

Results: 9th grade is on Outcome 3 (second time through)
8th grade is nearly done with Outcome 4.
Strategic Plan Quarterly Update
Quarter 2 - undefined

7th grade has completed Outcomes 1, 2, 3, and 5
6th grade writing has been working on 6.3 and 6.4

8/9 Reading Rubrics
Q1–8th
(RInfo) 62% summary;
(RLit) 39% theme-Sept
(RLit) 63% comparing themes-Oct
Q2–8th
(RInfo8.8) 67% argmt/counter, Dec.
(RInfo8.6) 67% purpose, Dec.

Q1–9th
(RLit) 75% RL9.3-Sept
Q2–9th
(RLit) 50% RL.9.1, RL.9.4; Nov.
(RLit) 64% RL.9.2 Nov.
(RLit) _____%, RL.9.7 Mitty

Next Steps: Next time the team leader will ask for final reports before the quarterly report is due.

Goal: Goal: By 2019, 100% of CCA students will EXCEED individual growth targets and expectations as defined in the Wyoming School Accountability model on the MATH PAWS assessment.

Data: Actual Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=</td>
<td>40.5 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2014 =</td>
<td>39 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015=</td>
<td>38.5 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2016=</td>
<td>46 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2017=</td>
<td>52 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2018=</td>
<td>56 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2019=</td>
<td>60 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2019=</td>
<td>62 MGP</td>
<td></td>
</tr>
</tbody>
</table>

Strategy: Strategy: 1: CCA math teachers will use district math benchmark assessment data to evaluate student achievement on individual math standards and adjust instructional strategies to improve student learning in areas of need.

2: Utilize a tiered system of interventions (i.e. tutor, special education, math lab, after school study skills lab) for students in that cohort of need.

Timeline: 10/2014 - 5/2019
Focus this quarter: The Math Goal Team updated its “equity list” as 6th grade scores were entered by the district. At the end of 2nd quarter, there were 43 students (6th-8th) on the list, equivalent to about 10% of the school population. Of these students, 3 were considered to be testing anomalies, 16 are receiving special education services, 7 have moved or are homeschooled, and the remainder have been offered an intervention including math lab, after school study skills, or tiered tutoring. (Action Step #2).

The math goal team has met at least monthly during 2nd quarter (Action Step #3), adjusting its schedule to accommodate holiday schedules. The team spent a considerable amount of time discussing high-yield strategies to engage students including technology-based strategies. Among those, Prodigy Math, Flocabulary, Kahoot, and ZipGrade are emerging as the most engaging with students. Many teachers are also using interactive notebooks to provide students with a resource to independently review skills. An online sharing page was created to share resources for these notebooks.

Results: Strengths
Vertical alignment among math teachers is a strength

Opportunities for Improvement
Look at implementing purposeful test prep instruction prior to Spring testing cycle

Next Steps: Moving forward, the team will continue to intentionally evaluate data including benchmark data and PAWS Quintile data as it becomes available. The team will also implement strategic test taking strategy instruction with students during February to prepare students for the 2016 spring testing season.

Goal: By 2019, 100% of CCA students will MEET or EXCEED individual achievement targets and expectations as defined in the Wyoming School Accountability model on the SCIENCE PAWS assessment.

Data: Actual against Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
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</thead>
<tbody>
<tr>
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<td>49.5%</td>
<td></td>
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<tr>
<td>May 2014</td>
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</tr>
<tr>
<td>May 2015</td>
<td>51%</td>
<td>70%</td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td>72%</td>
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<tr>
<td>May 2017</td>
<td></td>
<td>74%</td>
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<tr>
<td>May 2018</td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>78%</td>
</tr>
</tbody>
</table>

Strategy: Develop better science Inquiry skills to help improve achievement scores on PAWS. Utilizing a common rubric among all grade level science classes to evaluate inquiry performance.

Timeline: 10/2014 - 5/2019

Focus this quarter: Strengths
All science teachers used Science Inquiry Rubric to evaluate skills appropriate for their grade level. Teachers are looking at scores to see if the skills have been mastered, almost mastered or if remediation is needed. We
discussed the use of Mastery Connect or similar program to track these skills and look for opportunities to reteach and remediate.

Scores were not available at meeting time for all classes. We will discuss at next meeting on Jan 14, which is still 2nd quarter for us. Waiting on scores will mean we have to wait to decide on next evaluation data. We are looking at opportunities to improve wording on our rubric.

Results: Will have data on Jan 14 at next Goal Team meeting.

Next Steps: Initial use of the rubric indicates that some of the wording may need to be adjusted to give more specific descriptions to help with a more detailed evaluation in certain areas. We feel like we are on our way to more fully develop this as a tool that we can introduce at the beginning of the year and use all next school year (2016-17).
Centennial

Our mission at Centennial Jr. High School is to encourage all students to learn, grow, have fun, and excel in a safe, supportive environment.

**Goal:** By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in reading as measured by PAWS results.

**Data:** Reading Achievement
Actual Targets
May 2013 (Pilot) = 74.5%
May 2014 (Baseline) = 54%
May 2015 = 50% May 2015 = 60%
May 2016 = May 2016 = 70%
May 2017 = May 2017 = 80%
May 2018 = May 2018 = 90%
May 2019 = May 2019 = 100%

**Strategy:** Close the achievement gap for students not at grade level through school wide interventions (inclusion, literacy lab, and tutoring).

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** All certified staff worked collaboratively to group all Centennial students into leveled groups for remediation or enrichment following an Rti model. Teachers have committed to at least one new remedial or enrichment strategy each week in addition to reading and academic support in core classes.

**Results:** This is our first attempt of intentionally grouping students based on assessment profiles and teacher recommendations. We will adjust groups as needed.

**Next Steps:** Our staff will have an overview of Mastery Connect during our February 12 professional development day in addition to discussing other formative assessments that would improve the intentionality of our student grouping.

---

**Goal:** By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in mathematics as measured by PAWS results.

**Data:** Mathematics Achievement
Actual Targets
May 2013 (Pilot) = 74.0%
May 2014 (Baseline) = 36%
May 2015 = 33% May 2015 = 50%
May 2016 = May 2016 = 65%
May 2017 = May 2017 = 80%
May 2018 = 90%
May 2019 = 100%

**Strategy:** Close the achievement gap for students not at grade level through school wide interventions (inclusion, math lab, and tutoring).

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** All certified staff worked collaboratively to group all Centennial students into leveled groups for remediation or enrichment following an Rti model. Teachers have committed to at least one new remedial or enrichment strategy each week in addition to reading and academic support in core classes.
Results: This is our first attempt of intentionally grouping students based on assessment profiles and teacher recommendations. We will adjust groups as needed.

Next Steps: Our staff will have an overview of Mastery Connect during our February 12 professional development day in addition to discussing other formative assessments that would improve the intentionality of our student grouping.
Cottonwood

Our mission at Cottonwood Elementary School is to support the academic, emotional, physical and social needs of our students and their families. Our professional community agrees to use consistent, collaborative, data-driven decisions to differentiate instruction and foster students in our excelling school.

Goal: Student Growth and High Academic Achievement
By May of 2019, 100% of our students will meet or exceed the expectations for achievement, equity and growth on the Wyoming School Accountability Model in Reading and Math as measured by PAWS results.

Data: Data: WSAM Achievement: (Meeting target 52 - 69%)
Target: Actual:
2014: --- 45%
2015: 53% 47%
2016:
2017:
2018:
2019:

WSAM Equity: (Meeting target 47 – 60)
Target: Actual:
2014: --- 79
2015: 80 43
2016:
2017:
2018:
2019:

WSAM Growth: (Meeting target 45-60)
Target: Actual:
2014: --- 31.5
2015: 53 35.0
2016:
2017:
2018:
2019:

PAWS – Reading (Percent Proficient and Advanced)
2014: 3rd Grade – 54% 2015: 3rd Grade – 67% 2016: 3rd Grade -
4th Grade - 61% 4th Grade – 54% 4th Grade -
5th Grade – 41% 5th Grade – 45% 5th Grade -
School Avg. – 52% School Avg. – 55% School Avg. -

PAWS – Math (Percent Proficient and Advanced)
**Strategic Plan Quarterly Update**

**Quarter 2 - undefined**

<table>
<thead>
<tr>
<th>2014: 3rd Grade – 54%</th>
<th>2015: 3rd Grade – 65%</th>
<th>2016:</th>
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</thead>
<tbody>
<tr>
<td>3rd Grade -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Grade – 37%</td>
<td>4th Grade – 26%</td>
<td>4th Grade -</td>
</tr>
<tr>
<td>5th Grade – 22%</td>
<td>5th Grade – 30%</td>
<td>5th Grade -</td>
</tr>
<tr>
<td>School Avg. – 38%</td>
<td>School Avg. – 40%</td>
<td>School Avg. -</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Alignment: Reading and Math Instruction and Assessment will be aligned to the CCSS.

Strategy 2: PLC groups will work with NCSD#1 Instructional Facilitators to review formative assessment data and to put strategies in place for maximum learning.

**Timeline:** 9/2014 - 5/2019

**Focus this quarter:** During second quarter Cottonwood staff has focused on alignment to our standards. Each grade level continues to work with instructional facilitators to better align their classroom instruction and student learning to the learning progressions and continues to monitor this against the PAWS blueprint. Grade levels have continued to focus on math standards review and have compared the 1st quarter benchmark results against other schools in our district and the district average. Cottonwood staff meet as a PLC to continue work on formative assessments. Currently four of our six grade levels has created formative assessments in one or more content area and continue to monitor the success of these assessments while comparing them against the math benchmarks and NWEA test results.

**Results:** During the first quarter of math benchmarks grades 2-5 have scored above the district average on these assessments. This is a first for grades 4 and 5 to be above the district average.

**Next Steps:** Cottonwood teachers will continue to work with instructional facilitators to ensure continued standards review. Cottonwood staff will continue to volunteer time as part of a building book study on Co-Teaching and increasing inclusion services for students. A team of five staff members will attend a state PLC conference and another team of five will attend the PEAK inclusion conference to continue our professional development in these two areas.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

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Cottonwood Page 2
Crest Hill

*Crest Hill is a community of students, staff, and parents dedicated to providing experiences which nurture a responsibility for lifelong learning. Together we will develop the skills, knowledge, and attitudes that will challenge all to think, dream, and achieve in a complex and changing society.*

**Goal:** By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

**Data:** May 2013= Meeting
May 2014 = Meeting
May 2015= Partially Meeting

**Strategy:** Engage, challenge and support students in learning aligned to Language Arts and Math Standards in order to meet or exceed Wyoming School Accountability achievement targets.

**Timeline:** 10/2014 to 5/2016 (Engage), 10/2015 to 5/2017 (Challenge), 10/2016 to 5/2018 (Support)

**Focus this quarter:** - Engagement Continuum
- Walkthroughs using the engagement continuum indicator tool occurring monthly
- Initial contract teachers met with principal to discuss engagement strategies both as a small group and as individuals
- Goal team to analyze data and decide on specific action steps to implement.

**Results:** Walkthroughs have taken place to obtain data in the area of engagement. The data indicates that within the engagement continuum; 20% of teachers are concentrating on management, 7% on high expectations, 20% on pacing, 33% on engagement and 20% on rigor. Initial contract teachers have met in a collaborative cohort monthly to discuss engagement strategies. All initial contract teachers have met individually with the principal to review engagement related professional goals. Observation notes have included engagement continuum indicators as well as specific feedback on individual area of focus. This goal team made recommendations to focus on one area of the engagement continuum in the upcoming months. Staff has been given an overview of goal team action steps.

**Next Steps:** The goal team will continue to monitor walk through data. The goal team will partner with student council to deliver engagement continuum strategies to students and staff. Individual walk through feedback will be given to individual teachers to help guide their professional goals. During this upcoming quarter, all certified teachers will meet with principal to review their engagement related professional goals.

**Goal:** By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

**Data:** May 2013= R66% (3);R53%(5)
M57%(3);M38%(5)
May 2014 =R63%(3);R53%(5)
M43%(3);M36%(5)
May 2015= R39%(3);R42%(5)
M49%(3);M42%(5)

**Strategy:** Increase the percentage of 3rd and 5th grade students meeting or exceeding individual growth projections in reading and math to 75% as measured by NWEA in order to meet or exceed Wyoming School Accountability growth targets.

Crest Hill Page 1
**Strategic Plan Quarterly Update**

Quarter 2 - undefined

**Timeline:** 10/2014 to 5/2019

**Focus this quarter:** - Implementation of intervention and enrichment groups.

**Results:** All students are currently receiving two math and two reading targeted groups per week. Skills are data driven and based on Learning Continuum skills and Common Core Standards.

**Next Steps:** In the upcoming quarter, NWEA results will be analyzed. Staff will discuss what is working and what can be improved concerning the intervention and enrichment process. A new master schedule will be developed.

---

**Goal:** By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

**Data:** Initial data will be collected and reported next quarter.

---

**Strategy:** Build and cultivate environments that foster 21st Century Learning by implementing Academy Based Learning approaches and principles that include the elements of the Graduate Profile.

**Timeline:** 10/2014 to 10/2019

**Focus this quarter:** - Project Based Learning collaboration takes place two times per month.

- PBL units are in various stages of completion.

- This goal team created and administered a baseline survey in the area of 21st Century Skills and Project Based Learning.

**Results:** Survey results indicate a need for deeper understanding in the area of 21st Century Skills. Five out of six grade levels have finished writing a PBL unit. Two grade levels have finished teaching an entire PBL unit. One grade level has refined and reflected on a PBL unit.

**Next Steps:** Follow up coaching with Project Based Learning facilitators will occur next quarter for all grade level teachers. Academy coaches will be available to assist collaborative groups to enhance PBL units. All certified staff will review PBL components as well as gain more understanding of 21st Century Skills on February 12. Misconceptions from the survey will be addressed. Tools will be provided to teachers to continue to develop 21st Century Teaching.

---

**Goal:** By 2019, 100% of Crest Hill 3rd and 5th grade students will be reading at grade level as measured by the NWEA reading assessment.

**Data:** May 2013 = 79% (3); 77% (5)

May 2014 = 80%(3); 85%(5)

May 2015 = 81%(3); 71% (5)

**Strategy:** All Crest Hill students will participate in weekly focused intervention and/or enrichment opportunities during the school day.

**Timeline:** 10/2015 to 5/2019

**Focus this quarter:** - At risk team continues to monitor the progress of students consistently scoring below the 40%.

- Classroom interventions are in place and are being monitored for all students below the 40%.

- Students with the greatest needs based on NWEA status data are receiving classroom interventions as well as small group or individual tutoring.

- Students in grades K-3 who are performing below state cut scores are being monitored. Interventions are set and progress monitoring is occurring.
- Students have been placed in ability groups for targeted intervention weekly.

**Results:** Students below state cut scores in grades 3-5 have been identified. Targeted intervention groups have been established. Non-classroom staff has been assigned in order to reduce student group size.

**Next Steps:** The At-risk team will continue meeting to facilitate discussions with all classroom teachers around intervention and progress monitoring.
CYMS

Mission: Focusing on our school and district strategic plans, we emphasize high expectations for student learning; we engage students in 21st Century skills; we celebrate achievement; and we create a safe and healthy environment.

Goal: By May of 2019, 100% of CY students will meet or exceed the expectations on the Wyoming School Accountability Model in reading as measured by PAWS results.

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 76.5%</td>
<td>May 2014 = 54%</td>
</tr>
<tr>
<td>May 2015 = 48%</td>
<td>May 2015 = 64%</td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2016 = 74%</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2017 = 84%</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2018 = 94%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
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</tbody>
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Strategy: Implement the Common Core English Language Arts Standards including Content Literacy Standards.

Timeline: 08/2014 – 6/2019

Focus this quarter: This quarter CY Literacy Goal Team members continue to use the results from the WDE Domain Report to focus on the areas of PAWS where CY students performed below the district and state in order to better focus interventions. The following areas are CY’s Focus Areas for literacy:

Literacy Focus Areas:
- Literature - Key Ideas/Supporting Details
- Literature - Craft and Structure
- Informational Text - Key Ideas/Supporting Details

Teachers in all content areas continue to support literacy through focused work toward students being able to: draw inferences, cite textual evidence, understand figurative and connotative meanings, select word choice, identify tone, theme, setting, plot, author’s purpose, point of view, complex words, structure of text, repetition of sound/rhyme, alliteration, analyzing poetry, character development, symbolism, mood, analogies, humor, suspense, dramatic irony, how parts of a story or text contribute to the whole, allusions, and analysis of author’s response to conflicting evidence or views. CY Literacy Goal Team members are utilizing the PAWS Blueprints and released items to guide work and to create opportunities for other content area teachers’ support with literacy. All teachers are using graphic organizers, Marzano Strategies, Literacy First Strategies, and MIRP (Monitored Independent Reading Practice) strategies. CY teachers continue to attend Wednesday PD sessions (first Wednesday of each month) to work on the standards. Teachers also meet during daily collaboration time (PLC time) to plan with their like-content teaching partners (2X per week) and CORE team members (2X per week) and with their larger, expanded CORE Team (1X per week.) District IFs and CY’s Teacher Coach continue to support teacher planning and implementation of CCSS. Lisa Taylor, District IF, has been working with CY Language Arts and Reading teachers to focus on the Common Core State Standards. The WDE Consolidated Report has been used to make sure that students are placed in the appropriate interventions and have support through before or after school Bridges Extended Day. CY Language arts and reading teachers co-teach with special education teachers and tutors to meet the needs of
all students and to focus on the growth of each student.

**Results:** 100% of teachers are using their curriculum maps to guide instruction. Science, social studies and elective teachers are continuing to support literacy standards. Short readings have been developed, uploaded and are ready for teacher use.

NWEA Data:
% of CYMS students at or above grade level on NWEA spring 2014-2015 test.
Reading -
6th - 71.08%
7th - 61.07%
8th - 72.77%
Language Usage -
6th - 68.55%
7th - 59.5%
8th - 70.18%

**Next Steps:** We are discouraged by a disconnect between the NWEA results and the PAWS results. We see the need to focus more on the PAWS Blueprint and released items to achieve better results. We also plan to look at test administration and the amount of time allocated. Plans are underway to lengthen the window for the administration of PAWS so that students feel that they have ample time. The Leadership Team made the decision to forgo the Winter NWEA administration (with the exception of science for the science pilot) so that students have a break between the fall and spring testing windows. The Leadership Team will continue to work with the Math and Literacy Goal Teams to provide valuable focus for all content area teachers. Each field trip request is scrutinized to make sure that the math and literacy focus areas are being supported. Classroom observation post-conferences include discussion regarding embedding, where appropriate work, related to the focus areas. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. The rollout of the new ELA standards includes a focus on reading support. August PD was devoted to the new ELA standards and their implementation in language arts and reading classes with support in other content areas. The November and February PD days were focused on standards work and support.

**Goal:** By May of 2019, 100% of CY students will meet or exceed the expectations on the Wyoming School Accountability Model in reading as measured by PAWS results.

<table>
<thead>
<tr>
<th>Data: Reading Equity</th>
<th>Targets</th>
</tr>
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</tbody>
</table>

**Strategy:** Implement the Inclusion Co-Teaching and Inclusion Tutoring Model.

**Timeline:** 8/2014 – 6/2019
**Focus this quarter:** CY language arts and reading teachers co-teach daily with a special education teacher assigned to their CORE Team. The teachers are supported by Christi Kasa, consultant; Kim Jennings, district inclusion specialist; district IFs; and the CY teacher coach via coaching days with feedback, and help with differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Language arts tutors also provide support in language arts classrooms to assist students who need support mastering standards. Special education students and tutored students are included in regular language arts classrooms. The Equity group students are expected to attended Bridges Extended School Day opportunities.

**Results:** There are significantly fewer students in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. When there is a need for additional help, students are referred to AM or PM Bridges Extended School Day.

**Next Steps:** Teachers will continue the Inclusion/Co-Teaching Model. Teachers will analyze individual student data from first semester to guide differentiation and to make schedule decisions for second semester. The Wednesday PD session included time to plan integrated units/lessons with other content area teachers to support the ELA standards. Ongoing PD and coaching with inclusion specialists Christi Kasa and Kim Jennings has been planned for the 2015/2016 school year. The rollout of the new ELA standards has focused on reading support through the standards implementation and differentiation of instruction within the classroom to meet different learner’s needs.

**Goal:** By May of 2019, 100% of CY students will meet or exceed the expectations of the Wyoming School Accountability Model in math as measured by PAWS results.

**Data:** Math Achievement

<table>
<thead>
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<tr>
<td>May 2014 =</td>
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</tr>
<tr>
<td>May 2015=</td>
<td>41%</td>
<td>May 2015= 58%</td>
</tr>
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<td>May 2016=</td>
<td></td>
<td>May 2016= 70%</td>
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<tr>
<td>May 2017=</td>
<td></td>
<td>May 2017= 80%</td>
</tr>
<tr>
<td>May 2018=</td>
<td></td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

**Strategy:** Implement the Common Core Math Standards including Math Practice Standards.

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** We are discouraged by a disconnect between the NWEA results and the PAWS results. We see the need to focus more on the PAWS Blueprint and released items to achieve better results. Plans are underway to analyze the administration and the amount of time allocated for the PAWS assessment. The plan is to lengthen the testing time over last year so that students do not feel rushed or too compressed. Math Goal Team members have analyzed the WDE Domain Report and continue to focus on areas where CY students scored significantly below the district or state. The focus areas receive support from math teachers and other content area teachers throughout the school year. The WDE Domain focus areas for math are:

**Math Focus Areas:**
- The Number System
- Geometry
- Statistics and Probability

Math teachers have created additional opportunities for students to practice in these areas and they will help other content area teachers know how to support students in the focus areas. Warm-ups, extended practice,
Strategic Plan Quarterly Update
Quarter 2 - undefined

exit slips and quick checks for understanding are being used to assess progress.

Supporting Math Focus Areas -
What exactly do students need to know and be able to do in our focus areas?
The Number System:
6th Grade: multiplication and division to divide fractions by fractions, computing fluently with multi-digit numbers and find common factors and multiples, applying and extending understanding of numbers to the system of rational numbers.
7th Grade: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
8th Grade: Know that there are numbers that are not rational, and approximate them by rational numbers.

Geometry:
6th Grade: Solve real-world and mathematical problems involving area, surface area, and volume
7th Grade: Draw, construct and describe geometrical figures and describe the relationships between them.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability:
6th Grade: Develop understanding of statistical variability. Summarize and describe distributions.
7th Grade: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
8th Grade: Investigate patterns of association in bivariate data.

CY math teachers continue to implement the new math materials and math progression with fidelity including the administration of the required benchmark assessments. District IFs have been involved with coaching and providing strategies. The strategy of the flipped classroom has spread throughout the math department and it provides students with the ability to view short teacher-created mini-lessons as homework, enabling more 1 on 1 time with teachers for problem solving and engagement during class time. Students and parents report liking the flipped classroom model for math! This continues to be supported by parents’ comments at Back to School Night and during Parent Teacher Conferences.

Results: CY 6th and 8th grade math students outperformed the district percent proficient on PAWS. 100% of the teachers are implementing the K-12 district math curriculum and math progression. Math teachers are following and adjusting their curriculum maps. Common assessments across the grade levels are in use. Teachers are administering the district math benchmarks according to the district schedule. Cynthia Porter, district IF, continues to support math teachers and math instruction. Rick Skatula, district Curriculum and Instruction, has visited CY three times to observe:

- Collaborative planning of a math lesson/unit (50 minutes)
- Classroom instruction to see the lesson (50 minutes)

Post observation collaboration time to observe teachers collaborating about results and next steps (50 minutes)

This is a huge time commitment on Rick Skatula’s part and meant so much to the teachers and administrators involved. He gave great suggestions and lots of support regarding planning, instruction, and debriefing. It was so nice to have a district C & I member show such interest in the day-to-day delivery of standards.

Results: % of CYMS students at or above grade level on 2014-2015 NWEA Math:
6th - 72.22%
Next Steps: Wednesday PD sessions will include time to plan integrated units/lessons with other content area teachers to support the Math standards. August, November and February PD time is devoted to ongoing math standards work through curriculum mapping, unit design, and lessons. CY is also inviting all students that are in the consolidated group to attend AM or PM Bridges Extended Day Program.

Goal: By May of 2019, 100% of CY students will meet or exceed the expectations of the Wyoming School Accountability Model in math as measured by PAWS results.

Data: Math Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<td></td>
</tr>
<tr>
<td>May 2015= 41.5</td>
<td>May 2015= 85</td>
</tr>
<tr>
<td>May 2016=</td>
<td>May 2016= 90</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 95</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 97</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100</td>
</tr>
</tbody>
</table>

Strategy: Implement the Inclusion/Co-Teaching and Inclusion Tutoring Model.

Timeline: 8/2014 – 6/2019

Focus this quarter: CY math teachers co-teach daily with a special education teacher assigned to their CORE Team. The teachers are supported by Christi Kasa, consultant; Kim Jennings, district inclusion specialist; district IFs, and the CY teacher coach via coaching days with feedback, and help with differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Math tutors also provide support in math classrooms to assist students who need support mastering the standards. Special education students and tutored students are included in regular math classrooms. Case managers are playing a crucial role in expecting their students to attend Bridges Extended Day.

Results: Significantly fewer students are in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. Equity students will be expected to attend Bridges Extended School Day for additional skill support. The inclusion co-teaching model is showing promising results.

Next Steps: Teachers will continue the Inclusion/Co-Teaching Model. Teachers will analyze individual student data from 1st semester to guide differentiation and to make schedule decisions for next quarter/semester. The Wednesday PD sessions include time to plan integrated units/lessons with other content area teachers to support the math standards. Ongoing PD and coaching with inclusion specialist, Christi Kasa, has been planned for the 2015/2016 school year. The rollout of the new math standards continues a focus on math support through the standards implementation.
CYMS

Focusing on our school and district strategic plans, we emphasize high expectations for student learning; we engage students in 21st Century skills; we celebrate achievement; and we create a safe and healthy environment.

**Goal:** By May of 2019, 100% of CY students will meet or exceed the expectations on the Wyoming School Accountability Model in science as measured by PAWS.

**Data:** Science Achievement

<table>
<thead>
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<th>Targets</th>
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<tr>
<td>May 2014 = 46%</td>
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<tr>
<td>May 2015= 45%</td>
<td></td>
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<tr>
<td>May 2016=</td>
<td>May 2016= 63%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 73%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 90%</td>
</tr>
</tbody>
</table>

May 2019 = May 2019 = 100%

**Strategy:** Implement an integrated (physical, earth, life) science approach aligned to Wyoming State Standards.

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** We continue to be encouraged by the positive correlation between the Science NWEA results and the Science PAWS results. We exceeded the state average and were number 2 in the district in the area of science. We will continue to focus more on the PAWS Blueprint and released items to achieve better results. We also plan to look at test administration and the amount of time allocated. CY science teachers continue to collaborate to create integrated units and lessons as part of a three-year pilot. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level. CY also piloted the Science NWEA this year and they plan on a winter test administration in January. CY science teachers attended Buck Problem-Based Learning training in California over the summer. They led a professional development day in August and shared their learning with their colleagues. PBL is a driving force of the science planning for this school year. Projects include working with the BLM on a field science project and the procurement and planting of tower gardens that will result in a Farmer’s Market.

**Results:** 100% of teachers are using their curriculum maps to guide instruction. Action plans are being implemented. Surveys have been taken by all students to establish baseline data. NWEA baseline has been established. NWEA data shows 63% of CYMS students scored at or above the district grade level mean RIT on NWEA spring 2014-2015 test.

**Next Steps:** Teachers will continue to create integrated units and lessons throughout 4th quarter and the summer of 2015. Science department attended Buck Institute PBL training in June. The science department will incorporate PBL into the integrated curriculum. Full implementation of integration for 6th and 7th grade will take place during the 2015/2016 school year with 8th grade to follow during the 2016/2017 school year.
Dean Morgan

Dean Morgan will focus on the total development of each child:
Physical, Intellectual, Emotional and Social.

Goal: By May of 2019, Dean Morgan will meet or exceed the performance expectations on the Wyoming School Performance Report as measured by PAWS results in reading.

Data: https://goo.gl/PCxCNQ - Equity Subgroup

Strategy: Provide the quality differentiated instruction to all students in all learning environments.

Timeline: 10/10/15 - 1/10/16

Focus this quarter: - Co-teaching > implementation of Co-teaching strategies. Training and support from Kristi Casa and Kim Jennings. Ongoing coaching in all areas of implementation in reading and language arts. Planning, collaboration and lesson delivery dependent upon skill set of co-teaching team.
- All ELA Teachers implementing and validating CLI curriculum work in roll out of district aligned standards.
- Team of teachers, IFs and admin. attended Assessment Literacy training through Marzano Research on common assessments.
- Building professional development to include SIOP, PBIS.
- Staff began Book Study cohort on a variety topics.
- BLT Members attended the last of three two-day PLC training.
- PAWS, Accountability results and Wyoming School Comprehensive Plan were reviewed and analyzed with all certified staff members.
- BLT worked with Director of Assessment, Charlotte Gilbar, to deepen understanding of Accountability Report data including equity students and student growth percentile.

Results: - Teachers increased understanding and practices of inclusion through ongoing observations and feedback with Krisit Casa and Kim Jennings.
- ELA Teachers having taught and validated outcomes of the standards alignment work with CLI.
- BLT Members attended and began implementation of PLC Three Big Ideas > Focus on Learning, Collaboration and Focus on Results. All certified staff received professional development by BLT members to reflect on current practices and set goals.
- Building teacher capacity in differentiated instruction strategies through SIOP, PBIS and book study work.

Next Steps: - Building professional development to include work on ELA standards in all content areas through the Common Core Companion and differentiating for gifted/talented and high achieving students
- Goal teams will began action planning to meet goal.
- Plan for Assessment Literacy Training and additional Quantum Learning training for all staff.
- Teams will use NWEA Winter data to identify strengths and areas of growth.
- Continue to monitor placement and progress of Challenge and At-Risk students.
- Book Study groups will share learning with all staff.

Goal: By May of 2019, Dean Morgan will meet or exceed the performance expectations on the Wyoming School Performance Report as measured by PAWS results in Math & Science.
Strategic Plan Quarterly Update
Quarter 2 - undefined

Data: https://goo.gl/PCxCNQ - Equity Subgroup

Strategy: Provide quality differentiated instruction to all students in all learning environments.

Timeline: 10/10/15-1/11/16

Focus this quarter: - Co-teaching > implementation of Co-teaching strategies. Training and support from Kristi Casa and Kim Jennings. Ongoing coaching in all areas of implementation in reading and language arts. Planning, collaboration and lesson delivery dependent upon skill set of co-teaching team.
- Team of teachers, IFs and admin. attended Assessment Literacy training through Marzano Research on common assessments.
- Building professional development to include SIOP, PBIS.
- Staff began Book Study cohort on a variety topics.
- BLT Members attended the last of three two-day PLC training.
- PAWS, Accountability results and Wyoming School Comprehensive Plan were reviewed and analyzed with all certified staff members.
- BLT worked with Director of Assessment, Charlotte Gilbar, to deepen understanding of Accountability Report data including equity students and student growth percentile.

Results: - Teachers increased understanding and practices of inclusion through ongoing observations and feedback with Kristi Casa and Kim Jennings.
- BLT Members attended and began implementation of PLC Three Big Ideas > Focus on Learning, Collaboration and Focus on Results. All certified staff received professional development by BLT members to reflect on current practices and set goals.
- Building teacher capacity in differentiated instruction strategies through SIOP, PBIS and book study work.

Next Steps: - Development of math interventions for Comet Block to meet remedial, on grade level, and advanced needs.
- Building professional development to include differentiating for gifted/talented and high achieving students
- Goal teams will began action planning to meet goal.
- Plan for Assessment Literacy Training and additional Quantum Learning training for all staff.
- Teams will use NWEA Winter data to identify strengths and areas of growth.
- Continue to monitor placement and progress of Challenge and At-Risk students.
- Book Study groups will share learning with all staff.
- Dean Morgan Science department will begin curriculum work to align standards and identify gaps as a result of PAWS Science achievement score.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Dean Morgan Page 2
Evansville

Empowering students to succeed by excelling in attendance, achievement, and citizenship.

Goal: All Evansville students will read at a proficient or advanced level as measured by District and State tests.
Data: On our winter NWEA assessment we had 69% of students reading at the District grade level standard.
Strategy: 1. Implement District ELA standards.
2. Use Daily 5 reading framework.

Focus this quarter: We have focused on Hattie and Marzano strategies that work to continue to improve our instruction. We also began to analyze strategies and practices that have helped us to be more successful in math than reading. We are looking for strategies to be replicated in reading that helped in math.
Results: Our school is committed to improve our reading results. While we are pleased to be an "Exceeding Expectations" school, we are working on reading improvement.
Next Steps: We will engage IFs to provide coaching in reading strategies, send a team to a vocabulary PD and continue our work in developing a deeper understanding of Daily 5.

Goal: All Evansville Students will score at a proficient or advanced level in math as measured by District and State tests.
Data: On our winter NWEA assessment we had 79% of students performing at the District grade level standard in math.
Strategy: We continue to work to support our core math program with a secondary resource of Number Corner. This dual approach has been a significant part of our success.
Focus this quarter: The math goal team reviewed and analyzed data from NWEA, PAWS and monthly grade level assessments. Additionally, we have reflected and created ideas to improve parent involvement along with student engagement during Family Nights.
Results: Our math results continued to be monitored closely. We are on a successful path for math success and we will continue to monitor and adjust the plan to achieve greater levels of success.
Next Steps: We have discussed looking for partner schools where both schools can share their successes with each other. We will investigate the possibilities to do this work.

Goal: All students will be proficient or advanced in writing, as measured by Common Core.
Data:
Strategy: We will collect data on student writing this year to establish a baseline for our writing plan for the future.
Timeline: 1/2016-6/2016
Focus this quarter: This quarter, ELA goal team has worked to find a common assessment to monitor school-wide progress in writing. After reviewing serval resources, we are creating the assessment using common core as our framework.
Results:
Next Steps: By the end of the 3rd quarter we will have a plan for the collection of writing data.
The mission of Fort Caspar Academy to train the intellect and the character of the student; to teach and prepare the student academically, not only for college but also for a lifetime of learning; to provide a structured environment that enhances the learning process and to promote parental involvement. True learning progresses from facts to understanding to expression. To ensure this progression is made, our mission is to continue a consistency in our approach to education at all grade levels.

**Goal:** By 2019, FCA students will meet or exceed median growth percentile targets and expectations as defined in the Wyoming School Accountability model on the MATH PAWS assessment.

**Data:**

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<td>60 MGP</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>61 MGP</td>
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**Strategy:**
- Strategy 1: Alignment to and implementation of Common Core State Standards, with vertical alignment discussions from grade to grade to follow.
- Strategy 2: Utilize a tiered system of interventions (i.e. tutor, special education, tier 2 classroom interventions) for students in that cohort of need.

**Timeline:** 10/2015-1/2016

**Focus this quarter:** As a staff we dug deeper into PAWS results and looked at comparative scores in achievement, growth, and equity between grade levels and compared to the district.

**Results:** The math goal team has been looking at effective practices in different grades. The goal team is also looking at the 8 standard practices delineated by Common Core Standards and evaluating how Saxon Math and My Math align with teaching those standards.

**Next Steps:** Goal teams will continue to look at effective practices for instruction of standards and practices. The team will develop presentations for the staff as a whole on their findings.

**Goal:** By 2019, FCA students will meet or exceed median growth percentile targets and expectations as defined in the Wyoming School Accountability model on the READING PAWS assessment.

**Data:**

<table>
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<th>Target</th>
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</table>
Strategic Plan Quarterly Update
Quarter 2 - undefined

Strategy: Strategy 1: Alignment to and implementation of Common Core State Standards, with vertical alignment discussions from grade to grade to follow.
Strategy 2: Utilize a tiered system of interventions (i.e. tutor, special education, tier 2 classroom interventions) for students in that cohort of need.
Timeline: 10/2015-1/2016

Focus this quarter: Similar to the math team, a deeper look at PAWS results reveals areas of strength and for greater focus and growth. Team members are able to share successful practices. The team has begun looking at instructional practices such as close reading and what that means. The team has also looked at instructional practices within Spalding Language Arts that support Common Core standards.

Results: BLT and Mr. Edwards fine-tuned the staff meeting and goal team meeting schedule to allow better time to focus on include monthly professional development. This includes a focus on Spalding with common core standards in mind. Grade level teams are working on planning during collaboration time, with some teams rewriting and improving assessments to reflect Common Core standards and higher level thinking.

Next Steps: Professional Development focused on how Core Knowledge approach strongly supports vocabulary growth and reading informational texts. Continued professional development related to Depth of Knowledge and use in reading will support high levels of student engagement in texts. Teams will continue to learn about practices to engage students in literature more deeply and learn required outcomes at a high level.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Frontier Middle School

*Frontier Middle school is a small school instilling respect, cooperation, hard work, and a positive attitude. We empower individuals to achieve success!*

**Goal:** By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming Accountability model in Reading as measured by PAWS results.

<table>
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<tr>
<th>Data: Actual</th>
<th>Targets</th>
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<td>May 2015= 27%</td>
<td>May 2015= 49%</td>
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<td>May 2016= 61%</td>
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<td>May 2017= 74%</td>
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<td>May 2018= 87%</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
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</tbody>
</table>

**Strategy:** Reading Achievement – Implement Language Arts CCSS through continuous improvement and differentiation.

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** The reading team has collaborated to create unit plans and streamline our data collection. We have been working with instructional facilitators to come to a resolution on how to collect efficient data to predict who will be proficient or not on the PAWS test. The decision to collect data came down to using the quarterly grades per student and average per grade using the new curriculum to predict PAWS scores. Our goal is to align and validate our work in the classroom with the new curriculum by creating valuable units with multiple assessments per outcome while validating the process and analyzing the layout of the new curriculum by giving respectable feedback. Our main focus has been on rolling out the new curriculum efficiently through successful daily lessons and pacing of the outcomes.

**Results:** In the first quarter 6th graders have an average of an 88%; which is proficient according to our goal. Each individual has varied from very low to very high: the sample size is 48.

7th and 8th grade collected their grades by points per assignment so we are once again revamping the data collection process. We are looking for a report to transfer to spreadsheet through infinite campus.

**Next Steps:** We look forward to a district wide benchmark to track individual students and school ELA data. We will continue to find valuable data to report for our predictive assessment. Most of our work from here on out will be with creating valuable units. We know through the curriculum committee we will have benchmarks to validate our outcomes so in the meantime we will use the data we currently have through daily grades with a new reporting system. We will continue to validate and use the new curriculum to guide our daily lessons.

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**Goal:** By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming Accountability model in Math as measured by PAWS results.

<table>
<thead>
<tr>
<th>Data: Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2014 = 25%</td>
<td></td>
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<tr>
<td>May 2015= 15%</td>
<td>May 2015= 40%</td>
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</tbody>
</table>

Frontier Middle School Page 1
Strategic Plan Quarterly Update
Quarter 2 - undefined

May 2016 = May 2016 = 55%
May 2017 = May 2017 = 70%
May 2018 = May 2018 = 87%
May 2019 = May 2019 = 100%

Strategy: Math Achievement – Implement Math CCSS through continuous improvement and differentiation.
Timeline: 9/2014 – 5/2019
Focus this quarter: Much of our collaboration time this quarter was spent on the completion of our Comprehensive Report, unit design, and careful pacing of instruction under the guidance of our instructional facilitator. This work allowed the math team to celebrate the good start we have made in differentiating to meet the needs of our different learners through the use of small groups and a variety of teaching and classroom management techniques.

Results: The first of three UPS Check problem solving assessments was given. The results indicate that students need more work on content and checking their results for reasonableness. The average scores on the assessment were 1.75 out of 4 for the 6th grade, 2.2 out of 4 for the 7th grade, and 1 out of 4 for the 8th grade. These areas will be addressed during both whole group and small flexible ability group time. Careful pacing of instruction and review under the supervision of our instructional facilitator has led to an increase in quiz scores in the 8th grade (24 students scoring 75% or higher on their weekly quiz in December versus 3 students scoring 75% or higher at the beginning of the year) and the 7th grade (39 students scoring 75% or higher on their weekly quiz in December versus 9 students scoring 75% or higher at the beginning of the year). This has led to a feeling of accomplishment in both students and staff. Social skills such as active listening and communication, and Quantum Learning techniques such as the use of music have increased student engagement and participation.

Next Steps: Continue to explore professional development opportunities focused on the Common Core and differentiation
· Continue to work with our Instructional Facilitator on pacing and PAWS preparation
· Update our Differentiation Action plan to focus on student growth using the Student Growth Percentile in addition to achievement. Use this data to evaluate the success of our interventions.
· Prepare for and administer our second UPS check assessment. Evaluate results.
· Explore ways to assess and meet the needs of students new to FMS.

Goal: FMS will provide a safe and healthy learning environment for young adolescents measured by student engagement survey.

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<thead>
<tr>
<th>Data: Actual</th>
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<tr>
<td>May 2014 = 59%</td>
<td>May 2015 = 65%</td>
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<tr>
<td>May 2015= 60%</td>
<td>May 2016= 73%</td>
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<tr>
<td>May 2016= 52%</td>
<td>May 2017= 85%</td>
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<tr>
<td>May 2017=</td>
<td>May 2018= 93%</td>
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<tr>
<td>May 2018=</td>
<td>May 2019 = 100%</td>
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</table>
Strategic Plan Quarterly Update
Quarter 2 - undefined

Strategy: Implement school wide Positive Behavior Supports Program with fidelity.

Timeline: 9/2014 – 5/2017

Focus this quarter: Train staff on school-wide behavior supports.
This quarter, PD was offered to staff on August 31st, 2015. The entire staff was not present, but the training was an opportunity for all to attend. Also, H&S Team requested additional PD days on Nov. 4th and Jan. 6th for ongoing training. Student Services facilitated matrix and bully training to all students in the first month of school.

Results: At this point, there are 27 students on Behavior Contracts, which is approximately 17% of the student body. Percentage of students on tier II is approximately 10%. Percentage of students on tier III is approximately 7%.

Next Steps: The H&S team will evaluate the quarterly student services data to determine next steps. The team will also use input from the Nov. 4th PD to determine staff PD needs.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Grant Elementary

Empowering ~ Enriching ~ Excelling ~ Engaging

**Goal:** By 2019, all Grant Elementary students will demonstrate proficiency in Common Core State Standards in English Language Arts, measured by PAWS achievement indicator as defined by the Wyoming School Accountability model.

**Data:** Reading Achievement (PAWS)

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<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013 = 58% ALL</td>
<td>May 2015 = 64%</td>
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<tr>
<td>May 2014 = 54% ALL</td>
<td>May 2016 = 74%</td>
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<tr>
<td>May 2015 = 56% ALL</td>
<td>May 2017 = 84%</td>
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<tr>
<td>May 2018 =</td>
<td>May 2018 = 94%</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
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**Strategy:**
- Strategy 1: Implement Common Core English Language Arts Standards with fidelity.
- Strategy 2: Improve Response to Intervention specifically Tier 1.
- Strategy 3: Implement a weekly fluency passage school wide.

**Timeline:** 8/2014-5/2019

**Focus this quarter:** Our overall focus is to have students fluent by the end of grade 5. Each grade level will focus on their part of the Literacy First continuum. All grades will have fluency practice appropriate to their grade level on a regular basis. Each grade level is going to begin to send home a weekly fluency passage for home practice.

**Results:**
- *We will use NWEA data to guide and differentiate instruction in the classroom.*
- **Fall NWEA data**

<table>
<thead>
<tr>
<th>TEACHER</th>
<th># OF STUDENTS</th>
<th>HIGHEST PERFORMANCE</th>
<th>LOWEST PERFORMANCE</th>
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<tr>
<td></td>
<td>BELOW 40th PERCENTILE</td>
<td>AREA-CLASS</td>
<td>AREA-CLASS</td>
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<tr>
<td>Eaton/Fretland</td>
<td>22 Informational/Vocabulary</td>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td>Cole</td>
<td>6 Language</td>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td>Christensen</td>
<td>4 Vocabulary</td>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td>Arnold</td>
<td>10 Informational</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Romsa</td>
<td>9 Vocabulary</td>
<td>Informational</td>
<td></td>
</tr>
<tr>
<td>Frieze</td>
<td>7 Informational</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Strom</td>
<td>13 Vocabulary</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Orr</td>
<td>2 Informational</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Sims</td>
<td>2 Vocabulary</td>
<td>Informational</td>
<td></td>
</tr>
<tr>
<td>Eason</td>
<td>4 Vocabulary</td>
<td>Informational</td>
<td></td>
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</tbody>
</table>

Grant Elementary Page 1
Strategic Plan Quarterly Update
Quarter 2 - undefined
Southwick 6 Vocabulary Literature/Informational

*Literacy 1st data will be used as an instructional framework in the classroom. (Displayed in classroom and on school-wide public display Literacy board, first harvest date October 14th to align with District.)

<table>
<thead>
<tr>
<th>Literacy First 2015</th>
<th>OCT.</th>
<th>NOV.</th>
<th>DEC/JAN.</th>
<th>FEB.</th>
<th>MAR./APRIL</th>
<th>MAY</th>
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<tbody>
<tr>
<td>Grade: Kdg</td>
<td>PA</td>
<td>0%</td>
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<td></td>
<td>Phonics</td>
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<tr>
<td>Grade: 1st</td>
<td>PA</td>
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<td>35%</td>
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<td></td>
<td>Phonics</td>
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<tr>
<td>Grade: 2nd</td>
<td>Phonics</td>
<td>0%</td>
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<td>Comp</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Grade: 3rd</td>
<td>Phonics</td>
<td>34%</td>
<td>50%</td>
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<tr>
<td></td>
<td>Comp</td>
<td>0%</td>
<td>0%</td>
<td></td>
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<tr>
<td>Grade: 4th</td>
<td>Fluency</td>
<td>69%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade: 5th</td>
<td>Fluency</td>
<td>57%</td>
<td>63%</td>
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</table>

**Next Steps:** 1. Analyze Literacy First data each month and NWEA data as it is available.

2. All classroom teachers have received professional development/training in best practices for Guided Reading/Literacy Blocks through the Literacy First Framework. The school wide collective commitment is to implement this training with consistency and that all grade levels will have a minimum of 45 minutes of small group reading block. During this block the expectation is to use the data from step one to create flexible groups at the student's ZPD (Zone of Proximal Development) to fill students' gaps from the Literacy First continuum and provide direct instruction from NWEA performance areas as indicated by the classroom data. Classroom
teachers will monitor and adjust these small groups to improve our response to interventions at the Tier 1 level.

3. This year our master schedule includes CUB Time (interventions/enrichments) for each grade level. The intent of the intervention is to provide Tier 2 intervention in the classroom using the same data from step 2 above. Our emphasis will be to flood the K-3 classrooms in order to provide smaller groups during CUB Time. Currently all K-3 grades have 30 minutes of CUB Time 4 days per week. 4th & 5th grade have 30 minutes of CUB Time 3 days per week.

4. Each grade level will begin sending home a fluency passage each week as homework practice.

5. Ensure fluency is common and consistent school-wide.

Goal: By 2019, all Grant Elementary students will demonstrate proficiency in Common Core State Standards in Math, measured by the PAWS achievement indicator, as defined by the Wyoming School Accountability model.

Data: Math Achievement (PAWS)

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 75% ALL</td>
<td>May 2015 = 58%</td>
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<tr>
<td>May 2014 = 48% ALL</td>
<td>May 2016 = 68%</td>
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<tr>
<td>May 2015 = 42% ALL</td>
<td>May 2017 = 78%</td>
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<tr>
<td>May 2016 =</td>
<td>May 2018 = 89%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2019 = 100%</td>
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</table>

Strategy: Strategy 1: We will implement the Common Core Math Standards schoolwide through the use of vertical alignment and implementing CCSS aligned resources.

Timeline: 8/2014-5/2019

Focus this quarter: We have created a fact fluency continuum for Kindergarten through Fifth grade. We have begun selecting resources aligned to the continuum, which is aligned to CCSS. We purchased Reflex math fact fluency for grades K-5. 1st-5th grades have started to implement this program. Kindergarten is exploring the program and selecting components that work for their grade level.

Results: We have created the fact fluency continuum. This recommendation was taken to the Leadership Goal Team for approval and then the Math Goal Team shared the continuum and expectations with the staff last spring (March 2015). We are currently using Reflex. We will share data once it has been identified, collected, and evaluated based on our next steps.

Next Steps: 1. Math goal team will create a standard measure for collecting the data from the math fact fluency to report systematically once a common resource is identified to meet this need. The Math goal team is recommending to the Leadership goal team the purchase of Reflex Math fact fluency computer program for
use in all grades K-5. This recommendation has been approved with some additional contingencies of the professional development considerations and the time frame in which to schedule this for the staff.

2. The Math goal team will need to research if we can actually purchase and begin using this resource school-wide before we have the professional development that is required by this company. Staff agreed to this purchase and professional development during our staff team meeting in October 2015. From further research, we found that professional development was not needed to begin using Reflex program.

3. Math goal team is recommending to Leadership that we have a discovery day where 5th grade teachers help all certified staff access reports on Reflex. Math goal team will look at reports available and start to create a common and consistent measure of student mastery in fact fluency. We will align the fluency assessment with the Grant fluency continuum that was created last year.

**Goal:** Our school has created an additional goal team this year. We will have a Well-Being Goal Team to monitor our safe and healthy environments. By May of 2019, Grant Elementary will reduce office referrals by 50% in order to create a more positive school culture as measured by quarterly, comparative data including behavior set evaluations, “caught-ya’s”, and office referrals.

**Data:** Data will be determined once this team has determined a goal(s).

Goal has been determined and target data will be determined as part of next steps.

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2014 =</td>
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<td>May 2016 =</td>
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<td>May 2018 =</td>
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<td>May 2018 =</td>
<td>May 2019 =</td>
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</table>

Set evaluation data Spring 2015

What are the number of school rules?
9 staff responses
4/9 (44%) were able to name all three (Be safe, Be respectful, Be responsible)
3/9 were able to name 2/3
1/9 was able to name 1
1/9 was not able to name any school expectations
7/9 reported that they have taught the school rules, 2/9 have not.
6/9 staff reported that they had given out “caught ya’s” since Spring Break

What behaviors would staff report to office:
战略计划季度更新

第二季度 - 未定义

- 扔掉
- 触碰
- 不安全
- 物理攻击
- 口头攻击
- 自我或他人危险
- 持续的物理和口头攻击
- 重大事件
- 欺凌
- 严重干扰

“重大”行为

- 5/9名工作人员表示，您的学校有一个团队来解决学校范围内的行为支持系统
- 2/9名工作人员表示，他们是学校行为团队的成员
- 33名学生接受了采访
  - 19/33（57%）的学生无法报告任何学校规则
  - 带有提示（保持安全，保持尊重，保持负责）
  - 4/33（12%）能够识别2个学校规则
  - 8/33（24%）能够报告所有3个学校规则

数据："抓到的YA'S"

- 2015年5月= N/A，去年没有进行跟踪
- 2016年5月= 第1季度：502个"抓到的YA'S"（下季度目标800）

  - 第2季度：1,356个"抓到的YA'S"，截至1/7/2016

- 2017年5月=
- 2018年5月=
- 2019年5月=

数据：办公室转介

- 2015年5月= 第4季度：194个办公室转介
- 2016年5月= 第1季度：35个办公室转介

  - 第2季度：28个办公室转介，截至1/7/2016

- 2017年5月=
- 2018年5月=
- 2019年5月=

策略：

- 策略1：实施Gran过Elementary行为矩阵，全校范围内的准确度。
- 策略2：学校文化将通过行为集评估来衡量。
- 策略3：通过跟踪"抓到的YA'S"和办公室转介来改善学校文化。

时间表：2015年秋季 - 2019年春季
Focus this quarter: Our school has created a school-wide behavior matrix and we have begun to teach, model, and practice each area of the matrix each week within our daily well-being time so students and staff will have clear expectations for school behaviors.

Grant Elementary Well-being team has implemented Behavior Matrix throughout the school. We are working to implement time out sheets, buddy room sheets, and what the office referrals will look like to help increase school culture (climate) through positive interventions. They will all coincide with our behavior matrix. We are working on creating a behavior continuum to help document interventions that were used up to receiving an office referral.

Results: Results will be collected when a more specific goal has been determined.

Each classroom teacher educates their students during the first fifteen minutes of every class on a different section of the behavior matrix. The behavior matrix is posted in every classroom. We have the behavior matrix posted in several areas in the building (hallways, cafeteria, playground, bathroom). We have decreased our office referrals and have increased our “caught ya’s” for the quarter. Our school culture (climate) has become more positive with less behavioral concerns from students based off of our data as of Jan. 7, 2016.

(See data).

Next Steps: Well-Being goal team has been established and has met for the first time. We have brainstormed several options for goals relevant to the work we wish to accomplish for improving the overall well-being and culture of our school for students and adults.

1. We will be doing our next set evaluation with the behavior interventionists, school wide next week (Week of 1/11/16) for Spring 2016.

2. We will be analyzing the data from Spring 2015 to Spring 2016 on how our school culture (climate) has changed due to the behavior matrix being rolled out.

3. We will continue to analyze the data from office referrals from Spring 2015 to Spring 2016. The office referrals will help us with seeing how we have decreased our behavioral concerns with students.

4. We will continue to analyze the data on how we are building a positive school culture by handing out “caught ya’s” to students and acknowledging their random acts of kindness.

5. We will determine our target data for our goals.
KWHS

To prepare each student for the next step

Goal: By May 2019, students will meet or exceed the state’s Achievement indicator of the Wyoming Accountability in Education Act, as measured by the ACT.

Data: Actual Targets

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Strategy: KWHS formalized the implementation of PLC’s building-wide beginning in the Fall of 2014.

Timeline: 11/2/15-3/24/16

Focus this quarter: PLC’s will continue their development of common formative and summative assessments. The data generated will eventually drive conversation about student learning and effective teaching strategies. This information will be used by PLC’s to increase student learning.

Results: By March of 2016 selected artifacts developed by PLC’s will be shared with all faculty. In May faculty will share their progress with an expert from SolutionTree and receive additional training.

Next Steps: Administrators will continue to monitor the progress of professional learning communities at KWHS.

Goal: By May 2019, students will meet or exceed the state’s Achievement indicator of the Wyoming Accountability in Education Act, as measured by the ACT.

Data: Actual Targets

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Strategy: Adopt and implement the “7 Correlates of Effective Schools” as a strategy of continuous school improvement.

Timeline: 11/2/15 - 3/14/16

Focus this quarter: Faculty correlate group leaders met periodically with their groups to discuss "next steps". Faculty and selected staff attended a professional development consisting of a 1.5 hour video conference with L. Lazotte (author of "What Effective Schools Do"). Consensus was the need for a building-wide survey to gauge both current status and future needs.

Results: A building-wide survey was developed, reviewed and given to staff. Survey results have been shared with all staff and analysis has begun. This should provide data useful to each correlate group.
Strategic Plan Quarterly Update
Quarter 2 - undefined

Next Steps: Analysis of the survey to determine current status (with regard to each correlate). Decisions can then be made about how best to progress.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Lincoln E.S.

We, at Lincoln Elementary School, build strong foundations leading to unlimited success through high expectations, high time on task, a strong academic focus, strong instructional leadership, and accountability.

Goal: Goal #1: At-Grade Level Readers. By May of 2019, 85% of our students will read at grade level as measured by the NWEA assessment.

Data: Spring 2015 PAWS Reading
3rd grade - 20% prof./adv.
4th grade - 35% prof./adv.
5th grade - 44% prof./adv.

Strategy: Strategy #1 – Using the Literacy First and/or NWEA learning continuums to guide and differentiate instruction to address individual student needs.

Strategy #2 – Build foundational skills and fill gaps using explicit instruction that follows the Literacy First continuum.


Focus this quarter: Continuing work w/ differentiated Literacy First groups. Hired new classified Tier I interventionist. Grade-level classroom teachers continuing to address foundational gaps via differentiated learning centers in their classrooms, as well as services provided by classified interventionist, certified tutors, ESL teachers, and SpEd teachers.

Results: We are in the middle of the winter NWEA window. Data coming soon.

Next Steps: Continue filling gaps. We are shifting away from using NWEA MAP testing for school goals in an effort to align with WAEA system

Goal: Goal #2: Proficient Readers. By May of 2019, 90% of our students will meet or exceed the expectations in reading as measured by the state assessment.

Data: Spring 2015 PAWS Reading
3rd grade - 26% prof./adv.
4th grade - 40% prof./adv.
5th grade - 24% prof./adv.

Strategy: Strategy #1 To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.

Strategy #2 Supplement current reading program by increasing exposure to lengthier, more rigorous text.


Focus this quarter: Continued planning and implementation of explicit instruction of CCSS content vocabulary in units and daily lessons. Adding vocabulary clusters.

Greater alignment of reading units to CCSS, to include use of more rigorous text and tasks.

Permission granted to abandon current reading program. (LbD developed and implemented pre-CCSS.)

Had Dr. Gilbar come to one of our BLT meetings to discuss areas of improvement in our comparison data. This was a breath of fresh air to a team who is working hard but not seeing much success and losing hope.
ELA vocabulary lists and instruction going well. Were struggling on how and when to teach cognitive verbs. Goal team is taking an online course from ASCD called "Teaching the Critical Verbs". When done, will make recommendations to BLT for next steps. This has been VERY informative and beneficial.

Continued emphasis on the development of dual lesson objectives and implementation of other SIOP strategies.

Results: Content vocabulary being taught in reading.
Next Steps: Recommendation from goal team to BLT re. next steps for cognitive verbs coming soon.

Goal: Goal: Proficient Writers. By May of 2019, 90% of our students will meet or exceed the expectations in writing as measured by the state assessment.
Data: No SAWS data available.
Strategy: Strategy #1: To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.

Strategy #2: Deliver Being a Writer with fidelity plus – addition of graphic organizers, mini-lessons, etc.
Focus this quarter: Incorporating explicit instruction of CCSS content vocabulary for writing into Being a Writer units and daily lessons. Adding vocabulary clusters.

Greater alignment of writing units/lessons to CCSS, to include use of more rigorous text and tasks.

Continued delivery of BaW w/ fidelity

Writing goal team taking the lead on work with cognitive verbs previously mentioned.

Looking into alternative ways to assess writing with validity in light of no current state or district writing assessments.
Results: Content vocabulary being taught in reading.

Students are excited about writing and are writing more than ever before.
Next Steps: Seek valid writing assessment options

Recommendation from writing goal team to BLT re. next steps for cognitive verbs coming soon.

Goal: Goal: Proficient Mathematicians. By May of 2019, 90% of our students will meet or exceed the expectations in math as measured by the PAWS and NWEA assessments.
Data: Spring 2015 PAWS Math
3rd grade - 20% prof/adv
4th grade - 35% prof/adv
5th grade - 44% prof/adv

Strategy: Strategy #1: To create a system and explicitly teach CCSS-aligned math content vocabulary words to students.
Strategy #2: Deliver the My Math program with fidelity plus – fact practice, spiraling, tech integration, etc.


**Focus this quarter**: Additional PD on online My Math resources.

Continued emphasis on the development of dual lesson objectives and implementation of other SIOP strategies during math instruction.

Incorporating explicit instruction of CCSS math content vocabulary into math units and daily lessons. Adding vocabulary clusters.

Greater alignment of math lessons to CCSS, to include more practice with rigorous, multi-step problem-solving tasks.

Continued delivery of My Math w/ "Fidelity Plus"

Writing goal team taking the lead on work with cognitive verbs previously mentioned. This work will directly affect math instruction.

**Results**: Teachers being more intentional in their math planning and instruction.

**Next Steps**: Fully develop and implement math clusters.

Determine which cognitive verbs are best suited to be taught during math time.

Analyze Winter NWEA data as a formative progress check when available.
Manor Heights Elementary

At Manor Heights, our mission is to BELIEVE in ourselves and in each other, ACHIEVE our academic and personal goals, and SUCCEED in school and life.

BELIEVE, ACHIEVE, SUCCEED!

Goal: By May of 2019, 100% of our Manor Heights students (K-5) will be prepared for middle school as measured by meeting or exceeding the expectations on the Wyoming School Accountability report in Reading and Mathematics.

Data:

<table>
<thead>
<tr>
<th>Data: Reading Achievement</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>59%</td>
<td>May 2015 = 63%</td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td>May 2016 = 66%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017 = 70%</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018 = 72%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 = 75%</td>
</tr>
</tbody>
</table>

Data: Reading Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 37.5%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 81%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 44.5%</td>
<td>May 2015 = 47</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2016 = 49</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 = 52</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 = 56</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 60</td>
</tr>
</tbody>
</table>

Data: Mathematics Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 83.8%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 40%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 42%</td>
<td>May 2015 = 50%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2016 = 55%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 = 60%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 = 65%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 70%</td>
</tr>
</tbody>
</table>

Data: Mathematics Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 37.5%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 2 - undefined

May 2014 = 82%
May 2015 = 26%  May 2015 = 35%
May 2016 =  May 2016 = 40%
May 2017 =  May 2017 = 45%
May 2018 =  May 2018 = 50%
May 2019 =  May 2019 = 55%

Strategy: Literacy
Strategy 1: Participation in a Balanced Literacy approach aligned to Common Core standards.
Timeline: 8/14 – 6/17

Strategy 2: Utilizing best practices in technology that support measurable academic success.
Timeline: 8/15 – 6/18

Strategy 3: Participate in research-based, tiered interventions, as needed.
Timeline: 8/14 – 6/16

Mathematics
Strategy 1: Successful implementation of math programs aligned to Common Core standards.
Timeline: 8/14 – 6/17

Strategy 2: Apply measurement and data skills in math and science.
Timeline: 8/14 – 6/19

Strategy 3: Participate in research based, tiered interventions, as needed.
Timeline: 8/14 – 6/16

Timeline: 8/2014 - 6/2018
Focus this quarter: This year, our staff chose to combine the math and literacy committees into one academic goal team. This team will utilize data to drive purpose and academic goals for the school. Our focus this quarter was to continue our work on effective inclusion, differentiated instruction, high-yield strategies, and building wide data analysis. We identified and placed 3rd-5th grade at-risk students into extended day interventions based on their individual needs and implemented Daily 5+ for all students. We created Common Core Math Advantage Crates and implemented a school-wide system for gathering student data in mathematics based on Math Advantage. We also continued our professional development for staff in the area of math.

Results: Reading

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(# of students below 40th%ile 1st-5th / 50th%ile for K)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>26 / 23</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>1st</td>
<td>9 / 17</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2nd</td>
<td>20 / 9</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>3rd</td>
<td>15 / 13</td>
<td>15</td>
<td>7</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 2 - undefined

4th  9 / 14  15  12
5th  13 / 11  17  8

Results: Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014-15/2015-16</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>23 / 30</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>1st</td>
<td>9 / 13</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2nd</td>
<td>14 / 7</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>3rd</td>
<td>11 / 13</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>4th</td>
<td>18 / 12</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5th</td>
<td>16 / 16</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: Winter growth assessments have not been completed

Next Steps: K-5 discussions of vertical alignment in mathematics (in February) and ELA. Continue Extended Day program to specifically target our Equity and Growth subgroup students, on the Wyoming Accountability Performance report, for additional support in reading and mathematics. Analyze Winter Growth Assessment data for this subgroup and determine next steps.

Goal: Safe and Healthy

By May of 2019, 100% of our students will meet or exceed Manor Heights behavior expectations set by our Positive Behavior Supports program by having no more than one office referral yearly.

Data: Data: Safe & Healthy

<table>
<thead>
<tr>
<th></th>
<th>Actual (# w/referrals)</th>
<th>Actual (Baseline) (# w/multiple referrals)</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>111 (36%)</td>
<td>64 (21%)</td>
<td>15%</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

Strategy: Strategy 1: Learn and practice socially acceptable behaviors at school and skills for healthy living.
Timeline: 8/14 – 6/19

Strategy 2: Participate in research-based, tiered interventions, as needed.
Timeline: 8/14 – 6/19

Timeline: 8/2014 - 6/2019

Focus this quarter: We focused on scheduling after school activities to get more students involved in co-curricular activities. We also provided rewards for the students who received one of fewer office referrals.

Results: We provided a “social skills training camp” for the twelve students who had more than one office referral while providing a special activity for those students who received one or less. Seventy-three students attended an evening activity with their parents in October sponsored by the Manor Heights parent organization with assistance from our goal team.
**Next Steps:** We currently have after school activities scheduled for January, February and March. Permission slips will go home with the weekly newsletter. We will send special invitations to our at-risk students and students that we feel need to build better relationships with staff members in our school. The goal would be to help these students to feel a connection to their school. We will brainstorm more effective ways to provide our “social skills training camp” for the students with multiple referrals.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Midwest

*Midwest School will prepare students for the opportunities and demands of the 21st century.*

**Goal:** By 2019, Midwest School will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

**Data:** Math NWEA Winter data for at-risk students only
- 6th grade - 50% are on track to be proficient by spring 2016 (2/4)
- 7th grade - 0% are on track to be proficient by spring 2016 (0/2)
- 8th grade - 17% are on track to be proficient by spring 2016 (1/6)

Reading NWEA Winter data for at-risk students only
- 6th grade - 17% are on track to be proficient by spring 2016 (1/6)
- 7th grade - 0% are on track to be proficient by spring 2016 (0/3)
- 8th grade - 40% are on track to be proficient by spring 2016 (2/5)

**Lunch & Learn**
- High School ~ 123 students assigned for late work 1st Q down to 43 students assigned in 2nd Q
- Middle school - we are identifying a population of students who are repeat offenders and need additional support at school.

**Strategy:**
- ~ Achievement – Develop a system to implement standards based (quality instruction) instruction in Math, ELA, and Science.
- ~ Equity – Focused tier II and tier III interventions at the middle school level in math and reading.

**Timeline:** 8/2015 - 5/2016

**Focus this quarter:**
- ~ Math 180 and Read 180 classes are continuing to be taught to all middle school students who were not proficient in math and reading on the PAWS last spring.
- ~ Our secondary teachers have been participating in Literacy First in the Content Areas professional development and classroom coaching this semester. They have received 3 days of training and 4 days of classroom coaching with 1 more day of each 2nd semester.
- ~ Implemented Lunch and Learn for secondary students who have missing assignments. Students attending Lunch and Learn more than 3 times in a 30 day period are assigned a mentor adult in the building.

**Results:** Winter NWEA shows that students receiving Read 180 and Math 180 at the middle school level are showing growth but are still not projected to be proficient on NWEA Math or Reading in the spring.

**Next Steps:**
- ~ Admin will focus on individual development of effective teaching through Literacy First.
- ~ Complete the Literacy First and Math 180 PD and Coaching
- ~ Implement Mastery Connect to monitor standard mastery and adjust instruction accordingly.
- ~ Focus meetings to monitor and adjust intervention services of at-risk students not making adequate gains.

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

Midwest Page 1
Mills Elementary

*Our actions result in a learning environment that fosters and celebrates the education of the whole child.*

**Goal:** By May of 2019, our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading as measured by PAWS results.

**Data:** Achievement Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 45%</td>
<td>May 2015 = 55%</td>
</tr>
<tr>
<td>May 2015 = 46%</td>
<td>May 2016 = 56%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2017 =</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2018 =</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 =</td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Staff have been trained in PLC, Syfr Strategies, ELA, PBL

To increase student engagement and quick response to student needs regarding vocabulary and grade level figurative language according to the ELA curriculum.

**Timeline:** 10/2015-5/2016

**Focus this quarter:** Working with Deanna Brownell to choose "tipping point kids" to focus strategically on needs. Using PLC model and sharing data. Utilizing fluid groupings and flexible teacher schedules to meet student needs. 12/17/15 Intermediate students focusing on Greek and Latin root word work.

**Results:** To improve response time and effectiveness, from last year, we are utilizing district collaboration time and PLC strategies. Our RTI process is fluid for moving students efficiently and effectively among tiers. 12/17/15 Will look at winter growth reports and adjust accordingly for the next quarter.

**Next Steps:** Continue to use PLC strategies and collaboration flooding meetings to meet the needs of all students as effectively as possible. Monitor NWEA data, classroom formative assessments and progress on new ELA curriculum. 12/17/15

**Goal:** By May of 2019, our students will meet or exceed the expectations of the Wyoming School Accountability model in Math as measured by NWEA results.

**Data:** NWEA

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 76%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 71%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 80%</td>
<td>May 2015 = 78%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2016 = 83%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 =</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 =</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =</td>
</tr>
</tbody>
</table>

We exceeded our NWEA target by 2% for spring of 2015.

**Strategy:** Implement Number Corner PD in August 2015 for K-5 use. Will use quarterly assessments to monitor student growth.

Syfr strategies

PBL and PLC support

Mills Elementary Page 1
**Strategic Plan Quarterly Update**

**Quarter 2 - undefined**

**Timeline:** 10/2015-5/2016

**Focus this quarter:** We will use baseline data from Number Corner assessment and look at that as a building to maintain (80% or above). All staff will teach Number Corner and use Syfr strategies. 12/17/15 Working with Deanna Brownell and Charlotte Gilbar to look at PAWS results and determine focus area of need.

**Results:** We exceeded our target score on NWEA by 2% (78%-80%) in May 2015. 12/17/15 Focus area determined by Deanna and Charlotte was facts fluency and a vertical alignment 1st-5th.

**Next Steps:** Continue to use PLC and Syfr strategies with collaboration and flooding meetings to meet the needs of all students as efficiently as possible. Monitor NWEA data and progress in math curriculum. Work with Deanna Brownell to get tipping points kids and focus strategies. 12/17/15 Common expectations for fact fluency 1st-5th.

---

**Goal:** By May of 2019, our students will feel hopeful, engaged, and thriving as measured by the student Gallop poll results.

**Data:** Student Gallop

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2012 = 29%</td>
<td></td>
</tr>
<tr>
<td>Nov 2013 = 46%</td>
<td></td>
</tr>
<tr>
<td>Nov 2014 = 54%</td>
<td>Nov 2015 = 60%</td>
</tr>
<tr>
<td>Nov 2015 = 48%</td>
<td>Nov 2016 =</td>
</tr>
</tbody>
</table>

We are delivering this assessment mid-October and will report data on next quarter report. Last year’s data shows: 4.52/5 in HOPE up from 4.25.

**Strategy:** Implement check in 2x daily to address needs of the whole child. Mindfulness pilot in 2 classes.

**Timeline:** 10/2015-5/2016

**Focus this quarter:** Continue check-in and monitor time on task. Several staff received mindfulness training in Spring 2015. 2 classrooms received mindfulness curriculum in order to improve time on task and emotional regulation. PD on Ron Clark to increase engagement and build a sense of community. Houses have been established and students are earning points school wide for monthly celebrations. 12/17/15 Our time on task showed 89% K-5. Check-in continues. Behavior assemblies are now student-led. A process has been created to introduce new students to Mills culture. 3 classrooms have incorporated Mindfulness curriculum (2nd, 3rd, 4th). Building Social Worker also supports Mindfulness work with IEP students.

**Results:** Mindfulness has just been incorporated and we will look at office referrals as well as time on task for the pilot classrooms. There is now an established RTI team to track data and behavior monitoring. 12/17/15 Meet monthly in behavior teams. Process in place for teachers to share concerns with team for high behavior students. Refocus Room Coordinator does daily walk throughs. Will have better data in the next quarter, however, all discipline referrals seem to be at all time low.

**Next Steps:** Analyze time on task and Gallop results and begin action plan as needed. Continue with Ron Clark PD in November 2015 and continue with building wide implementation of those strategies. 12/17/15 Gallop results showed a drop in HOPE measurement. Create a process for measuring hopefulness in 3rd/4th graders. Continue with Ron Clark building implementation.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

Mills Elementary Page 2
Goal: All Mountain View students will be reading at grade level by 202 unless otherwise stated in an IEP goal.
Data: 60% of students are currently on grade level as of our spring NWEA.
Strategy: Use predictive assessments to differentiate instruction and promote student growth.
Timeline: Sept. 2015-May 2020

Focus this quarter: This quarter we really focused on the fluid movement of students in tiered groups, small groups and intervention times to support the tier one instruction that is happening and their gaps that they need addressed quickly and not after eight weeks.

Results: We are waiting for winter NWEA to be completed to be able to look at growth of students, grade levels and the building as a whole. Grade levels will discuss students, grade levels will discuss groupings and the building will discuss next steps for reading instruction and utilize our Literacy First visits to support this.
Next Steps: All levels of teams will assess the data and discuss what we we need to continue on the path and what parts need adjusted to best meet student needs.

Goal: Mountain View students will perform within the top 25% of NCSD on stat assessments unless otherwise stated in an IEP goal.
Data: We are currently not meeting the state accountability model.
Strategy: Align units and lessons to meet k-12 curriculum from the district.
Timeline: Sept. 2015-May 2020
Focus this quarter: Our focus this quarter was looking at the alignment in order to raise the growth of the equity group along with the school in general.
Results: Alignment is starting at the grade level for consistency but we really need to continue with this as a team. We have had our goal team working on looking at data and what their next steps are.
Next Steps: Continue to look at the alignment building wide. The journey of a child at Mountain View and for all students in every classroom. We are continuing to work on our processes for at risk students as our equity group consists mostly of our sped population. Dissect the data even deeper and narrow our focus.

Goal: Decrease the number of office referrals by the end of the year.
Data:
Strategy:
Timeline: Sept. 2015-May 2020
Focus this quarter: This quarter we have continued the focus on consistency and continuing to analyze and grow our systems so teacher and students understand them. We have also focused on differentiating for grade levels with different themes of behavior concerns.
Results: Students are understanding the process and teachers are supporting more behavior in the classrooms. We have a group of frequent fliers that we are working with behavior interventionist with to make sure that teachers are supported and ultimately the students will learn to fix their behavior.
Next Steps: Our next steps with this goal are to zoom in on the data and to be able to focus on grade levels and/or teachers more in depth.
NCHS

NCHS community is committed to preparing responsible and life-long learners, who value themselves, contribute to their society, and succeed in a changing world.

Goal: By June of 2019, NCHS will increase the four year graduation rate to 85%. NCHS graduates will be prepared for college or a high skills career as measured by the NCSD graduate profile.
Data: Wyoming Accountability Model

Attendance Data (33% Decrease in UnExcused Absences):

UnExcused Absences 2015 (2nd Quarter): 10560
UnExcused Absences 2016 (2nd Quarter): 7064

Strategy: Implement and support Professional Learning Communities within NCHS as discussed in DuFour’s Learning By Doing (2006).

In addition to this strategy, NCHS will continue to focus on student attendance data, decreasing unexcused and unverified absences through the implementation of a guaranteed and viable curriculum.
Timeline: 1/2016 - 05/2019
Focus this quarter: Have staff focus on creating Common Formative Assessments and other PLC techniques designed to improve student Growth and Achievement, as well as working to identify attendance loopholes and issues.
Results: In 2015, NCSS was identified as not meeting expectations by Wyoming Accountability model. We are working to establish PLCs as a means for helping all students, especially those at risk for not graduating.

Implementing the PLC focus, the DuFours work, and studying attendance data has decreased our UnExcused absences by more than one standard deviation.
Next Steps: Continue meeting with ELT to properly support and train all staff members in order to increase comprehension concerning actual PLC Best Practices.

Focus on Excused Absences and reducing overall Tardies.

Also, explore schedule options for the 16-17 school year around a 5th Block for remediation/enrichment that is determined by PLCs.

Goal: By 2019, NCHS will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.
Data: Wyoming Accountability system.
Strategy: Design a system of support, as well as improve upon Culture and Climate at NCHS as discussed by Marzano’s High Yield Strategies (2009) and Silver, Berckemeyer, and Baenen’s Deliberate Optimism (2015).

NCHS Page 1
Strategic Plan Quarterly Update
Quarter 2 - undefined

Timeline: 01/2016 - 05/2019

Focus this quarter: Familiarizing staff with HYS through Marzano’s research as well as the frame of mind discussed in Deliberate are focuses this quarter.

One tool that we are using to help orient staff toward this goal is the ELEOT walkthrough app designed by AdvancEd, which has led us toward developing a sound assessment plan to ensure participation and classroom learning/growth.

A motivational speaker who focuses on "engagement" (John Perricone) is coming as part of our February 12th Professional Development.

Results: Undefined

(Wyoming's Assessment System will be published this summer).

Next Steps: Continue staff meeting trainings as well professional development about ELEOT and its application in the classroom.

Work with the new information from Mr. Perricone to positively engage students and staff.
Oregon Trail

Through Bully Proofing we have created a safe, inclusive, respectful environment where teachers can teach and kids can learn.

Goal: This year Oregon Trail was Meeting Expectations as ranked by the WSAM. Our goal is that by the end of the 2015-2016 testing window we will be an Excelling school again with 100% of our students exceeding expectations in Reading and Math.

Data: We will complete Winter testing by the end of this week. We decided to test all K-3 students in Reading and select classes in Math.

Strategy: We have implemented The Daily Five at Oregon Trail and use our Monday after school PD time to collaborate across grade levels. We are also continuing to partner with Mills Elementary using Syfr strategies across the curriculum and are scheduled for our joint Syfr Institute February 12. All teachers are engaged in weekly collaboration as part of the district plan to improve student achievement.

Timeline: 2015-2017

Focus this quarter: We have implemented our reading plan in line with district and state standards. Students not performing at grade level are receiving additional tutoring with the building Tutor or additional classroom instruction. All teachers are meeting twice weekly for collaboration and student monitoring.

Results: Tutored students are showing growth in preparation for the 2016 PAWS test. NWEA testing will not be completed until the end of this week but will be closely reviewed by the teachers in order to make additional instructional decisions.

Next Steps: We are continuing to meet Mondays after school for continued PD and collaboration.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Paradise Valley

Mission

Student Achievement - ABOVE ALL

Vision

Our students WILL be globally competent through investigating the world around them, recognizing their own and others’ perspective, communicating ideas and taking action. Our students will value innovation and they will achieve!

Goal: 100% of 3rd-5th grade students at Paradise Valley will meet the exceeding expectations as measured by the Wyoming School Accountability Model.

Data: Target - Exceeding
Actual - Meeting

Strategy: Implement effective math and reading strategies to engage students in relevant and rigorous learning. The focus will be on the Growth measure of students.

Timeline: August 2014-June 2019

Focus this quarter: Continue work on Mastery Connect to provide "right now" interventions.

Results: Data is showing students getting the intervention needs and able to document progress on standards.

Next Steps: Understand how to use the data provided by the State.

Goal: 100% of 3rd-5th grade students at Paradise Valley will meet the exceeding expectations as measured by the Wyoming School Accountability Model.

Data: Target - Exceeding Expectations
Actual - Meeting

Strategy: Develop and use common grade level assessments and use the data to guide instruction (using Mastery Connect as a tool).

Timeline: February 2015-June 2016

Focus this quarter: PLC with MC as a focus on student learning and using comparative data from common assessment given through Mastery Connect.

Results: Effective PLC implementation.

Next Steps: Continue to use the tool and get more focused with conversations about kids and performance.

Goal: 100% of students will increase their use of 21st Century skills measured by the progress on the Graduate Profile (measure are being developed).

Data: Still working on measure

Strategy: Implement the ISTE standards to increase staff and student knowledge with the use of technology

Timeline: February 2014-May 2019

Focus this quarter: Work on Technology integration and using PBL implementation

Results: We are using our LMT to help integrate technology.

Next Steps: continue our focus on PBL and tech integration.

Goal: 100% of stakeholders will report increased satisfaction with communication efforts.

Data: Feedback on MC reports and new report were VERY positive.
Strategic Plan Quarterly Update
Quarter 2 - undefined

**Strategy:** Stakeholders will be provided with consistent and specific communication focused on academics and social progress

**Timeline:** August 2014-June 2019

**Focus this quarter:** We will send home survey since we will not be meeting with parents this quarter regarding student progress (report cards and conferences).

**Results:**

**Next Steps:** Determine next steps after survey in early Feb.
Park Elementary

Through the cooperation of parents, teachers and students, Park Elementary cultivates an educational environment focused on academic achievement and growth for the whole child by promoting responsibility, developing personal well being and fostering a shared love of learning.

**Goal:** Goal: By May of 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math as measured by PAWS results.

**Data:** Reading Achievement:
May 2015=58% May 2016= 70%
Reading Growth:
May 2015=52 May 2016=65

Math Achievement:
May 2015= 52% May 2016=65%
Math Growth:
May 2015=58 May 2016=70

**Strategy:** Implementation of the Common Core Standards with fidelity in both reading and math.

**Timeline:** 10/2015-5/2019

**Focus this quarter:** We are intentionally studying our data and monitoring areas of growth as well as areas of need. We have also trained our classified staff on our academic goals, the data and strategies being used to measure progress, and in the alignment of their work toward our academic goals.

**Results:** Reading Goal team reviewed the Fall NWEA data and noticed that the informational text scores dipped when students had to read the test themselves in second grade. We see merit behind our "Night at the Museum" literacy night scheduled for Thursday, January 21st to encourage families to include more informational text when reading to/with their children.

Math Goal Team reviewed Fall NWEA data, as well as the first interim data. They identified gaps in the learning progression for each grade level. Classrooms are adjusting teaching instruction to fill the identified gaps. The goal team confirmed that all classrooms are using the district recommended Math Learning Progression and supplementing with the Bridges Number Corner when needed.

**Next Steps:** Reading Goal Team:
Each grade targeted a specific area on the NWEA to improve and targeted specific skills. We will use the Winter NWEA data to evaluate our growth or further need for improvement. We will continue to improve our units to give students opportunity for growth, and use the district recommended ELA progression.

Math Goal Team:
Team members will now be studying and comparing the results from new data on the winter NWEA and the second Interim to make instructional adjustments as needed by grade levels to prevent future gaps in student learning. Math standards will continue to be integrated into our project based units of study.
Pathways Innovation Center

To develop an educational system for our community that works to ensure the success and happiness of learners through all of their life experiences. We will do this by building an inclusive educational culture that is based on collaboration, communication, and relationships that foster creativity and critical thinking.

Goal: By May of 2019, the Pathways Team (Academy Coaches) will develop a secondary system (including implementation, monitoring and adjusting) that supports 21st Century learning within Academy Based Learning (ABL) approaches and principles in order to prepare students for college and careers through Wyoming’s nine content area standards.

Data: Pathways Initiative Framing Document

Strategy: By May of 2019, the Pathways Team (Academy Coaches) will have successfully implemented the Academies Initiative Framing Document as measured by the Academies Initiative Framing Document.

Timeline: 9/2014-5/2019

Focus this quarter:

1. Training of teachers in curriculum development
2. Development of PBL experiences for students in preparation for 2016-17 school year at the Pathways Innovation Center.
3. Development and refinement of the Common Course Catalog.
4. Communication to community, students, parents, principals, counselors and teachers.
5. Aid in registration of students
6. Working collaboratively with HS principals and cabinet members to build the systems

Results: There have been many changes to the overall system since the Pathways Initiative Framing Document was created. The following data is still relevant to our work:

1. 35 Teachers are developing units of study for the Pathways Innovation Center.
2. Communication through Pathways Parent Nights in October, November and December was provided. Another is planned for January 28.
3. Continued alignment of courses for inclusion in the Common Course Catalog.
4. Infinite Campus systems updated to support registration processes.
5. Counselor training to support registration processes grades 8-11.
7. Course catalog developed

8. Development of scheduling options and courses within the options to offer to students.

9. Development of presentations for parents and students concerning the scheduling options.

**Next Steps:**
1. Continued curriculum development.
2. Preparing the block grant bid for equipment at the PIC.
3. Continue working with high school principals and cabinet members in identifying/hiring teachers.
4. Communication to stakeholders
Pinview Gifted Goal Team

*The mission of the NCSD Gifted Team is to provide*
*a nurturing learning environment that is purposefully designed to foster*
*the development of identified gifted and talented students across all grade levels.*

**Goal:** By May 2015, Pineview GT will increase the percentage of students in grades K-5 reading and math at or above grade level to 85% as measured by the NWEA reading assessment.
By May 2015, Pineview GT will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.

**Data:** PERCENTAGE OF STUDENTS 85% OR HIGHER
Spring 2015
Math 88%, Reading 80%
Fall 2015
Math 79%, Reading 89%
Winter 2015
Math 65%, Reading 84%

**Strategy:**
• Common Assessments/Pre-Assessments
• Project-Based/ Problem-Based Learning aligned to CCSS
• Ability Grouping in Math & Reading
• Curriculum Compacting
• Acceleration/Pacing

**Timeline:** 15-16

**Focus this quarter:**
• Differentiation
  • Student Growth
  • Social/Emotional Awareness & Well-Being

**Results:** As of winter 2015-2016, we currently have not met our goal of all students being at or above 85% on NWEA Reading & Math.

**Next Steps:**
• Goal team will analyze NWEA and accountability data upon receipt in Spring of 2016.
  • Goal team will set targets for 2016-2017 academic year..
  • Goal team will begin action plan for 2016-2017 academic year.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:

Pinview Gifted Goal Team Page 1
Pineview Math Goal Team

The math goal team, we are here to collaboratively drive student and staff learning by focusing on school-wide math data and achievement.

---

**Goal:** By Spring of 2016 all grade levels at Pineview will have improved NWEA and PAWS Math scores as measured by the Spring 2016 NWEA and PAWS tests and Wyoming Accountability System.

**Data:** By Spring 2016, we can improve our Math NWEA score by 10%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Winter NWEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>37%</td>
</tr>
<tr>
<td>1st</td>
<td>37%</td>
</tr>
<tr>
<td>2nd</td>
<td>66%</td>
</tr>
<tr>
<td>3rd</td>
<td>57%</td>
</tr>
<tr>
<td>4th</td>
<td>50%</td>
</tr>
<tr>
<td>5th</td>
<td>47%</td>
</tr>
</tbody>
</table>

**Strategy:**
*Analyze PAWS and Accountability Data upon receipt in 2016.*
*Complete a needs-assessment survey about problem solving journals, Mountain math, and Rocket math. Use survey feedback to see what adjustments need to be made.*
*Hold a family game night to emphasize the importance of problem solving and that it can be fun.*

**Timeline:** 15-16

**Focus this quarter:** Checking in on progress with new materials. Family game night to emphasize importance of problem solving as a family.

**Results:** In 2015, our school was meeting target in growth, meeting target in equity, below target in achievement, and meeting target in participation.

**Next Steps:** Put out survey to staff to analyze new materials and procedures. Hold family game night.

---

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Pineview PBIS Goal Team

*We will promote positive behavior to ensure a safe, respectful and responsible environment for all stakeholders.*

**Goal:** By 2019, PINEVIEW will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents and staff.

<table>
<thead>
<tr>
<th>Data:</th>
<th>Caught-Ya’s</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1:</td>
<td>10,112</td>
<td>2015-2016: 111 Referrals and counting</td>
</tr>
<tr>
<td>Quarter 2:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** By the end of the school year in 2016, we can improve our caught-ya’s by 5,000 more caught-ya’s.

By the end of the school year in 2015/2016, we will decrease the amount of referrals from 253 to 200.

**Timeline:** 15-16

**Focus this quarter:** Continuing to have weekly focuses that are based off of Essential 55 rules that playground monitors and staff voice are needing extra support.

**Results:** In 2014-2015, our school received 53,134 caught-ya’s and 253 referrals. We are targeting to have less referrals and more caught-ya’s for the 2015/2016 school year. In October, we held a family/parent night to celebrate Fall. We had 70% parents and students come to our goal team night! For next year, the plans are in the works to have another Fall celebration.

**Next Steps:** We will continue to analyze referral data and caught-ya’s data to base our future decisions. In Fall of 2015 and Spring of 2016, we will be sending intermediate teachers, refocus teacher and tutors to the Ron Clark Academy for P.D. in school culture.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

Pineview PBIS Goal Team Page 1
Pineview Reading Goal Team

The Reading Goal team will collect, analyze, and communicate reading data to Pineview staff and all stakeholders. Based on data, we will make recommendations for the next steps and communicate strategies to be implemented for the success of all students. We will also offer support to all staff members to help them achieve goals through staff development.

**Goal:** NWEA Goal: By 2019, NCSD will increase the percentage of students in grades 3, 5, and 8 reading at or above grade level to 85% as measured by the NWEA reading assessment.

**Data:** Winter NWEA
- Kinder: 32% Proficient
- 1st: 42%
- 2nd: 60%
- 3rd: 64%
- 4th: 50%
- 5th: 57%

Projected Proficiency for PAWS from NWEA Data:
- K: 15%
- 1st: 24%
- 2nd: 50%
- 3rd: 48%
- 4th: 38%
- 5th: 45%

**Strategy:** Strategy: NWEA/PAWS
1. Deploy a system of common assessments that support school improvement plans.
2. Engage students in learning aligned to Language Arts State Standards.
3. Partner with parents and community to strengthen literacy skills.

**Timeline:** 15-16

**Focus this quarter:** Continue after school tutoring
- Continue silent reading and using correct lexile levels
- Intensive Tutoring at Tier 3 Monitored bi-weekly

**Results:** Our school is on target to meet expectations of NWEA growth and PAWS Accountability.

**Next Steps:** Analyze PAWS and accountability data upon receipt in the spring. We will set targets and goals and begin action planning to meet goals for 2016/17 school years.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:
Pineview Writing Goal Team  

*Our team is here to collaboratively drive student and staff learning by focusing on school wide writing data and achievement.*

---

**Goal:** By 2016, Pineview will increase the writing proficiency rate to 92%. Pineview students will be measured by the quarterly data using the Lucy Calkins “Overall” Checklist in Narrative, Informational, and Opinion Writing.

**Data:** Mostly 2s and 3s across grade level on writing checklist. At this point in the year mostly 2s in most grade levels. Second grade had more 3s than 2s.

**Strategy:** Deploy a system of common assessments that support school improvement plans (Lucy Calkins Overall Checklist). 2. Build and cultivate a school-wide writing workshop model.

**Timeline:** 15-16

**Focus this quarter:** Teachers will continue use of writer’s workshop model and collect data.

**Results:** In 2015, our school was meeting expectations. Our students were 88% proficient which exceeded the goal of 85%. Our leadership structure is in place and ready to begin specific work when the data is received for 2016. We will continue to support current and future staff in using the writer’s workshop model. Current proficient rates are K 34%, 1st is 63% 2nd 72%, 3rd is 59%, 4th is 70% and 5th is 80%.

**Next Steps:** Continue to analyze data and prepare for Writing goal team night in April.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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Pineview Writing Goal Team Page 1
Poison Spider School

Poison Spider Mission Statement:
We weave a Web of Learning:
- Capture knowledge
- Build relationships
- Connect to community

Goal: By May 2019, 100% of our students will read at grade level as measured by NWEA results.

Data: Actual
May 2013= 64%
May 2014= 72%

Target
May 2015= 80%
May 2016= 85%
May 2017= 90%
May 2018= 95%
May 2019= 100%

Strategy: Implement Common Core English/Language Arts Standards
Timeline: 10/2014/2016

Focus this quarter: We continued PLC work around common formative assessments.
PLC groups revamped IE groups to have 3 adults per grade level to maximize the effect of intervention time.
All staff completed the ELA training with the district IF in November.
We investigated Mastery Connect and chose to adopt the program for formative and summative assessments of Common Core Standards.

Results: We are still testing NWEA for the winter window. Results will be shared with parents at conferences.

Next Steps: All staff will be trained in Mastery Connect.
We will continue to develop and implement formative assessments.
Results from winter NWEA will be analyzed by all staff.

Goal: By May 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability Model in reading, and math as measured by PAWS results.

Data: Actual Reading
May 2013= 64%
May 2014= 52%
May 2015= 46%

Target
May 2015= 60%
May 2016= 75%
May 2017= 85%
May 2018= 95%
May 2019= 100%

Actual Math
Strategic Plan Quarterly Update
Quarter 2 - undefined

May 2014 = 38%
May 2015 = 31%

**Strategy:**
- Strategy 1: Implement Common Core English/Language Arts Standards
- Strategy 2: Implement Common Core Mathematics Standards

**Timeline:** 10/2014  5/2016

**Focus this quarter:**
- Completed the Crate Training and implement the strategies into the i.e. classes.
- Continued the book study of "Principles of Effective Math Instruction".
- We assessed all K-5th students using the math ADDvantage screener.
- We continued to use data and group students based on results.
- PLC groups revamped IE groups to have 3 adults per grade level to maximize the effect of intervention time.
- We investigated Mastery Connect and chose to adopt the program for formative and summative assessments of Common Core Standards.

**Results:**
- We are still testing NWEA for the winter window. Results will be shared with parents at conferences.

**Next Steps:**
- All staff will be trained in Mastery Connect.
- We will continue to develop and implement formative assessments.
- Results from winter NWEA will be analyzed by all staff.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Roosevelt High School

Roosevelt High School is committed to engaging, real world learning through strong relationships, high expectations and a safe, structured learning environment.

NonNegotiables:

Unrelenting focus on High School graduation and future goals
Positive behavior
Personal wellness
Positive healthy relationships
Academic excellence

Goal: We are building culture around being "UNSTOPPABLE!"
We are shooting for 95+ in attendance and ultimately graduation. Classrooms have added "Club 95+" expectations and rewards for students achieving and maintaining 95+ Academic excellence. 95% daily attendance by students is a goal. If we can get our students here, and teach to the UNSTOPPABLE level, student learning will improve, as will our steadily increasing graduation rate.

Data: Our first quarter attendance data improved from 90% to 92%. We were thrilled. Our second quarter attendance dropped back to 90%.

Strategy: We are encouraging regular, on time attendance by attaching activities and assignments during the first five minutes. These scores send a strong message to students about the value of being at school on time. Additionally, we are celebrating perfect attendance at our quarterly Student Success Assembly.
We hosted our second UNSTOPPABLE YOU! assembly to kick off the second semester. We used this opportunity to bring our 42 new Bulldogs "up to speed" on RHS's Unstoppable expectations. This was a perfect way to kick off the second semester.

Timeline: 2015-16 school year

Focus this quarter: Raising the bar on teaching and learning

Results: We are seeing positive culture building through the Unstoppable You! message. Teachers are focused on high level instruction. Students are seeing their hard work pay off. Each teacher has identified ways to celebrate the hard work of their students. We are teaching a Leadership class for the first time. Students and parents were delighted to be chosen for this class. This class will help us strengthen our core student leaders.

Next Steps: We will continue to monitor our attendance data. We are tracking all student's grades weekly.
Sagewood

Our mission is who we are: We believe in Safety, Teamwork, Accountability and Respect.

Our vision is what we want to be: We will strive to make the community a better place where everyone learns.

Goal: By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.

Data: Sagewood is currently Exceeding Expectations on the Wyoming School Accountability Report.

Strategy: Sagewood will teach the CCSS ELA with clearly defined power standards and essential skills using school-wide collective commitments in reading and writing.

Timeline: 8/15 - 6/19

Focus this quarter: ELA goal team has spent this past quarter building off of quarter 1 aims of foundational skills and informational text and vocabulary. The team discussed how our power standards align to the NCSD curricular outcomes. This work is pushed back into grade level collaboration for clarity in that work. The ELA goal team has begun to pull comparative data in determining "at grade level" proficiencies. The team has also fostered conversations in the building on how we can assess reading skills for students who are not reading at grade level.

Results: Using the 2015 norms, Sagewood was around 77% proficient or above on the 2015 Fall MAP assessment in reading. This quarter (1/22/16) the team will have STAR reader and MAP data to compare current "grade level" proficiency for each grade level and the building.

Next Steps: The team is pulling grade level data to determine grade level proficiency. The team is also looking at current writing prompt data to analyze student progress and growth.

Goal: By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.

Data: Sagewood is currently Exceeding Expectations on the Wyoming School Accountability Report.

Strategy: Sagewood will teach the Math CCSS with clearly defined power standards and essential skills using school-wide collective commitments.

Timeline: 8/14 - 6/19

Focus this quarter: Math has analyzed district Benchmark data and is pushing this information back to grade levels for discussion. The Math Goal team has built up a system of share-out to support shared knowledge with in the building. This has involved in grade levels identifying how they are able to teach power standards and create formative assessments using Mastery Connect.

Results: District Benchmark Data:

- Kindergarten- 77%
- First - 98%
- Second-90%
- Third - 91%
- Fourth - 83%
- Fifth - 69%
**Next Steps:** The team is currently exploring where the weaknesses (standards) are in the tools we are using such as through ConnectEd to help teachers focus on clarity of assessments. The team has also opened the discussion of content literacy.

---

**Goal:** By May of 2019, 100% of our students will be prepared for Middle School as measured by meeting or exceeding the expectations on the Wyoming School Accountability model in Reading and Math.

**Data:** Sagewood is currently Exceeding Expectations on the Wyoming School Accountability Report.

**Strategy:** Sagewood will implement research based interventions with fidelity to improve our work with the district RtI process (Tiers 2-4).

**Timeline:** 8/14 - 6/19

**Focus this quarter:** The At-Risk Goal team for the majority of this quarter has focused on the consolidated sub-group for equity. They have explored the question of who are these students and are we targeting their needs for learning and growth. A piece of their conversation has involved the changes to district RTI regulation involving tier 2 work. They began discussing the list of interventions and is continuing that work. This has also involved a survey to staff on Galaxy (intervention) group time.

The team has had an additional task this quarter and that came at the end off the quarter. The staff completed a survey on viewpoints of managing behaviors in a school setting. The team was asked to look for strengths and areas of growth.

**Results:** Currently Sagewood is exceeding expectations with Equity which has been a huge focus at Sagewood. In 2014 Sagewood was not meeting expectations for Equity.

**Next Steps:** The team now has the data and is reviewing the surveys for both Galaxy Groups and for behavior survey.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
**Goal:** By May of 2019, 100% of our students will read at or above grade level (for growth) as measured by PAWS results.

**Data:** Reading Growth  
<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>46.5*</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>46**</td>
<td>55</td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Strategy:** Reading Growth – Understand and implement the Wyoming State English/Language Arts Standards

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Continue to improve understanding of CCSS through The Pathways to the Common Core book study.

**Results:** Reading results were flat as the PAWS assessment was more closely aligned to CCSS. Growth scores will improve as our faculty understanding of CCSS implementation improves.

**Next Steps:**
1. Southridge will complete an all-staff book study on Pathways to the Common Core. The class is being directed by an Instructional Facilitator.
2. The faculty at Southridge has developed a Professional Learning Community (PLC) model of collaboration for school improvement. Grade level teams are continuing a book study on the PLC process as part of their PLC time.
3. K-2 students performing below the 40% percentile in Reading on the NWEA will be offered 3 hours of additional intervention per week through the Jump Start Extended Day program.
4. We will be evaluating the Mastery Connect program as a tool to facilitate alignment of curriculum to learning standards.
5. The Building Leadership Team will be meeting this quarter to start the process of revising our vision, mission, and goals to better align with the district plan and changes that have occurred due to adopting a PLC model of improvement.

---

**Goal:** By May of 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math (growth) as measured by PAWS results.

**Data:** Math Growth  
<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>28.0*</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>32.5*</td>
<td>45</td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Strategy:** Math Growth – Understand and Implement the Wyoming State Math Standards

Southridge Page 1
**Strategic Plan Quarterly Update**

**Quarter 2 - undefined**

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** The Math team evaluated a program to help students develop math fluency skills to advance toward standards that require mastery of these skills.

The program will be implemented this quarter.

**Results:** As indicated, Math improved for Southridge but was below our target for 2015. This will change significantly as we develop more understanding of CCSS implementation.

**Next Steps:**
1. The Southridge Math Goal Team will continue to lead professional development on unpacking or interpreting the CCSS.
2. The Math Goal team will review Math results from the Winter NWEA. Based on this data, grade level teams are setting growth targets for future benchmarks and setting up interventions for students that are currently not meeting grade level benchmarks.
3. We will begin implementation of a new math fluency program based on a recommendation of the Math Goal team.
4. The Building Leadership Team will be meeting this quarter to start the process of revising our vision, mission, and goals to better align with the district plan and changes that have occurred due to adopting a PLC model of improvement.

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**Goal:** In the area of Safe and Healthy Schools, The PBIS/Behavior Goal Team’s goal is to refine and improve a strong behavior support system.

**Data:** Almost 94% of Southridge students had no office referrals in 2014-2015.

**Strategy:** Continue to revise and implement acceptable behavior strategies for all venues and reinforce expectations through weekly skill focus and re-teaching as outlined in the calendar or as reflected in behavior referrals.

**Timeline:** 10/2015 – 6/2016

**Focus this quarter:** The Intervention/PBS teams will facilitate the use of a social skills program in the Yellow Zone called Skill Streaming. This program provides mini-lessons that are specifically related to re-teaching the behaviors for which students have been referred to Yellow Zone. The Yellow Zone staff will be provided time this quarter to review and train on the Skill Streaming process.

**Results:** Data will be reviewed at the end of the year.

**Next Steps:**
1. Develop a benchmark data collection tool to be more proactive in addressing possible problems.
2. Revise the data collection process and referral documentation.
3. Complete the behavior portion of the Southridge Intervention Guide to establish consistent procedures for the progression through the Tiers in an MTSS behavior program.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Strategic Plan Quarterly Update
Quarter 2 - undefined

Star Lane Center

*We are a whole community of learners not just a building full of students, textbooks, and teachers. Everyone has a place, and everyone is part of the family. We work together, we celebrate together; we honor differences, seek meaning in our knowledge, and think creatively. There are no limits to our learning when we are self-motivated, self-disciplined, and self-propelled. We want a quality education and to be better prepared to enter the world we will face.*

**Goal:** By May of 2019, 100% of Star Lane Students students will meet or exceed school level performance expectations on the Wyoming School Accountability model measured by ACT Suite results.

**Data:** 2013-14 ACT 21

2014-15 ACT 17.7

9-12 NWEA Average Reading 228

9-12 NWEA Average Language Use 225

**Strategy:** Star Lane teachers will implement reading and writing strategies. Star Lane teachers will utilize ACT practice standards while building problems.

**Timeline:** 9/2014-5/2019

**Focus this quarter:** Problem-Based Learning pedagogical practices with Southern Illinois University. Intentionally utilizing the ACT practice standards to ensure level of student work is aligned to 21-24 level on the ACT. Reading and Writing strategies that improve student performance as measured by NWEA and ACT.

**Results:**

5 of 5 teachers implemented pedagogical practices aligned to PBL practices with multiple groups of students.

5 of 5 teachers used the ELA ACT practice standards as a guide to build curricular experiences that were at the 21-24 level.

5 of 5 teachers implemented reading & writing strategies to improve student performance as measured by the NWEA reading and language use assessment and ACT.

2015-16 Fall NWEA results

9-12 NWEA Fall Average Reading 227.6

9th Grade Average 221
10th Grade Average 233
11th Grade Average 227.5
12th Grade Average 233.7

9-12 NWEA Fall Average Language Use 222.5

9th Grade Average 217
10th Grade Average 225

Star Lane Center Page 1
11th Grade Average  224
12th Grade Average  227

Next Steps: Teachers will continue to use the ACT practice standards in building curriculum. Teachers will continue to implement PBL training with groups of students. Teachers will continue to prepare students for the ACT and NWEA assessments in the spring.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Summit Elementary

◆◆Summit’s mission is to prepare children to excel and lead in the 21st Century.

**Goal:** Summit Elementary will increase Achievement, Growth and Equity targets (each by 5% per year) to meet exceeding targets on the WAEA by 2019.

**Data:** Spring 2015: Partially Meeting on the WAEA
Spring 2016 Target: Meeting on the WAEA
Spring 2017 Target: Meeting Target on the WAEA
Spring 2018 Target: Exceeding Target on the WAEA

**Strategy:** Focus on Growth and Equity components of the WAEA.

**Timeline:** 10/2015 – 5/2019

**Focus this quarter:** The At-Risk Goal Team met with Summit's principal so that learning about the Growth and Equity components of the WAEA were shared. Growth for equity students was determined using 'typical' and 'high growth' projections and the corresponding performance expectations for both were determined and shared with teachers.

Also, this past quarter, all goal teams have focused on the Comprehensive School Plan rubrics, reflecting upon school practices in the domains of teaching and learning, leadership capacity, and resource utilization.

**Results:** After careful examination of growth of all students and growth for equity students, the decision was made to create differentiated reading and math groups for all students and to provide targeted, explicit instruction in reading and math. Reading results are good. However, based upon the low math growth of special education students (12 students), more inclusion efforts are in place in 5th grade math.

**Next Steps:** Special education students’ (12 students) progress in 5th grade math in a pull-out setting is currently being compared to those same students in an inclusive setting to determine their math growth and progress so that amendments to IEPs can be written for those students who show greater growth and progress in an inclusive setting.

A continued focus on growing students -- all levels of students— is ongoing. Average students are working in My Math and are grappling with thinking strategies to promote typical and/or high growth. High-level math students are working with resources that require more cognitive demand to ensure that they demonstrate growth.

Alignment with PAWS blueprints and growth conversations continue in grades 3-5 on an ongoing basis.

**Goal:** By 2019, 85% of students in grades K-5 will be proficient in READING as measured by the STATE RIT on the NWEA. We plan to this by increase READING performance of K-5 grade-level cohorts by 5% per year in the STATE RIT on the NWEA.

**Data:** In Spring 2015, students were proficient in READING as measured by the State RIT on the NWEA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>69%</td>
<td>80%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>83%</td>
<td>74%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>79%</td>
<td>85%</td>
<td>79%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>79%</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>58%</td>
<td>84%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>63%</td>
<td>63%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Strategy: Strategies to meet this goal are to teach the Language Arts Common Core, to continue flexible grouping in reading, and to emphasize student goal setting and tracking of reading progress.

Timeline: 10/2015-5/2019

Focus this quarter: Implementation of Early reading Intervention and Reading Mastery in lowest flex groups in grades K-5. Also, Reading Mastery is being implemented in the lowest reading group of the next high flex group.

In addition, K-5 conversations have been held with the highest two reading flex group teachers to share strategies and resources.

ELA validation is occurring at each grade level. Also, this past quarter, all goal teams have focused on the Comprehensive School Plan rubrics, reflecting upon school practices in the domains of teaching and learning, leadership capacity, and resource utilization.

Results: Some changes in ESPs were made to ensure that the most effecting and quality instruction possible is occurring in reading. Resources were identified and shared with and between K-5 reading flex teachers.

During quarterly at-risk meetings, students who are not meeting the NWEA state RIT, along with students not proficient in PAWS and/or not meeting grade-level benchmarks were identified and interventions were put into place to address growth areas. Group and individual learning plans were written and are being implemented for students not meeting State RIT reading in grades K-3.

Next Steps: ELA validation and flex group instruction will continue. In addition, NWEA results in reading (Winter) will be analyzed by the Common Core Goal Team and will inform ongoing efforts in the area of reading instruction, including remediation and enrichment.

Goal: By 2019, 84% of students in grades K-5 will be proficient in MATH as measured by the STATE RIT on the NWEA. We plan to this by increase MATH performance of K-5 grade-level cohorts by 5% per year in the STATE RIT on the NWEA.

Data: In Spring 2015, students were proficient in MATH as measured by the State RIT on the NWEA:


<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>58%</td>
<td>80%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>75%</td>
<td>63%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>74%</td>
<td>80%</td>
<td>68%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>65%</td>
<td>79%</td>
<td>85%</td>
<td>73%</td>
<td>85%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>46%</td>
<td>70%</td>
<td>84%</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>58%</td>
<td>51%</td>
<td>75%</td>
<td>85%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Strategy: Strategies to meet this goal are to teach the MATH Common Core, to implement PLCs in math, and to emphasize student goal setting and tracking of math progress.

Timeline: 10/2015-5/2019

Focus this quarter: The Common Core Goal Team formalized an action plan aligned with the math school improvement goal. Continued implementation of K-5 PLCs in math has occurred. Ongoing recommendations for implementation by PLC leadership is continuing and monitoring of PLC implementation by Summit's principal is occurring on a regular basis. In addition, the math cohort for all K-5 classroom and special education teachers and principal is ongoing. Also, this past quarter, all goal teams have focused on the Comprehensive School Plan rubrics, reflecting upon school practices in the domains of teaching and learning.
Leadership capacity, and resource utilization.

**Results:** During quarterly at-risk meetings, students who are not meeting the NWEA state RIT, along with students not proficient in PAWS and/or not meeting grade-level benchmarks were identified and interventions were put into place to address growth areas.

**Next Steps:** NWEA results in reading (Winter) will be analyzed by the Common Core Goal Team and will inform ongoing efforts in the area of math instruction, including remediation and enrichment. The math cohort will continue through May, 2016, and K-5 alignment conversations and resource sharing will continue.
University Park

Every Child, Every Day...Whatever It Takes!

Goal: University Park students will score at or above grade level in reading and math as measured by NWEA.

Data: Percentage of Students Who Met or Exceeded Projected RIT from Fall to Winter 2015

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>1st</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>2nd</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td>3rd</td>
<td>68%</td>
<td>41%</td>
</tr>
<tr>
<td>4th</td>
<td>33%</td>
<td>41%</td>
</tr>
<tr>
<td>5th</td>
<td>61%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Strategy: Implement intervention and enrichment using PAWS strands and NWEA learning continuum to engage students in relevant and rigorous learning while using formative assessments to create flexible groups.

Timeline: 09/2015-06/2016

Focus this quarter: Throughout the month of October, the certified teaching staff was trained in Marzano's Assessment Literacy and Formative Assessment workshop offered by WDE. After this training, we came together and determined math priority standards within the district math curriculum using Achieve the Core and guides from other districts. Once the priority standards were defined, grade levels created proficiency scales to assess student progress toward meeting performance standards. We are using the district math benchmarks, assessments from My Math and teacher created formative assessments as the measure. Every grade level team is using the PLC process to meet individual student needs through flexible grouping. A schedule was created to support IE (Intervention/Enrichment) at every grade with support from classroom teachers, tutors, sped teachers and instructional assistants.

Results: Last year our school did not meet expectations on PAWS in reading or math, and we saw a decline in these areas on NWEA as well, so we made a decision as a school to implement PLC’s. We visited a high performing Title I school in Sheridan and observed the work they were doing with PLC’s and common formative assessments. The staff also participated in two one-day PLC trainings tailored to our needs in spring and summer. Since the start of the 2015-2016 school year, every grade level is using the PLC process. In addition to individual student needs being met during IE, all students on IEP’s have access to grade level standards being delivered in the general education setting. This change has eliminated the need for pull out and allowed for co-teaching in grades with students on IEP’s. The amount of students meeting projected growth from fall to winter in the co-teaching classrooms indicates inclusion/co-teaching is effective.

Next Steps: We have been focusing much of our time in math, and will now do the same work in ELA. In February, we will determined the ELA priority standards using guides from other districts. Teachers have started to write proficiency scales and common assessments for ELA, and will fine tune this work throughout the implementation process. We have an interest in using Mastery Connect to track individual student progress towards mastery of a standard. At this time, we are waiting to learn if we will receive a grant we wrote to explore a balanced literacy approach to meeting ELA standards. In addition, because there is a concern in some grade level with the low growth from fall to winter on NWEA, we will explore the the current practices we have in place and make changes as needed.
Verda James Elementary

*Verda James Elementary School empowers all learners to excel academically and socially on life's journey.*

**Goal:** ELA Goal Team:
By May of 2016, 100% of our students will read fluently at or above grade level as measured by Literacy First assessments.

**Data:**
- Grades K-1: 40 - 90 sight words,
- Grades 2-5: Fluency Assessment with a score of 3 or 4 at 75% accuracy

**Strategy:** Sight Word practice daily during whole group and at various times throughout the day.

Fluency Practice 10 minutes a day 4 times a week school wide through multiple strategies implemented by grade level teams.

**Timeline:** 11/2015 - 5/2016

**Focus this quarter:** Fluency strategies for teachers to implement 10 minutes, 4 days a week.
- Examples of strategies are:
- Choral/Shared Reading: songs, poems, chants
- Partner Reading
- Readers Theater
- Sight Word practice/Word Work

**Results:** In 2014-15 not all students in grades 3-5 were meeting reading expectations as measured by PAWS. Fluency harvest date will be Feb. 3, 2016 and team will analyze data.

**Next Steps:** Goal teams will analyze fluency data upon receipt February 4, 2016. The team will set targets and begin action planning to meet the goals.

**NOTE:** A district sponsored reading program would be helpful as we work on vertical alignment between grade levels and work with students coming in from other schools. Lit. First is our best - consistent resource for these conversations. Read Naturally would be one possible solution to support student's reading needs.

**Goal:** Math Goal Team:
100% OF VERDA JAMES STUDENTS WILL BE PROFICIENT OR ADVANCED ACCORDING TO PAWS AND REACH THE 60 PERCENTILE ON NWEA BY MAY 2016.
- Tier and SPED students will participate in 30 minutes a week of IXL instruction in their lowest math RIT band strand.
- Goal team will assess NWEA Data for areas of improvement and vertical alignment opportunities.

**Data:** The math goal team has been unable to look at data because not all grade levels have completed the Winter NWEA testing at this time. We will look at this data by the end of January.

**Strategy:** Co-teaching (Special Ed. inclusion)
Tier 2 interventions, including IXL
Differentiation
ESP's assigned to each Grade Level Support Team

**Timeline:** September 2015- June 2016

**Focus this quarter:** Our focus this quarter is to implement Co-teaching with SPED teachers and grade level ESPs. Students with IEPs are being included within the regular classroom in accordance with their IEP minutes.

**Results:** The math goal team has been unable to look at data because not all grade levels have completed the Winter NWEA testing at this time. We will look at this data by the end of January.

**Next Steps:**
- Examine NWEA lowest RIT band of SPED and Tier students
- Examine NWEA percentile scores of SPED students from Fall to Winter
- Examine Resource alignment to the lowest strands as well.

**Goal:** Safe & Healthy Goal Team:
100% OF VERDA JAMES STUDENTS WILL EXHIBIT POSITIVE AND SAFE BEHAVIORS AS MEASURED BY NUMBER OF MONTHLY RECOGNITION ATTENDEES BY MAY 2016.
- Explicitly teach 8 Keys of Excellence
- Weekly HOPE lunches to reinforce positive behavior
- Recognize 4 BE’s/8 Keys Behavior Monthly
  (Be Respectful, Be Responsible, Be Safe and Be Nice)

**Data:**
- September – 95% of students met monthly recognition
- October – 93% of students met monthly recognition
- November - 93% of students met monthly recognition

**Strategy:** Implement weekly 8 Keys Lessons (on Google calendar)
Implement staff rotation for HOPE lunch Tuesdays beginning October 2015
Implement Recognition/Re-teaching, monthly, and as a grade level
(on Google calendar)

**Timeline:** 9/14/ 2015 – 6/ 1/ 2016

**Focus this quarter:** Created dates for recognition/reteaching, 8 Keys, School Store, Monthly Charms to promote positive behavior.
Continued grade level rotations and selected students to attend weekly HOPE lunches to promote positive relationships.
Reviewed building’s new, primary escape route for Fire Drills.
(Revise as Needed)

**Results:** See recognition data above. Will continue the plan of explicit teaching of the 8 Keys.

Created new school-wide maps and distributed for hanging in all classrooms and hallways.

**Next Steps:**
- Continue the plan, as indicated above.
- Review HOPE lunch students and determine when changes are needed.
  Develop survey for students for Quiet Eating Time in the Commons.
  Develop a more efficient method to get kids through serving line more quickly.
  Playground Safety signs for the public.
  Complete fire inspection paperwork - Draft.

Verda James Elementary Page 2
Work with Dennis Bay for traffic – parent group.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Willard

The mission of Willard Elementary, where our students come first, is to create a challenging learning environment that encourages high expectations for success.

Goal: By 2019, Willard Elementary will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model in Reading and Math as measured by the PAWS results.

Data: Actual Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>57.7 %</td>
</tr>
<tr>
<td>May 2014</td>
<td>49%</td>
</tr>
<tr>
<td>May 2015</td>
<td>44%</td>
</tr>
<tr>
<td>May 2016</td>
<td>50%</td>
</tr>
<tr>
<td>May 2017</td>
<td>75%</td>
</tr>
<tr>
<td>May 2018</td>
<td>85%</td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</td>
</tr>
</tbody>
</table>

Strategy: • E.L.A. Common Core State Standards
- Grade Level PLCs
- Intermediate and Primary PLCs
- Inclusion
- Professional Development with Catapult Learning focusing on research based reading instructional strategies such as:
  - Read Alouds
  - Word Work
  - Guided Reading
  - Differentiated Student Centered Workstations
  - Vocabulary Development

Timeline: October, 2014 through May, 2016

Focus this quarter: Reading Achievement – E.L.A. Common Core State *Standards through the work of the ELA district curriculum
* Grade level PLC and Intermediate/Primary PLCs
  * Inclusion
  * Professional development from Catapult Learning focusing on research based reading instructional strategies such as:
    * Guided Reading
    * Differentiated student centered workstations
    * Vocabulary Development

Teachers are observed while providing guided reading instruction and given individual feedback. Teachers are also working closely with I.F.s in between times when our consultant is in the building. The work that teachers are doing with I.F.s support the work with our consultant. PLC teams have also worked closely with our assessment office to around assessment literacy.

Results: Willard Elementary was determined to be a Partially Meeting school according to the Wyoming school Accountability model. At then end of 2014.2015 school year our leadership team proposed a plan to bring
**Strategic Plan Quarterly Update**

Quarter 2 - undefined

Catapult Learning on site for continued ELA professional development. This plan has been put into motion and we are currently working closely with our consultant.

**Next Steps:** Grade level PLCs with the help of Instructional Facilitators are taking PAWS, NWEA, Lit. 1st, and class assessment data to determine differentiated grouping for students. Teachers are beginning to develop common assessments across grade levels. Teachers will also be working 1/2 day with I.Fs to work on assessments, learning progressions, and looking at student data.

---

**Goal:** Goal: By 2019, Willard Elementary will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model in Reading and Math as measured by the PAWS results.

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 80.9%</td>
<td>May 2015 = 52%</td>
</tr>
<tr>
<td>May 2014 = 43%</td>
<td>May 2015 = 52%</td>
</tr>
<tr>
<td>May 2015 = 39%</td>
<td>May 2016 = 63%</td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2017 = 74%</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2018 = 85%</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

**Strategy:** Math Achievement - Math Common Core State Standards through the use of:

* District provided math learning progressions
* Differentiated math instruction
* School-wide fact fluency focus

**Timeline:** 10/2014 - 05/2017

**Focus this quarter:** Provided training for all staff in our school wide fact fluency program.

Grade level PLCs with the help of Instructional Facilitators are taking PAWS, NWEA, class assessment data to determine differentiated grouping for students. Teachers are also working to identify "bubble students" who need a little extra push in order to move from basic to proficient.

---

**Results:** Willard Elementary was determined to be a Partially Meeting school according to the Wyoming school Accountability model.

**Next Steps:** Our teachers will continue to work closely with Instructional Facilitators and their grade level PLCs in order to best meet the needs of our students in math. They will continue to consider the math learning progressions and the data from our district math benchmark assessments. Our math goal team will working with teachers to assure fidelity to the math fact program that we implemented at the beginning of the year.

---

**Goal:** By 2019, 100% of Willard Elementary students will read at grade level as measured by NWEA results.

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 74%</td>
<td>May 2015 = 79%</td>
</tr>
<tr>
<td>May 2015 = 63%</td>
<td>May 2016 = 84%</td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2017 = 89%</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2018 = 94%</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

**Strategy:** Implementing E.L.A. Common Core State Standards through the work of:

* ELA district curriculum
* Grade level PLC and Intermediate/Primary PLCs
Strategic Plan Quarterly Update
Quarter 2 - undefined

*Inclusion
*Professional development from Catapult Learning focusing on research based reading instructional strategies such as:
  * Read Alouds
  * Word Work
  * Guided Reading
  * Differentiated student centered workstations
  * Vocabulary Development

**Timeline:** 10/2015 - 10/2017
**Focus this quarter:** Reading Achievement – E.L.A. Common Core State Standards through the work of the ELA district curriculum
* Grade level PLC and Intermediate/Primary PLCs
*Inclusion
*Professional development from Catapult Learning focusing on research based reading instructional strategies such as:
  * Guided Reading
  * Differentiated student centered workstations
  * Vocabulary Development

Teachers are observed while providing guided reading instruction and given individual feedback. Teachers are also working closely with I.F.s in between times when our consultant is in the building. The work that teachers are doing with I.F.s support the work with our consultant.

PLC teams have also worked closely with our assessment office to around assessment literacy.

**Results:** Willard has completed the fall NWEA assessment the results are the following in area of reading:
Kinder - 50% of students at or above the 40%tile
1st - 57% of students at or above the 40%tile
2nd - 51% of students at or above the 40%tile
3rd - 67% of students at or above the 40%tile
4th - 87% of students at or above the 40%tile
5th - 71% of students at or above the 40%tile

**Next Steps:** Grade level PLCs with the help of Instructional Facilitators are taking PAWS, NWEA, Lit. 1st, and class assessment data to determine differentiated grouping for students. Teachers are beginning to develop common assessments across grade levels. Teachers will also be working 1/2 day with I.F.s to work on assessments, learning progressions, and looking at student data.

**Goal:** By 2019, 85% of Willard students will meet expectations on the Willard PBIS matrices as measured by behavioral data from Infinite Campus.

**Data:** Gathering Stage

**Strategy:** All staff will implement the use of PBIS and the behavior matrices

**Timeline:** 09/2017 - 05/2019
**Focus this quarter:**
**Results:**
**Next Steps:**
Woods Learning Center

Our mission is to foster a growth mindset in lifelong learners and responsible citizens of a democracy.

Goal: By May of 2019, Woods Learning Center will meet or exceed the expectations in reading as defined by the Wyoming School Accountability in Education Act Model.

Data: Actual Targets

May 2013 = Meeting Expectations
May 2014 = Meeting Expectations
May 2015 = Meeting Expectations
May 2016 = Meeting
May 2017 = Meeting/Exceeding
May 2018 = Meeting/Exceeding
May 2019 = Exceeding

Strategy: All K-8 level teachers will consistently implement a research-based reading framework to address NCSD English Language Arts Curriculum.

Timeline: 9/2015 - 5/2017

Focus this quarter: Teachers K-3 and primary special education teachers are implementing strategies using The Daily 5 and Cafe.

Teachers in 4th and 5th grade are continuing to implement research-based strategies to meet the new curriculum.

Due to the high numbers of at-risk and special education students, 6-8 grade teachers are working to meet the needs by using co-teachers and assistants.

Results: We are continuing our same focus again this quarter after a successful launch.

Next Steps: K-8 will use and validate the NCSD English Language Arts curriculum.

Goal: By May of 2019, Woods Learning Center will meet or exceed the expectations in math as defined by the Wyoming School Accountability in Education Act Model.

Data: Actual Targets

May 2013 = Meeting Expectations
May 2014 = Meeting Expectations
May 2015 = Meeting Expectations
May 2016 = Meeting
May 2017 = Meeting/Exceeding
May 2018 = Meeting/Exceeding
May 2019 = Exceeding
Strategic Plan Quarterly Update
Quarter 2 - undefined

**Strategy:** K-3 is implementing Number Corner and K-5 is using Investigations as a way to supplement and align to 6-8 Connected Math. Investigations and Connected Math are used as supplements to address NCSD Mathematics Curriculum in constructivist manner.

**Timeline:** 9/2015 - 5/2017

**Focus this quarter:** K-5 created math crates to address differentiation and are now using the crates as well as other constructivist games in math workshop. K-5 is also meeting with IF in assessing and meeting student needs. 6-8 implemented the new Connected Math Project 3 to use as a supplemental material to meet student needs

**Results:** We continue our focus this quarter on strengthening our math teaching and learning.

**Next Steps:** Teachers will continue to learn and teach the Common Core State Standards using a variety of materials in a constructivist manner. We are beginning to research other math supplemental resources.
Business Services

The mission of the Business Services Department is to manage the financial resources for Natrona County School District through accurate and timely processing of business functions with a commitment to continuous improvement.

Goal: By May of 2019, the Business Services Department will function efficiently and effectively in all areas of operations as measured by receiving a rating of 80% or higher on the stakeholder satisfaction survey.

Data: Pending Stakeholder Survey results.

Strategy: Improve the efficiency, effectiveness and accuracy of accounting, accounts payable, and payroll through individual work team strategic plans and action plans.

Timeline: 1/2015–5/2019

Focus this quarter: We have implemented timecard online to 5 departments. We have continued modifying the setup of the system to allow for greater internal control and higher accuracy. Payroll has also begun exploring an Electronic Process for Automated Remittance Services (EPARS) system which allows for electronic transmittals of employees’ tax sheltered annuity contributions. We have assigned a Business Services Specialist to focus on the credit card implementation. This individual will be responsible for overseeing the implementation and monitoring the system to ensure accurate processing and audit compliance.

Results: Departments have reported positive feedback regarding ease of use of the timecard online system. Administrators have been allowed to use credit cards on a case-by-case basis and have reported ease of use and convenience.

Next Steps: Continued implementation on timecard online. We will begin rolling out the module to classified staff at schools. Goal is to have full implementation by the end of May, 2016. We are planning to release credit cards to bus drivers in mid-January 2016 and full-credit implementation to administrators and office staff district-wide by the end of March, 2016.
District Athletics/Activities

Mission: Provide direction, support and assistance which engages all students in co-curricular activities that align with the goals and strategies of the C&I Division & the District’s Five Year Strategic Plan

Goal: Goal 1: By May 2019, student participation (engagement) in co-curricular activities offered K-12th grade will be supported, tracked, analyzed and shared district-wide in order to foster Academy Based Learning, prepared graduates and achieve a graduation rate of 85% or above.

Data: Actual Targets
May 2013= 71%
  May 2014 =73%
  May 2015= 75%
  May 2016= 77%
  May 2017= 79%
  May 2018= 82%
  May 2019= 85%

Strategy: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which foster academy based learning through results gathered from the voice of the student survey, by maximizing employee & parent talents and by utilizing stakeholder feedback.

DATA:
Actual Targets
May 2013=48%
May 2014 =50%
May 2015= 52%
May 2016= 54%
May 2017= 56%
May 2018= 58%
May 2019= 61%

Timeline: 9/2015 - 5/2019

Focus this quarter: In order to increase 12th grade student engagement in co-curricular activities our efforts to accomplish this goal will take a comprehensive approach which focus efforts to engage more students K-11 grades. This quarter our work focused more heavily on visiting elementary schools to offer and provide information, support and assistance in tracking elementary student engagement. To share information with each school the activities that have shown significant student engagement and also align with middle level and high school activities. The goal is to create thinking where being involved in co-curricular activities each school year is automatic. It becomes a long term lifestyle for all NCSD students.

Results: Contact sources, attendance tracking tools in co-curricular activities and reporting of student engagement twice per year were established in six elementary schools. Some of the data reported, 5th grade students at Summit having a 85% engagement rate. At Manor Heights the engagement rate for all students hit 43% which did not include 4th & 5th grade students involved in the NCSD & Casper Recreation Center after school sports program. Other schools reporting, Crest Hill 31% for all students, Park 32%, University Park 36% and Pineview 33%. We found that Drama and Guitar Club at Manor Height have become two very popular activities with over 100 students signed up for next semesters Drama presentation and guitar club with
The secondary schools also reported their mid year participation data on 12-15-2015 which is in line with our engagement goals by the end of the 2015-2016 school year.

**Next Steps:** The next step is to add 6 more elementary schools this second semester to the list of elementary schools actively involved in tracking and reporting student engagement. We will be at the halfway point of total elementary schools to added in the new system by the end of the 2015-2016 school year.

We will be scheduling elementary school visits to meet with principals and to set up contacts at each school for implementing the tracking system. There will also be a focus on maintaining contact with the first six elementary schools to maintain the good work we have already set in place.

Last, a list of new and successful co-curricular activities will be shared on the ncsdathletics.com website for schools to view and use at their schools.

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**Goal:** By May 2019, provide educational opportunities for staff, students, parents and community volunteers which foster healthy, efficient and effective operations with a satisfaction rating of 80% or greater as measured from the annual climate survey of students, parents and staff.

**Data:** None

**Strategy:** Develop, support and update monthly an Athletics and Activities Department user friendly web-site (ncsdaactivities.com or ncsdathletics.com) to inform and educate students, staff, parents and community members about co-curricular activities and opportunities offered district-wide.

**Timeline:** 10/2014 - 8/2016

**Focus this quarter:** Support and assist in providing requested coaching clinics, accurate and relevant compliance training courses for coaches and sponsors and steps on how to become a certified coach, coaching assistant, aide or activity sponsor.

**Timeline:** 10/2014-8/2016

**Action Plan:** Develop and support a district and community volunteer resource center on the ncsdaactivities.com web-site.

**Timeline:** 10/2014-8/2016

**Data:** Stakeholder verbal feedback concerning use of the web-site and monitoring the number of times the web-site is being used monthly.

**Results:** We are experiencing more use of the ncsdathletics.com website. The feedback from stakeholders on the websites ease of use and user friendliness has all been positive.

We are continuing to reach out with stakeholders to make sure we have the most important information for their use on the website.

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District Athletics/Activities Page 2
Strategic Plan Quarterly Update
Quarter 2 - undefined

We also used the website this fall for the Casper Invite VB tournament for teams to view tournament brackets, seating and next day playing times and pairing.

Next Steps: Continue to update the website daily or as needed, plus meetings have been requested with Athletic Directors to update and improve the high school and middle level activities handbooks.

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Food Services Department

Mission:
The mission of the N.C.S.D. Food Service Department is to provide healthy, safe, cost effective meals to students and adults by working as a team to provide cost effective services with active continual improvement.

Goal:
Goal: The mission of the N.C.S.D. Food Service Department is to provide healthy, safe, cost effective meals to students and adults by working as a team to provide cost effective services with active continual improvement.

Data: Meal sales are up .005% to date this year
Strategy: The Food Service Department will increase participation by 2% during the 2015-2016 school year
Timeline: 7/01/15-6/30/15
Focus this quarter: Focus this quarter: The leadership team reviewed our mission, and decided no changes were needed at this point. We are working on a plan to increase the participation in Middle Schools this year by serving pizza everyday. We tested a Schwann's product against Pizza Hut and the results were favorable as 52% selected Schwann's. We have gotten bid pricing and equipment ordered to begin serving during the second semester.
Results: Participation has increased slightly, but not enough to meet our goal.
Next Steps: Goal team will begin looking at other ideas to implement to reach our goal.

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
HR Development

The HR Development Department helps all NCSD staff to learn and grow by providing employees an induction into the organization, annualized training, differentiated professional development and quality coverage while the employee is absent.

Goal: By May of 2019, Human Resources Development will function efficiently and effectively in all areas of operation as measured by receiving a rating of 80% or higher on the district stakeholder satisfaction survey.

Data: Data Actual Targets
May 2015= May 2015= 80%
May 2016= May 2016= 85%
May 2017= May 2017= 90%
May 2018= May 2018= 90%
May 2019 = May 2019= 90%

Strategy: Monitor and improve employee induction to ensure all new staff will have a information and skills needed to be successful.

Timeline: 8/2014 - 12/ 2015

Focus this quarter: Actions Completed in October 2015 - Dec 2015
1) During the summer of 2015 we adjusted the orientation schedules. After looking a previous data we determined there needed to be substantial "front-loading" for orientations to on-board staff hired over the summer. Orientation schedules were revised and have been implemented.
2) Implemented revised orientation
3) Other Induction systems (New Faculty & New Administrator) continue to run with Monthly sessions supporting ongoing learning and needs. New Faculty sessions continue with topics associated with instructional best practices and classroom systems, New Administrator sessions focus on topics identified by the group such as evaluation, student support services, and special education.

Results: The revised "front-loaded" orientation schedule was successful in having staff receive their orientation in a timely fashion and much sooner than what was occurring in 14-15. New Faculty and New Administrator cohorts continue to receive positive feedback by an end of session plus/delta review.

Next Steps: 1) Continue to implement, monitor and support new employee induction in all three systems.

Goal: above

Data: above

Strategy: Monitor and improve training to ensure all employees receive and are current in their job required training and certifications.

Timeline: 8/2014 - 12/2015

Focus this quarter: As with the orientation adjustments mentioned above, we revised and "front-loaded" CPR and Mandt training schedules to ensure staff needing job-required training receive it in a timely fashion.

Results: The adjustment in the training schedule has improved the percentage of staff receiving their initial CPR and Mandt within first 30 days of hire.

Training within 30 days of hire:

<table>
<thead>
<tr>
<th></th>
<th>14-15</th>
<th>15-16 (to date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandt</td>
<td>9%</td>
<td>45%</td>
</tr>
<tr>
<td>CPR</td>
<td>22%</td>
<td>60%</td>
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</tbody>
</table>

HR Development Page 1
Strategic Plan Quarterly Update
Quarter 2 - undefined

We continue to evaluate the ideal ratio of training sessions needed each month. We can offer more training sessions to get these rates closer to 100% but the sessions may be of very low attendance resulting in low efficiency.

Next Steps: We continue to monitor to find the idea schedules.

Goal: above
Data: above
Strategy: Monitor and improve Substitute Services to attain a substitute fill rate of 90% or greater for employee absences.
Timeline: 8/2014 - 5/2019
Focus this quarter: Actions Completed in October 2015 - Dec 2015
Revised AESOP user management from manual input into user exports from Sunguard HR System.
1) Collaboration between Substitute Office and IT department to review data integrity and data needs.
2) Training at each school, led by Substitute Office, to ensure school staff understood the changes and the improvements resulting from the changes.

Results: Transition took place during Holiday break (December 2015). Result are good and system is working well.

Next Steps: Substitute Office will continue to work with IT Department to automate the user integration so both new staff and new substitutes are entered and kept current in AESOP by a seamless nightly automated upload. This will significantly reduce user management issues that have taken time in the past.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Maintenance

The Maintenance Department will collaboratively build a high functioning team with a commitment to continuous improvement that will efficiently and effectively repair, maintain, and improve the safety of our facilities and grounds.

Goal: By June of 2019, the Maintenance Department will have developed systems in each work unit that will improve efficiency and effectiveness at all levels as measured by receiving a rating of 80% or higher on the climate survey.

Data: Total outstanding work orders as of 12/31/15 - 401

Actual results:
0-30 days: 71% 31-60 days: 10% 61 - 90 days: 10%
91-120 days: 5% 120+ days: 4%

Strategy: The Maintenance Department will develop strategies to ensure outstanding work orders do not exceed the following benchmarks:

Original Timeline: 10/2014 - 6/2016
Benchmark:
31-60 days: 15% 61-90 days: 10% 91-120 days: 5% 120+ days: 10%

Revised Timeline: 10/2015 - 6/2016
Revised Benchmark:
31-60 days: 13% 61-90 days: 8% 91-120 days: 5% 120+ days: 10%

Timeline: 10/2015 - 6/2016

Focus this quarter: Maintenance staff continued to identify and implement strategies that achieve our outstanding work order benchmarks (i.e. flex and or trade work hours, further refine our processes how we schedule our work, use other department personnel that have the skills to complete the work, etc.)

Results: Outstanding work orders older than 60 days continue to be reviewed each month with the Director of Maintenance and Supervisor from each work unit. Strategies are discussed and agreed on how outstanding work orders can be completed to meet our benchmarks (i.e. utilizing staff from another department whenever possible to assist completing the work request, utilize contracted services if necessary and cost effective, flex work hours, seek out other funding sources to complete work task for enhancement requests (PTA, school funding, athletic booster clubs, etc.)

Outstanding work orders older than 30 days have been reduced by 29% since 10/1/14.

Next Steps: We will continue to identify Department wide strategies that will further reduce outstanding work orders and explore opportunities to update our customers on the progress we are making to complete their work requests beyond the automated e-mail work order notifications our customers receive.

We have completed the final draft Maintenance Department work order prioritization document. We plan to present this document at next earliest Facilities strategic continuous improvement meeting for additional feedback.
**Goal:** By June of 2019, the Maintenance Department will have developed systems in each work unit that will improve efficiency and effectiveness at all levels as measured by receiving a rating of 80% or higher on the climate survey.

**Data:** School staff are consistently inspecting and submitting their monthly playground inspection reports as shown by the 31% increase in the number of reports received from 2014 vs. 2015.

**Strategy:** The Maintenance Department will collaboratively develop and implement strategies that will enhance operational efficiencies; life, health, and safety systems in our facilities.

**Timeline:** 10/2014-6/2019

**Focus this quarter:** Maintenance staff continues to evaluate and identify new operational efficiencies that enhance our ability to improve building safety and delivery of services to our customers (i.e. continue our work painting clearance zones on the floor in front of electrical panels, fire alarm panels, etc. at every building (2 sites were completed in December); identify current and future cost savings measures (i.e. moving from site based automated building systems to a centralized server to reduce the costs of site and software licenses); expand our current preventive maintenance program; continue our work moving from off-line computerized door management system to an on-line system, implement the Fire Code Inspection and Safety Program, etc.

**Results:** School staff have made significant effort to consistently inspect and submit their monthly playground inspection reports resulting an increase of 31% inspection reports submitted compared to 2014. This has allowed maintenance staff to quickly respond to any concerns and address potential safety concerns on our playground equipment or fall material.

2014 Year end percentage of playground equipment inspection reports submitted: 53%

2015 Year end percentage of playground equipment inspection reports submitted: 84%

**Next Steps:** We will continue to identify areas throughout the district that will improve life, health and safety in our buildings and grounds, and internal operational efficiencies (e.g. streamline our HVAC Direct Digital Control systems, expand our preventive maintenance program, collaboratively work with site based and maintenance staff in developing a preventive maintenance program that will assist custodial staff inspect and perform general service work on a scheduled basis (i.e. oil and/or grease pumps and motors, inspect roof drains, etc.)

T-12 light fixture lamps will no longer be manufactured due to more energy efficient lighting options that are available. In order to address this, we are in the early stages of developing a process using building floor plans that will identify T-12 lamp locations in every area of each building so plans can be developed to replace these lamps with new L.E.D. fixtures.

---

**Goal:** By June of 2019, the Maintenance Department will have developed systems in each work unit that will improve efficiency and effectiveness at all levels as measured by receiving a rating of 80% or higher on the climate survey.

**Data:** None to report.

**Strategy:** The Maintenance Department will collaboratively establish staff training programs that will enhance our cross functionality and effectiveness in meeting the needs of our customers.

**Timeline:** 10/2014-6/2019
Focus this quarter: We continue to identify training opportunities e.g. additional licenses, CEU’s, or certifications that our employees either have interest in obtaining and/or that will enhance our ability to maintain and repair our buildings and grounds.

Results: All HVAC and plumbing staff attended technical training on Taco pumps on 12/3/15.

HVAC direct digital control training was provided to our HVAC staff by E-Logic on 11/24/15, 12/12/15 & 12/15/15.

Next Steps: The supervisory team, individual work unit teams and the employees will continue to identify staff training and cross functional opportunities that enhance our service delivery capabilities (i.e. Continue additional training opportunities between our electricians and electronics technicians so our electricians are knowledgeable and certified to work on fire alarm panels, security camera systems, intercoms, etc. Additional cross training opportunities are being explored between plumbing and HVAC regarding troubleshooting system problems, safety training, etc.

We will further enhance the site-based maintenance training we offer Building Administrators and custodial staff (i.e. emergency utility shut off locations, routine maintenance items – filter locations and change out frequencies, oil and/or grease pumps and motors and locations, routine building inspections and notification processes, emergency call out procedures, etc.)

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Research and Assessment Department

The mission of the NCSD Research and Assessment Department is to deploy a district assessment system that supports school improvement and student achievement.

**Goal:** By May of 2019, the Research and Assessment Department will have fully implemented an assessment system that supports teaching and learning in all nine content areas, that is aligned to Wyoming Department Education requirements, that is research based and that models best practices.

**Data:** January 2016 - District Wide Math Interims for quarter two were deployed k-8, Semester math interims were deployed for Algebra 1, Algebra 2, and Geometry. Audit is complete

**Strategy:** Perform an assessment audit to determine the assessments that are given and their purpose.

**Timeline:** 7/2015-12/2015

**Focus this quarter:** This strategy is complete will update as there are changes from the state or district level.

**Results:** Link to the audit document

**Next Steps:** No next steps for this strategy due to completion

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**Goal:** By May of 2019, the Research and Assessment Department will have fully implemented an assessment system that supports teaching and learning in all nine content areas, that is aligned to Wyoming Department Education requirements, that is research based and that models best practices.

**Data:** January 2015 - A draft training pd/protocol has been developed for the ASPIRE Assessment

**Strategy:** Create protocols for researching and implementing instructional models and techniques

**Timeline:** 5/2015-9/2019

**Focus this quarter:** Create district-wide trainings/protocols for test administration for the state mandated assessments to ensure equity of opportunity.

**Results:** One draft training is completed

**Next Steps:** Gathering feedback and input from stakeholders.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Special Services

*We provide exceptional professional support to school personnel in the education of students with special needs.*

**Goal:** Develop a system (including implementation, monitoring and adjusting) for the differentiation of subgroups in order to engage all students in learning aligned to Wyoming’s nine content area standards.

**Data:** For WDE, Special Education programs is monitored for progress on PAWS. The 2013-14 Target for students with disabilities in reading was 100% for grades 3-6, 100% for 7-9, and 100% for grade 11.. The district scored at 19% in grades 3-6, 18% in 7-9, and 10% in grade 11. For Math in 2012-13, the state targets were 100% in grades 3-6, 100% in grades 7-9, and 100% in grade 11. The district scored at 19% in grades 3-6, 13% in grades 7-9, and 11% in grade 11.

**Strategy:** Provide school based training and programming for unique school/student needs to ensure student access to general education.

**Timeline:** 2014-19

**Focus this quarter:** Provide direct, support and assistance to implement a system... to differentiate for unique individual student learning needs.

- Define “the basket of goods”, define the processes associated with accessing the basket, and support buildings in implementation of the system of support.

- Implement co-teaching in “select” buildings.

- Training to have IEP goals and objective to have alignment to grade level standards.

- Training on 504 services and accommodations.

- Training on IEP accommodations and modifications.

**Develop/ Evaluate Effectiveness of differentiated programming options**

**Results:** Meeting with Ted, Mari, Shelley & Lori in December 9, 2015. Discussed Admin reg 6240 and RtI process.

- 1/7/16-Lori & Shelley meet to line out baseline

- Early Childhood (Classic K, Advanced K) Screening happening during enrollment

- Steering team input on departmental processes continue to happen - Professional Development for Homogeneous Groups

- Training and coaching 3 new schools with co-teaching- Dean Morgan, Verda James, Manor Heights - (Professional Development, Observations, Collaboration, and Coaching)

- Follow-up training and coaching with Centennial, CY, Sagewood, University Park. (Professional Development, Observations, Collaboration and Coaching)

- Beginning process of co-teaching and inclusion with Paradise Valley, Cottonwood, Mt. View. (Collaboration and planning)
All IEPs reviewed to insure goals address each area of need and enable child to be involved in and make progress in the general education curriculum.
Peer (IEP Coaches) review of IEPs

*Principals training on 504
*Scheduled 8 training sessions in Jan 2016
*Presentation made, forms updated

Training on accommodations and modifications was provided to...
Oregon Trail, Mtn. View, DM, Centennial and elementary student teachers

CDC-meet with parents January 5th
ESY
ECA- Classic K-Lori met with Mari to discuss IEP kids & the screening process

Foundations

**Next Steps:** Continue with above activities

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**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**

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**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**

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**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Student Support Services

Student Support Services provides accurate information and technical assistance in a timely fashion and respectful manner in support of NCSD #1 students, staff, parents, and external entities.

**Goal:** Goal 1: By May 2019, develop a system (including implementation, monitoring/adjusting and sustaining) for differentiation of subgroups in order to engage all students in learning aligned to Wyoming’s nine content-area standards.

**Data:** Baseline Data 2014-15

NVL Full time students = 28 (14 K-5 and 14 6-12)

Data update 1/8/2016 = 54 total students: 19 students K-5 and 35 students 6-12.

- Students completing = 26
- Courses completed = 168
- Milestones earned = 13, 278
- Students earning 100% of milestones = 23
- Students earning 100% of milestones before moving on 11 3 14 = 1
- Students earning 91% of milestones = 1
- Students earning 46-74% of milestones = 3

Note: Students earning 80% or greater milestones = 100% of State Funding. Reimbursement for student milestones earned less than 80% determined by State Formula.

NVL Supplemental Individual OdysseyWare Courses = 59 students

Data update as of 1/8/2016 = 20 students have enrolled in 39 individual courses.

- Courses attempted = 142
- Courses completed = 106
- Courses dropped/failed to complete = 31
- Courses transferred to JDC = 2
- Courses transferred to TLC = 3
- Milestones earned = 8,932

**Strategy:** Strategy 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which the Virtual Learning (NVL) supports standards implementation.

**Timeline:** 2014-2019

**Focus this quarter:** Continue to build virtual enrollment. After close of on-line2016-17 Enrollment, consider contacting home school families and families residing in Natrona County; but, who have left for another state-wide public school opportunity on-line.

**Results:** 1. Data update 1/8/2016 = 54 total students: 19 students K-5 and 35 students 6-12.
2. Data update as of 1/8/2016 = 20 students have enrolled in 39 individual courses.

**Next Steps:** Continue to build virtual enrollment. After close of on-line 2016-17 Enrollment, consider contacting home school families and families residing in Natrona County; but, who have left for another state-wide public school opportunity on-line.

**Goal:** Goal 1: By May 2019, develop a system (including implementation, monitoring/adjusting and sustaining) for differentiation of subgroups in order to engage all students in learning aligned to Wyoming’s nine content-area standards.

**Data:** 1. Fully develop a “District Enrollment Center” by creating a more relaxed; yet professional atmosphere so as to better welcome our new Casper families. We now offer comfortable sitting areas for use by adults who are completing enrollment paperwork. A play area is also now available for children accompanying their parents.

   2. A secure, locked file room for record storage was created at the Enrollment Center through room utilization rearrangement at Student Support Services.

   3. Enhance employee skill sets: Beth and Wendy have both completed their first Excel class together through Ed2Go and will continue growing professionally through this venue.

**Strategy:** Strategy 2: Improve efficiency and effectiveness of operations for NCSD #1 enrollment services.

**Timeline:** 2014-2019

**Focus this quarter:** 4. Continue efforts to:

   --move NCSD #1 toward much greater use of electronic files versus hard copy.
   -- NCSD #1 has committed to upgrade Infinite Campus to include the Online Registration Module. Principals will receive overview of Module during January 14, 2016 Leadership meeting.

   --develop a written enrollment procedures document to include all necessary steps from Enrollment Office to a child’s first day a school.

   5. So that we may better understand, what we believe will be efficiencies gained by the implementation of Infinite Campus On-line Registration (OLR), the following groups will be asked to collect data during 2016-17 Registration:

   --Secondary registrars, office managers, AAF’s, principals

   --Elementary office managers and principals

Student Support Services Page 2
Strategic Plan Quarterly Update
Quarter 2 - undefined

--District Enrollment Office and Registrar
--District Tech Team: Drew, Shane, Mary and Brenda
--District Print Shop

Time and resources expended during 16-17 registration will be contrasted with data secured during 2017-18 registration utilizing I. C. On-line Registration.

As appropriate, data collected will include:
   --Data entry re parent households, addresses, etc.
   --Data entry re field trips, code of conduct,
   --Paper and ink usage
   --nurses

Results: 1. Fully develop a “District Enrollment Center” by creating a more relaxed; yet professional atmosphere so as to better welcome our new Casper families. We now offer comfortable sitting areas for use by adults who are completing enrollment paperwork. A play area is also now available for children accompanying their parents.
2. A secure, locked file room for record storage was created at the Enrollment Center through room utilization rearrangement at Student Support Services.
3. Enhance employee skill sets: Beth and Wendy have both completed their first Excel class together through Ed2Go and will continue growing professionally through this venue.

Next Steps: So that we may better understand, what we believe will be efficiencies gained by the implementation of Infinite Campus On-line Registration (OLR), the following groups will be asked to collect data during 2016-17 Registration:

--Secondary registrars, office managers, AAF’s, principals
--Elementary office managers and principals
--District Enrollment Office and Registrar
--District Tech Team: Drew, Shane, Mary and Brenda
--District Print Shop

Time and resources expended during 16-17 registration will be contrasted with data secured during 2017-18 registration utilizing I. C. On-line Registration.

As appropriate, data collected will include:
   --Data entry re parent households, addresses, etc.
   --Data entry re field trips, code of conduct,
   --Paper and ink usage
   --nurses

Goal: Goal 1: By May 2019, develop a system (including implementation, monitoring/adjusting and sustaining) for differentiation of subgroups in order to engage all students in learning aligned to Wyoming’s nine content-area standards.

Student Support Services Page 3
Data: Elem. Lab  Sec. Lab

Baseline May 2014 = 26.2% 28%
May 2015= 23.6% 25.2%
2015-15 as of 1/11/16= 9.8% 6.9%

Strategy: Strategy 3: Improve efficiency and effectiveness of operations for suspension labs by a 10% annual reduction in the number of students returning to the Elementary and Secondary Short-term Suspension Labs.
Timeline: 2014-2019
Focus this quarter: Continue to assist students with the development, and practice of, strategies by students for their use upon return from Short-term Suspension Labs to home schools.

Results: 2015-16 Return % as of 1/11/2016

<table>
<thead>
<tr>
<th></th>
<th>Elem Lab</th>
<th>Secondary Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.8%</td>
<td>6.9%</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps: 1. Continue to assist students with the development, and practice of, strategies by students for their use upon return from Short-term Suspension Labs to home schools.

Goal: Goal 2: By May of 2019, Student Support Services will have fully implemented an advanced system for improving efficiency and effectiveness of operations at all levels as measured by scoring 80% or higher on the climate survey.
Data: Unavailable to date
Timeline: 2014-2019
Focus this quarter: 1. Analyze quarterly data from the CSF/Student Support Satisfaction Survey at https://www.surveymonkey.com/r/ncsdcustomerservice
Results: Unavailable to date.
Teaching and Learning

The mission of the Teaching and Learning Department is to support the implementation of the district strategic plan through quality coaching and capacity building of instructional facilitators.

Goal: Goal 1: By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming’s nine content area standards.

Data: Actual Targets
2014 Baseline = 1/9
2016= 2016= 5/9
2017= 2017= 7/9
2018= 2018= 9/9
2019 = 2019 = start 2nd cycle

Strategy: Strategy 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 09/2014 – 6/2019

Focus this quarter: Principals and Instructional Facilitators continued to support teachers as they implemented the Draft ELA and Health Curriculum. Teachers are in the midst of teaching and providing feedback (through the validation process) on the draft curriculum. Subject Area Committees in Social Studies, Fine and Performing Arts and Physical Education are established and have begun developing a draft curriculum by May 2015 for their content area.

Results: English Language Arts and Health - NCSD schools (27 elementary schools, 5 middle schools and 2 high schools) participated in District’s Standards –based System: ELA/Health Curriculum PD November 2, 2015. When polled, 75% of K-12 teachers responded that collaboration with their colleagues helped their understanding of the ELA draft curriculum met or exceeded expectations. When polled, 84% of K-12 teachers responded that collaboration with their colleagues helped their understanding of the Health draft curriculum met or exceeded expectations. Follow-up coaching in schools continues.

Physical Education – A 21-member Subject Area Committee met on December 9th to do Wall Work. During wall work, they examined feedback obtained from teachers on the content questionnaire along with the Wyoming Content Standards in preparation for writing outcomes and components for the draft curriculum.

Social Studies - A 33-member Subject Area Committee met on Nov 17th and December 8th to do Wall Work. During wall work, they examined feedback obtained from teachers on the content questionnaire along with the Wyoming Content Standards in preparation for writing outcomes and components for the draft curriculum.

Fine and Performing Arts - A 26-member Subject Area Committee met on Nov 19th and December 10th to do Wall Work. During wall work, they examined feedback obtained from teachers on the content questionnaire along with the Wyoming Content Standards in preparation for writing outcomes and components for the draft curriculum.

Administrators participated in a Wall Work Simulation on November 18, 2016.
Strategic Plan Quarterly Update
Quarter 2 - undefined

Next Steps: English Language Arts and Health Subject Area Committees – Instructional Facilitators will lead K-8 ELA and Health the second implementation training on February 12, 2016. High schools will be supported during PLCs throughout the spring. IFs will facilitate discussion for teachers to reflect, plan and provide feedback with grade level peers on the draft curriculum. Subject Area Committee members will examine teacher feedback provided through validation and begin making adjustments to the draft curriculum on Jan 11, 2016.

Physical Education Subject Area Committee – Members will write outcomes/components March 15-16, 2016. They will read through K-12 draft curriculum and develop validation process on March 17, 2016.

Social Studies Subject Area Committee – Members will write outcomes/components on Jan 12-14, 2016. They will read through K-12 draft curriculum and develop validation process on Feb 29 – Mar 1, 2016.

Fine and Performing Arts Subject Area Committee – Members will write outcomes/components on Jan 26-28, 2016. They will read through K-12 draft curriculum and develop validation process on March 2-3, 2016.

Goal: Goal 1: By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming’s nine content area standards.

Data:  
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Strategy: Strategy 2: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-5/2019

Focus this quarter: Instructional Facilitators created and led follow up PD around ELA and Health, with an emphasis on planning and validation of the curriculum, on November 2, 2015. Since that time they have been coaching at school sites in the areas of curriculum, early childhood, at-risk, English language learners, Literacy First Model, technology and PLC. Our Instructional Facilitator team continues to meet each Friday for learning and collaboration. Learning Fridays have focused on Assessment Literacy this quarter and have had time to continue Humanities and STEM PLC work.

Results: Instructional Facilitators focused on English Language Arts and Health Standards deployment, which included creation of professional development for teachers as well as follow up coaching opportunities in all school sites. Restructuring of the IF group has allowed for two PLC teams, one concentrating on standards work in the area of Humanities and the other concentrating on STEM standards. Every IF has been assigned to a leadership group. Leadership groups include: Content Leaders, Program Leaders, PLC Leaders, Literacy Leaders and PEBC Coaching Leaders. These leadership teams work with the Directors of Teaching and Learning to improve the efficiency and effectiveness of our Instructional Facilitator Team. Twenty-five IFs along with Academy Coaches, Special Education Strategists, Building Coaches and Administrators meet once a month to improve coaching skills.
**Strategic Plan Quarterly Update**

**Quarter 2 - undefined**

**Next Steps:** Facilitators will create and lead follow up PD for teachers in the area of ELA and Health on Feb. 12, 2016. They will continue to coach and support in the areas of curriculum, early childhood, at-risk, English language learners, Literacy First, Technology and PLCs. Directors of Teaching and Learning will restructure Learning Fridays to support the Spring 2016 transition plan to align with 13 guiding principles and minimum core competencies.

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**Goal:** Goal 2: By May of 2019, the Teaching and Learning will have fully implemented an advanced system for improving efficiency and effectiveness of operations at all levels as measured by scoring 80% or higher on the climate survey.

**Data:**

<table>
<thead>
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<th>Actual</th>
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**Strategy:** Strategy 2: Improve efficiency and effectiveness of operations for coaching services (IFs), Title 1, and Early Childhood Programs.

**Timeline:** 7/2015-6/2017

**Focus this quarter:** Coaching: – An Ad-Hoc was formed by our district to focus on the following question: How do we best use coaching services to support the full implementation of standards-based learning and the achievement of our district strategic goals? This team made recommendations to the Cabinet, which led to the creation of a draft list of 13 guiding principles. Timeline for information sharing: 1.8.16 – Instructional Coaches, 1.14.16 – All principals

Title 1 – Title I Directors have built processes to allow Principals to be able to manage their own Title I budgets through the LINKS program. All spending is approved through the Title I Office it is processed. Discussions at monthly Title I Principal around Title I requirements, Staffing ratios, Distribution Options and Plans have allowed principals to come together to agree upon banding for the 2016-17 school year. Principals received their anticipated 16-17 budgets on January 7, 2016, earlier than typical to assist them with making building staffing decisions. Title I will close the Preschool program at Paradise Valley Elementary as they no longer qualify for services due to dropping SES numbers. Transitions for currently enrolled students have been planned for.

Early Childhood Programs – The Director of Teaching and Learning researched both the NAEYC and the AdvancEd Early Childhood Accreditation processes and recommended NAEYC to the C&I Leadership Team. This process will be less expensive in the long run and is currently the gold standard for early childhood accreditation. Preschool classes are generally full across the district with a few openings in specific classes. Schools are working to continue to fill those spots with their own waitlists understanding that one-third of each teacher’s class list must be filled with TANF qualified students. The Early Childhood Program Leader has visited classrooms and holds monthly collaboration meetings with the 13 preschool teachers. At this point they have been focusing on NAEYC accreditation.

Classic Kindergarten classes are up and running. A team of parents that have been working the Gifted and Talented program leads to create an opportunity for an Advanced K program for the fall of 2016. A very specific process was created for Kindergarten Screenings, which are being held during the Open Enrollment window this year. An extra phone line was established, two temporary clerical employees where hired, information was posted on our website, on Facebook, and through fliers at schools. Fliers were also sent to many of our largest preschools in the community via the Natrona County Early Childhood Alliance Teaching and Learning Page 3
Strategic Plan Quarterly Update
Quarter 2 - undefined

listserve.

Results: Coaching - The AdHoc work to this point has been to use the 13 guiding principals created by the team to begin to build a transition plan to move our instructional coaches into schools for the 2016-17 school year. We are at the very beginning stages of building the transition plan.

Title 1 – Title I directors and principals met with members of the Business Office for training in the use of LINKS to track Title I budgets. Schools are now able to create their own orders, set up their own PD travel, process their own Parent Involvement purchases and track their budgets. All purchases processed by schools run through the Title I district office for approval before moving to the business office. This process seems to be working well and principals are very pleased to have the access. It allows for much more efficient budgeting and purchasing.

Early Childhood - Our Title I/TANF preschools are running well, with approximately 500 students in attendance. Preschool teachers are meeting monthly with the director and program leader to allow time to collaborate with each other as well as to prepare for NAEYC re-accreditation during the 2016-17 school year. Three Classic Kindergarten classes are successfully serving 45 students. Classic K teachers, principals, program leader and director met to discuss success and needs in December. There is still a need for supplies, but able to work with the supplies that have been made available.

New processes have been put in place to allow Kindergarten Screenings to run smoothly. They will take place during the Open Enrollment window as a request from the Cabinet. Preschool and Kindergarten teachers are prepared to do the screenings and have all been trained in the use the Brigance III assessment. ELL Program leader will assess our non-English speaking students during the screening window this year. By January 22 the vast majority of our approximately 900 incoming kindergarten students will have been screened. By January 28, letters will be mailed to parents with student scores and information about differentiated kindergarten opportunities that their child may qualify for. By February 5, class lists for Classic K and Advanced K will be created.

Next Steps: Coaching: HR and C&I will work with and support our Instructional Coaches, which includes IFs, Mentors and Academy Coaches, as the transition begins to move our coaches into school settings with district influence. The ad hoc committee will develop a Spring 2016 transition plan as well as a 16-17 coaching services plan.

Title 1 – Directors will continue to monitor 2015-16 Title I budgets and provide assistance to new principals who may need it as they begin to build their staffing and budgets for 2016-17. A second round of offering choice and SES will begin on January 27 at our second NCSD SES Fair. Families will be invited to attend the fair and look at the opportunity for school choice and SES as the second semester begins. Directors will collect and review data from the new department survey.

Early Childhood – This quarter the director and program leader will work together on three large projects for our preschool program. The first will be to write a new TANF grant for the 2016-18 school years. We will also begin work on NAEYC accreditation. This will include much work by our teachers in prep as well as at least three classroom visits to each preschool class. Two days of preschool have been cancelled this semester to give teachers time to work on accreditation. The third project will be to improve the preschool registration process. We have begun to look at this process, it must be ready by April 1, 2016.

Kindergarten registration and screening work has begun with new processes in place this year to help with efficiency. Screenings will begin January 14, 2016. The assessment data collected from the screenings will allow us to rank order students and provide opportunities to families with children who may benefit from either
Classic K or Advanced K programs. With a very tight window, we must have our class lists ready for the Enrollment Office by February 8, 2016, before staffing begins.

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**