Appendix

Appendix I
Graduation Rate by School

Appendix II
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Appendix III
Customer Satisfaction Survey
Business and Facilities Division

Appendix IV
Customer Satisfaction Survey
Curriculum and Instruction Division

Appendix V
Customer Satisfaction Survey
Human Resources Division

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Summary of Schools’ Strategic Plans
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APPENDIX I

Graduation Rate by School

![Four Year Graduation Rate Chart]

Figure 12 Data from http://edu.wyoming.gov/data/graduation-rates/

<table>
<thead>
<tr>
<th></th>
<th>KWHS (graduates/total)</th>
<th>MWS (graduates/total)</th>
<th>NCHS (graduates/total)</th>
<th>RHS (graduates/total)</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>302/337</td>
<td>25/30</td>
<td>328/432</td>
<td>28/109</td>
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<tr>
<td>2010-11</td>
<td>310/394</td>
<td>13/16</td>
<td>296/393</td>
<td>35/110</td>
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<tr>
<td>2011-12</td>
<td>341/431</td>
<td>14/18</td>
<td>341/456</td>
<td>27/71</td>
</tr>
<tr>
<td>2012-13</td>
<td>320/404</td>
<td>10/15</td>
<td>381/510</td>
<td>28/65</td>
</tr>
<tr>
<td>2013-14</td>
<td>321/400</td>
<td>16/19</td>
<td>369/485</td>
<td>41/80</td>
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<tr>
<td>2014-15</td>
<td>363/462</td>
<td>11/17</td>
<td>344/428</td>
<td>29/68</td>
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</table>

Table 8 Number of Students that Graduated on time (4-year cohort)
## APPENDIX II

### Math Interim Performance per School

**Cut Scores for Math Interim Assessment 1# (Web Based)**

<table>
<thead>
<tr>
<th>Content/Test Name</th>
<th>Number of Items</th>
<th>Not meeting expectations</th>
<th>Partially Meeting Expectations</th>
<th>Meet Expectations</th>
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<tbody>
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<td>Kindergarten Math</td>
<td>11</td>
<td>0-44.9%</td>
<td>45-62%</td>
<td>63-100%</td>
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<tr>
<td>Grade 1 Math</td>
<td>17</td>
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<td>41-63%</td>
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</tr>
<tr>
<td>Grade 2 Math</td>
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<td>0-44.9%</td>
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<td>70-100%</td>
</tr>
<tr>
<td>Grade 3 Math</td>
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<td>0-44.9%</td>
<td>45-65%</td>
<td>66-100%</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>22</td>
<td>0-44.9%</td>
<td>45-67%</td>
<td>68-100%</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>24</td>
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<td>66-100%</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>17</td>
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<td>41-63%</td>
<td>64-100%</td>
</tr>
<tr>
<td>Grade 7 Math</td>
<td>18</td>
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<td>66-100%</td>
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<tr>
<td>Grade 7 Accelerated Math</td>
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<td>44-65%</td>
<td>66-100%</td>
</tr>
<tr>
<td>Grade 8 Math</td>
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<td>70-100%</td>
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<tr>
<td>Geometry</td>
<td>22</td>
<td>0-44.9%</td>
<td>45-67.9%</td>
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Table 9
<table>
<thead>
<tr>
<th>Content/Test Name</th>
<th>Number of Items</th>
<th>Not meeting expectations</th>
<th>Partially Meeting Expectations</th>
<th>Meet Expectations</th>
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<td>Kindergarten Math</td>
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<td>45-62.9%</td>
<td>63-100%</td>
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<td>Grade 2 Math</td>
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<td>45-69.9%</td>
<td>70-100%</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>22</td>
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<td>45-67.9%</td>
<td>68-100%</td>
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<tr>
<td>Grade 4 Math</td>
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<td>45-69.9%</td>
<td>70-100%</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>21</td>
<td>0-44.9%</td>
<td>45-65.9%</td>
<td>66-100%</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>15</td>
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<td>66-100%</td>
</tr>
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<td>14</td>
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<td>50-63.9%</td>
<td>64-100%</td>
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<tr>
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<td>50-67.9%</td>
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<tr>
<td>Geometry</td>
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<td>0-44.9%</td>
<td>45-67.9%</td>
<td>68-100%</td>
</tr>
</tbody>
</table>
2015-16 NCSD Algebra 2 Math Interim 1

Kelly Walsh High School

Natrona County High School

% of Students

Meeting Expectations
Partially Meeting Expectations
Not Meeting Expectations
District Average

Figure 14
Figure 15

2015-16 NCSD Geometry Interim 1

% of Students

Casper Classical Academy  Kelly Walsh High School  Midwest School  Natrona County High School

Meeting Expectations  Partially Meeting Expectations  Not Meeting Expectations  District Average
Figure 16: 2015-16 NCSD Grade 8 Math Interim Quarter 1

The graph shows the percentage of students meeting expectations, partially meeting expectations, and not meeting expectations at various schools. Casper Classical Academy has the highest percentage of students meeting expectations, followed by CY Middle School and Frontier Middle School. Centennial Junior High has the lowest percentage of students meeting expectations. The district average is indicated by the purple line.
2015-16 NCSD Grade 7 Math Interim Quarter 1

Figure 17
Figure 18
*Technical difficulties prevented CJHS to be reported
2015-16 NCSD Grade 6 Math Interim Quarter 1

Figure 19
2015-16 NCSD Grade 5 Math Interim Quarter 1

Figure 20
2015-16 NCSD Grade 4 Math Interim Quarter 1

Figure 21
Figure 22
Figure 23

2015-16 NCSD Grade 2 Math Interim Quarter 1

% of students

Meeting Expectations
Partially Meeting Expectations
Not Meeting Expectations
District Average

Bar Nunn Elementary
Cottonwood Elementary
Crest Hill Elementary
Evansville Elementary
Fort Caspar Academy
Grant Elementary
Lincoln Heights Elementary
Mills Elementary
Mountain View Elementary
Paradise Valley Elementary
Oregon Trail
Park Elementary
Pineview Elementary
Poison Spider Elementary
Sagewood Elementary
Southridge Elementary
Summit Park Elementary
Verda James Elementary
Willard Elementary
Woods School
*Technical difficulties prevented three Verda James and one Grant class from being reported*
Figure 25

2015-16 NCSD Kindergarten Math Interim Quarter 1

% of Students

Meeting Expectations
Partially Meeting Expectations
Not Meeting Expectations
District Average

Bar Nunn Elementary
Cottonwood Elementary
Crest Hill Elementary
Evansville Elementary
Fort Caspar Academy
Grant Elementary
Lincoln Elementary
Manor Heights Elementary
Midwest School
Mountain View Elementary
Paradise Valley Elementary
Park Elementary
Pinewoods Elementary
Pineview Elementary
Poison Spider Elementary
Sage Elementary
Sage Wood Elementary
Sage Ridge Elementary
Sagebrush Elementary
Summit Park Elementary
Verda James Elementary
Willard Elementary
Woods School
## ConnectED Cut Scores for Math Interim Assessment #2

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<th>Not meeting expectations</th>
<th>Partially Meeting Expectations</th>
<th>Meet Expectations</th>
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<td>Kindergarten Math</td>
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<td>43-67.9%</td>
<td>68-100%</td>
</tr>
<tr>
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<td>2015-16 NCSD Grade 2 Assessment 2</td>
<td>22</td>
<td>0-44.9%</td>
<td>45-67.9%</td>
<td>68-100%</td>
</tr>
<tr>
<td>Grade 3 Math</td>
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<td>43-68.9%</td>
<td>69-100%</td>
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<td>69-100%</td>
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<td>0-43.9%</td>
<td>44-65.9%</td>
<td>66-100%</td>
</tr>
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<td>0-43.9%</td>
<td>44-65.9%</td>
<td>66-100%</td>
</tr>
<tr>
<td>Grade 8 Math</td>
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<td>21</td>
<td>0-41.9%</td>
<td>42-65.9%</td>
<td>66-100%</td>
</tr>
<tr>
<td>Content/Test Name</td>
<td>Number of Items</td>
<td>Not meeting expectations</td>
<td>Partially Meeting Expectations</td>
<td>Meet Expectations</td>
<td></td>
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<td>----------------</td>
<td>--------------------------</td>
<td>--------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Math</td>
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<td>0-42.9%</td>
<td>43-63.9%</td>
<td>64-100%</td>
<td></td>
</tr>
<tr>
<td>Grade 1 Math</td>
<td>16</td>
<td>0-42.9%</td>
<td>43-67.9%</td>
<td>68-100%</td>
<td></td>
</tr>
<tr>
<td>Grade 2 Math</td>
<td>22</td>
<td>0-44.9%</td>
<td>45-67.9%</td>
<td>68-100%</td>
<td></td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>22</td>
<td>0-44.9%</td>
<td>45-67.9%</td>
<td>68-100%</td>
<td></td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>21</td>
<td>0-41.9%</td>
<td>42-65.9%</td>
<td>66-100%</td>
<td></td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>21</td>
<td>0-41.9%</td>
<td>42-65.9%</td>
<td>66-100%</td>
<td></td>
</tr>
</tbody>
</table>
2015-16 NCSD Grade 8 Math Interim Quarter 2

% of Students

- Casper Classical Academy
- Centennial Junior High
- CY Middle School
- Dean Morgan Junior High
- Frontier Middle School
- Midwest School
- Poison Spider School

- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations
- District Average

Figure 26
2015-16 NCSD Grade 7 Accelerated Math Interim Quarter 2

Figure 28
Figure 30
* Southridge did not report
Figure 31

2015-16 NCSD Grade 4 Math Interim Quarter 2

% of Students

Meeting Expectations
Partially Meeting Expectations
Not Meeting Expectations
District Average

Bar Nunn Elementary
Cottonwood Elementary
Crest Hill Elementary
Fort Caspar Academy
Grant Elementary
Lincoln Elementary
Manor Heights Elementary
Midwest School
Mills Elementary
Mountain View Elementary
Paradise Valley Elementary
Park Elementary
Pineview Elementary
Poison Spider Elementary
Sagewood Elementary
Southridge Elementary
Summit Park Elementary
Verda James Elementary
Willard Elementary
Figure 32

2015-16 NCSD Grade 3 Math Interim Quarter 2

% of Students

- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations
- District Average

Bar Nunn Elementary
Cottonwood Elementary
Crest Hill Elementary
Fort Caspar Academy
Grant Elementary
Lincoln Elementary
Manor Heights Elementary
Mountain View Elementary
Mills Elementary
Oregon Trail
Paradise Valley Elementary
Park Elementary
Pineview Spider Elementary
Sagewood Elementary
Southridge Elementary
Summit Park Elementary
Verdi James Elementary
Willard Elementary
Woods School
2015-16 NCSD Grade 2 Math Interim Quarter 2

% of students

Meeting Expectations  Partially Meeting Expectations  Not Meeting Expectations  District Average

Bar Nun Elementary  Cottonwood Elementary  Crest Hill Elementary  Evansville Elementary  Fort Caspar Academy  Grant Elementary  Lincoln Heights Elementary  Midwest School  Mills Elementary  Oregon Trail  Paradise Valley Elementary  Pineview Elementary  Poison Spider Elementary  Sagewood Elementary  Summit Elementary  University Park Elementary  Verda James Elementary  Willard Elementary  Woods School

Figure 33
Figure 34
Figure 35

*Ft. Caspar did not report
Appendix III

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
This department had fewer than 10 responses.

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>73.33%</td>
</tr>
<tr>
<td>No</td>
<td>26.67%</td>
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</table>

Total 15
Specific Feedback

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<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>60.00%</td>
<td>6.67%</td>
<td>20.00%</td>
<td>6.67%</td>
<td>6.67%</td>
<td>15</td>
<td>4.07</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>66.67%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>6.67%</td>
<td>6.67%</td>
<td>15</td>
<td>4.13</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>66.67%</td>
<td>20.00%</td>
<td>6.67%</td>
<td>6.67%</td>
<td>0.00%</td>
<td>15</td>
<td>4.47</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>66.67%</td>
<td>13.33%</td>
<td>13.33%</td>
<td>0.00%</td>
<td>6.67%</td>
<td>15</td>
<td>4.33</td>
</tr>
</tbody>
</table>
Maintenance
This department had fewer than 10 responses.

Payroll

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

<table>
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<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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<td>No</td>
<td>7.14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
### Specific Feedback

<table>
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<tr>
<th>Category</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>50.00%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14</td>
<td>4.07</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>64.29%</td>
<td>14.29%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14</td>
<td>4.21</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>50.00%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14</td>
<td>4.07</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>50.00%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>14</td>
<td>4.07</td>
</tr>
</tbody>
</table>
**Purchasing Services**  
This department had fewer than 10 responses.

**Transportation**  
This department had fewer than 10 responses.

**Warehouse**  
This department had fewer than 10 responses.
Appendix IV

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?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95.65%</td>
</tr>
<tr>
<td>No</td>
<td>4.35%</td>
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<tr>
<td>Total</td>
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## Specific Feedback

![Chart showing percentage of respondents for various feedback items]

<table>
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<tr>
<th>Item</th>
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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
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<tr>
<td>This department or office communicated effectively.</td>
<td>63.04%</td>
<td>30.43%</td>
<td>2.17%</td>
<td>4.35%</td>
<td>0.00%</td>
<td>46</td>
<td>4.52</td>
</tr>
<tr>
<td>I received courteous service.</td>
<td>73.91%</td>
<td>23.91%</td>
<td>0.00%</td>
<td>2.17%</td>
<td>0.00%</td>
<td>46</td>
<td>4.70</td>
</tr>
<tr>
<td>The service I received was timely.</td>
<td>71.74%</td>
<td>23.91%</td>
<td>2.17%</td>
<td>2.17%</td>
<td>0.00%</td>
<td>46</td>
<td>4.65</td>
</tr>
<tr>
<td>I received a quality product and/or service.</td>
<td>71.11%</td>
<td>24.44%</td>
<td>2.22%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>45</td>
<td>4.04</td>
</tr>
</tbody>
</table>
Student Support Services
This department had fewer than 10 responses.

Teaching and Learning Department
This department had fewer than 10 responses.

Title I
This department had fewer than 10 responses.
Appendix V

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
This department had fewer than 10 responses.

HR Generalist Services

Satisfaction
Are you satisfied with the services provided?

![Bar Chart]

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Yes</th>
<th>No</th>
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<td></td>
<td>82.35%</td>
<td>17.65%</td>
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</table>

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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Specific Feedback

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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>This department or office communicated effectively</td>
<td>58.62%</td>
<td>23.53%</td>
<td>11.76%</td>
<td>5.00%</td>
<td>0.00%</td>
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<td>I received courteous service.</td>
<td>64.71%</td>
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<td>11.76%</td>
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<td>17</td>
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<td>The service I received was timely.</td>
<td>64.71%</td>
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<td>I received a quality product and/or service.</td>
<td>58.82%</td>
<td>23.53%</td>
<td>5.88%</td>
<td>11.76%</td>
<td>0.00%</td>
<td>17</td>
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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 VI - 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>
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</tr>
</tbody>
</table>
Bar Nunn

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: Goal 1: 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 2015= 75%
May 2016= May 2016= 78%
May 2017= 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: Oct. 2014 – May 2017
Focus this quarter: The English Language Arts (ELA) Goal Team completed a survey of the staff regarding what programs / resources that were being used throughout the grade levels to teach the standards.

Our PLC Teams this quarter have narrowed their focus to writing. They have worked with district IF’s to begin vertical and horizontal alignment of writing expectations and scaffolding of those expectations through each grade level. In addition, they are agreeing to a common instructional vocabulary for writing.

Results: For the English / Language Arts (ELA) Goal Team - Upon reviewing the results, the team found reading was consistent with all staff using the Success For All Program components and materials. For the other areas of ELA the team found it was overwhelming as to the large variety of programs and resources being used to address the standards.

Next Steps: For the team's next steps they will be reviewing:
What did we say we were going to do for these areas?
Why did we choose those resources?
Are we getting what we want?
What do we need to do to vertically align our resources?
What resources will best address our students needs and assist with teachers implementing the ELA Standards?

**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.

**Data:**

<table>
<thead>
<tr>
<th>Actual – NWEA Math</th>
<th>Targets</th>
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<tr>
<td>May 2013 = 68%</td>
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<td>May 2014 = 76%</td>
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<tr>
<td>May 2015 = 75%</td>
<td>May 2015= 80%</td>
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<td>May 2016 =</td>
<td>May 2016= 82%</td>
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<td>May 2017 =</td>
<td>May 2017 =</td>
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State Accountability Model

<table>
<thead>
<tr>
<th>May 2015 – Actual</th>
<th>Targets – May 2016</th>
</tr>
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<tbody>
<tr>
<td>Growth – Below Targets – 39</td>
<td>45</td>
</tr>
<tr>
<td>Equity – Below Targets – 30</td>
<td>47</td>
</tr>
<tr>
<td>Achievement – Below Targets – 35%</td>
<td>55%</td>
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State Accountability (continued)

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<tr>
<th>May 2014 – Actual</th>
<th>Targets – May 2015</th>
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<tbody>
<tr>
<td>Growth – Meeting Targets – 50.5</td>
<td>53</td>
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<tr>
<td>Equity – Exceeding Targets – 85</td>
<td>85</td>
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<tr>
<td>Achievement – Below Targets – 46%</td>
<td>55%</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:** January 2016 – May 2018

**Focus this quarter:** The Math Goal Team completed the survey of what teachers are doing in the area of base 10 and fractions.

**Results:** They found the survey did not give enough detail to help their decisions. They decided to look at other schools and their supplemental programs and the results they are getting.

**Next Steps:** The team will establish the questions to ask other schools about their supplemental programs and set up school visits. Some initial questions are:

- What are you using for math instruction and supplemental instruction?
- What amount of time do you use for math instruction?
- What is your process for math fact (fluency) development?

**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

- Parent Survey - 157 completed - score of 4.07
- Student (K-2) - 93 completed - score of 2.84
- Student (3-5) - 68 completed - score of 2.75
Strategic Plan Quarterly Update
Quarter 3 - undefined

Staff - 31 completed - score of 3.8

**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
c. Effective Parent Involvement Activities

**Timeline:** October 2014 – May 2019

**Focus this quarter:** The Effective and Efficient Goal Team (E&E) focused on scheduling our building ALICE training and working with Andrea Nester (District Risk Manager) on the new Crisis Management Plan template. The Parent Goal Team focused on finalizing their information bulletin board to address the feedback they received on their survey. This included a comment box and adding information to the board to keep parents informed of the activities we do. The team also established the process for completing the parent climate surveys so that we would a high level of return.

**Results:** The Effective and Efficient Goal Team has a start on their new Crisis Plan. The Parent Goal Team has their informative bulletin board in place.

**Next Steps:** The Effective and Efficient Goal Team will continue to work on the crisis management plan, review discipline data, and crisis drill procedures. The Parent Goal Team will begin the documentation for an end of the year report to the National PTA regarding the Roadmap to Excellence Survey.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
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 2015= 56 MGP
May 2016= May 2016= 57 MGP
May 2017= May 2017= 58 MGP
May 2018= May 2018= 60 MGP
May 2019 = May 2019= 62 MGP

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.

Strategy 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 has met twice since the last quarterly update, at the beginning and end of February. During the first meeting, we looked at strategies that were currently working in our classrooms and shared. During the second meeting, we looked at vertical alignment of our gradebooks, especially in terms of book reports and recitations, which all grade levels do. We also talked about vertical alignment of some of the units that make us a classical school (mythology and Shakespeare). We checked in on our students on the Equity List and found that all our unknowns were finally receiving interventions or had denied them. Some teachers are keeping track of progress towards standards (reading rubrics, writing rubrics, etc.) but others are not as it wasn't in our action plan this year.

Results: Q3-8th
(RI 8.2) 61%, Jan.
(RI 8.6) 59%, Jan.
Strategic Plan Quarterly Update

Quarter 3 - undefined

(RL 8.6) 66% Feb., Pearl
(RI. 8.1) 90% March, Poet or Puppet

Q3--9th
(RLit) 74%, RL.9.5; Feb.
(RLit) 60% RL.9.7 Feb.
(RInfo) 77%, RI.9.1 & RI.9.9, Mar. speeches
(RInfo) 72%, RI.9.4, Mar. Night

Strengths:
* The team is wonderful at sharing ideas about what is working in the classroom.
* The team is wonderful about sharing resources for the classroom.
* The team has been focused on vertical alignment, and hopefully they will see the results of that in years to come.

Opportunities for Improvement:
* Need a formal way to measure/collect data regarding reading rubrics
* Need a ‘schedule’ that aligns to everyone’s new outcomes for ELA.

Next Steps: The Reading Goal team meets again April 12, after this report is due, to discuss present progress towards the ELA Outcomes at each grade level, validation, and reflection on the implementation of that GVC.

We will start looking as a team at ways we can measure, monitor and report progress towards the outcomes and standards. The team leader will recommend teachers start taking records of assessments on their outcomes for the team.

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

May 2013= 40.5 MGP
May 2014 = 39 MGP
May 2015= 38.5 MGP May 2015= 46 MGP
May 2016= May 2016= 52 MGP
May 2017= May 2017= 56 MGP
May 2018= May 2018= 60 MGP
May 2019= May 2019= 62 MGP

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.
Strategic Plan Quarterly Update
Quarter 3 - undefined

Strategy 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: This quarter, the Math Goal Team worked to create a process to allow teachers to more quickly identify students needing more intensive intervention and to respond quicker to needs by identifying tiered interventions up to and including math lab placement and Special Education referrals. The team also created a new math course placement protocol to be used to accurately place students in the course where they will see the most success and individual growth. Also, the team continued to explore strategies to best prepare students for PAWS and NWEA using the latest PAWS blueprint document, PAWS released questions, the new NWEA RIT ruler, and the relationship between NWEA scores and PAWS scores as guides. The team implemented a school-wide test prep unit made available to all students in homerooms.

Results: Strengths:
Math Goal Team created a cohesive department protocol to assist with accurately placing students in appropriate math courses for the 2016-17 school year. This year's protocol resulted in the movement of less than 10 students school wide.

Opportunities for Improvement:
The team is hopeful that district-mandated benchmark testing becomes more student-focused next year allowing students to take the test after instruction has been given rather than on a scripted timeline. If this change occurs, the benchmark tests could provide an additional piece of useful data to help guide student math placement and more responsive RTI for struggling students.

Next Steps: Moving forward, the team will continue to intentionally evaluate data including NWEA, PAWS, and district benchmark data as it becomes available this spring.

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 Targets

<table>
<thead>
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<th>Actual</th>
<th>Target</th>
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<td>72%</td>
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<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: We had some excellent discussion about the new proposed standards and how they relate to our current work. We discussed whether we want to continue work on the Science Inquiry Rubric or
whether we need to work at taking a closer look at the proposed standards next year for preparing for the next year. There is agreement that teaching steps of science inquiry is being taught but that is needs to continue to be unique for each grade level.

**Results:** Opportunities for Improvement: We agreed that our work on the rubric was helpful for the teachers but using it as an evaluation tool for students was difficult.

We have the knowledge to apply to each of our classes in the way that we see fit.

**Next Steps:** We will need to make a recommendation to Leadership team on the type of work we will do next year and what the team will look like.
Will wait on data from PAWS.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
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, math lab, and tutoring).

Timeline: 9/2014 – 5/2019

Focus this quarter: Teachers have implemented our new leveled groups for remediation and enrichment for the last quarter.

Results: The expectation is that teachers commit to at least one day of specific targeted remediation or enrichment activities, two days for silent reading (MIRP), and one day for make up work. We have found that many teachers have gone beyond the one day of remediation/enrichment activities- generally two or three days and using deliberate targeted strategies that they have aligned to regular classroom curriculum.

Next Steps: We have completed some formative checks with teachers in the form of surveys through their collaboration and Google and reported feedback to the Leadership Team. We will use this information to drive resource purchases and professionals development over the next two quarters.

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: Teachers have implemented our new leveled groups for remediation and enrichment for the last quarter.
**Strategic Plan Quarterly Update**
Quarter 3 - undefined

**Results:** The expectation is that teachers commit to at least one day of specific targeted remediation or enrichment activities, two days for silent reading (MIRP), and one day for make up work. We have found that many teachers have gone beyond the one day of remediation/enrichment activities—generally two or three days and using deliberate targeted strategies that they have aligned to regular classroom curriculum.

**Next Steps:** We have completed some formative checks with teachers in the form of surveys through their collaboration and Google and reported feedback to the Leadership Team. We will use this information to drive resource purchases and professionals development over the next two quarters.

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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:
Cottonwood

The heart of Cottonwood Elementary is to create a caring community of learners through relationships, relevance, and rigor; one student at a time.

Goal: Goal 1: 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.

Goal 2: By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in math as measured by PAWS results.

Data: Reading and Math PAWS

Growth 35.0 - Below Target
Equality 43.0 - Below Target
Achievement 47% - Below Target

Not Meeting Expectations in Reading and Math


Strategy 2: Close the achievement gap for students not at grade level through school-wide interventions (inclusion and tutoring) in reading.

Timeline: 9/2014 – 5/2019

Focus this quarter: Tutors have started more inclusive co-teaching. School improvement goal team created new mission and vision, which was adopted by the staff. Longevity team has focused on the budget and the efficiency of tools that we currently have related to reading instruction. Cottonwood staff has reviewed the strategic plan and has created a draft version of an updated plan. Staff completed a co-teaching and inclusion book study.

Results: Mission and vision were adopted and posted throughout the building as well as on home and staff communication. Final draft reading of the strategic plan with the whole staff was read on 4/19/16 and has been approved.

Next Steps: Work with district office and consultants to build a schedule that complements our implementation of co-teaching and inclusion. Purchase STAR and renew Accelerated Reader to create a better system for reporting and diagnostic use of data. Schedule professional development for use of Renaissance Learning tools. Longevity team will present a plan for possible renewal or cancellation of other contracts.

Goal: Goal 3: Safe and Healthy Environment

By 2019, Cottonwood will achieve an overall stakeholder satisfaction rating of 80% or higher from annual climate or engagement surveys of students, parents and staff.
Strategic Plan Quarterly Update
Quarter 3 - undefined

Data: 2015-2016 AdvancEd Survey Results
AdvancEd Parent Survey 77% satisfaction: Goal is 80%
AdvancEd Staff Survey 69% satisfaction: Goal is 80%
AdvancEd Student Survey 93%: Goal is 80%

Strategy: Strategy 1: Create and implement a Crisis Management Plan for a safe and health school environment and ensures compliance to district, state and federal regulations.

Strategy 2: Increase parent involvement and participation in student learning.

Timeline: 10/2014 – 5/2019
Focus this quarter: Created a safe school goal team that focuses on a crisis management plan. Working on procedures around school safety. Invite parents to observe students in the academic setting and make the school a welcoming environment for parents and the community.
Results: A fire safety plan has been created and implemented. Through Power of an Hour there were 127 parent visits to classrooms. This surpassed our goal of 120. There has been a predominately positive response from parents.
Next Steps: Will create an environmental (weather), evacuation, and active shooter safety procedures. Bring more ALICE training. Create a 2016-2017 goal of 180 Power of an Hour observations.

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

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= Meeting</td>
<td></td>
</tr>
<tr>
<td>May 2014 = Meeting</td>
<td>May 2015= Meeting</td>
</tr>
<tr>
<td>May 2015= Partially Meeting</td>
<td>May 2016= Meeting</td>
</tr>
</tbody>
</table>

**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

**Focus this quarter:** Engagement Continuum
- Walkthroughs using the engagement continuum indicator tool occurring monthly
- All certified staff met with principal to review annual growth goal related to engagement.
- Goal team to analyze walkthrough data and decide on specific action steps to implement.

**Results:** Walkthroughs have taken place to obtain data in the area of engagement. The cumulative engagement data for first semester indicates that 9% of classrooms were within the low engagement range, 36% were within the moderate engagement range and 55% were within the high engagement range. Last year at this time 30% of classrooms were within the high engagement range. The data indicates an increase of 25% within the high engagement range in one year.

**Next Steps:** The goal team will continue to monitor walk through data. Individual walk through feedback will be given to individual teachers to help guide their instructional practices. The professional development plan for the upcoming year is in development with a continued focus on student engagement.

---

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= R66% (3);R53%(5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M57%(3);M38%(5)</td>
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<tr>
<td>May 2014 =R63%(3);R53%(5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M43%(3);M36%(5)</td>
</tr>
<tr>
<td>May 2015= R39%(3);R42%(5)</td>
<td>May 2015= RM 65% (3); RM57% (5)</td>
</tr>
<tr>
<td></td>
<td>M49%(3);M42%(5)</td>
</tr>
</tbody>
</table>

**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.

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

**Focus this quarter:** Continuous improvement of intervention and enrichment groups.
Strategic Plan Quarterly Update
Quarter 3 - undefined

**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:** Data will be analyzed to determine the effectiveness of intervention and enrichment groupings. Staff will discuss the strengths and opportunities for growth within the entire flooding system. A schedule will be created to continue intervention and enrichment groupings. Human resources will be allocated to areas of greatest need.

---

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= NA</td>
<td>May 2015= 75%</td>
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</table>

**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.
- A Project Based Learning consultant returned to Crest Hill. Project Based Learning coaching occurred for all classroom teachers.

**Results:** All grade levels have developed at least one Project Based Learning unit this year. All grade levels have reflected on their unit in order to make improvements.

**Next Steps:** A Project Based Learning consultant will be requested as part of the professional development plan. All grade levels will be expected to complete at least two units next year.

---

**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:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 79% (3); 77%(5)</td>
<td>May 2016= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2014 = 80%(3); 85%(5)</td>
<td>May 2015= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2015= 81%(3); 71% (5)</td>
<td>May 2016= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2016=</td>
<td>May 2016= 85% (3); 85% (5)</td>
</tr>
</tbody>
</table>

**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.
- Five certified teachers are providing after school interventions during extended day to students scoring below the 40% in all grades.

**Results:** Students continue to show growth on classroom assessments.

**Next Steps:** Students will be identified and invited to attend the JumpStart program at Crest Hill. Certified teachers will establish a system of interventions and identify individual needs for the JumpStart program.
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>
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<th>Targets</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>May 2014 = 46%</td>
<td></td>
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<td>May 2015= 45%</td>
<td>May 2015= 53%</td>
</tr>
<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>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

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.

New this quarter: Looking at the new draft of the science standards, teachers are comparing the current tested standards to correlate progression of NWEA growth and PAWS. Science teachers are focusing more on the success skills. Science teachers have developed a science report rubric that will be used across grade levels. All grade levels have implemented a problem based learning project including: 6th grade water project and Morad Park study; 7th grade tower produce gardens and engineering project; 8th grade worked on the “Get Off My Land” invasive species BLM project.

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. BLM project night was 92% attended by students and parents and BLM representatives. BLM representatives have asked CY students to team with them again next year.

Next Steps: Teachers will continue to create integrated units and lessons throughout 4th quarter and the summer of 2016. The science department will continue to incorporate PBL into the integrated curriculum. Full implementation of integration for 6th, 7th grade and 8th grade will happen during the 2016/2017 school year.
When the new science standards are adopted, CY science teachers will be cross-walking the current, integrated science curriculum (pilot) with the new standards to make certain that everything is covered.

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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:**
CYMS Home of the Cyclones

*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:**

<table>
<thead>
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<th>Year</th>
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<td>May 2013</td>
<td>76.5%</td>
</tr>
<tr>
<td>May 2014</td>
<td>54%</td>
</tr>
<tr>
<td>May 2015</td>
<td>48%</td>
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<tr>
<td>May 2016</td>
<td>64%</td>
</tr>
<tr>
<td>May 2017</td>
<td>74%</td>
</tr>
<tr>
<td>May 2018</td>
<td>94%</td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Strategy:** Implement the Common Core English Language Arts Standards including Content Literacy Standards.

**Timeline:** 08/2014 – 6/2019

**Focus this quarter:** Work through March 2016 focused on the taught and tested curriculum to prepare for PAWS --- This quarter CY Literacy Goal Team members continued 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 ongoing Focus Areas for literacy:

**Literacy Focus Areas:**

- Literature - Key Ideas/Supporting Details
- Informational - 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.
New this quarter: Language arts and reading content teachers revisited PAWS Blueprint items in preparation for state testing and changed the order of units to ensure that all PAWS-type questions and vocabulary were taught before PAWS testing began. All literacy teachers are teaching the outcomes of the draft curriculum as written. There has been an increased focus on assessment vocabulary and standards vocabulary that students will see on tests. Following spring break, there will be a focus on additional Descartes vocabulary in preparation for the spring NWEA assessment.

Results: 100% of teachers are using their curriculum maps based on the draft curriculum 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.

Next Steps: Classroom observation post-conferences between teachers and principals 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. February PD days were focused on standards work and support. Common assessments and focus on assessment is being discussed for next year. During the 2015-2016 staffing window the decision was made to add a standards-based reading tutorial class, taught by a K-12 Reading Endorsed and Highly Qualified teacher, for identified 7th and 8th graders as a Tier 2 double-dip and part of the RTI model.

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 Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<tr>
<td>May 2013= 39.1%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 80</td>
<td></td>
</tr>
<tr>
<td>May 2015= 39</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 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 inclusion 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, many of whom are also in inclusion classes, 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 the grade level taught and tested standards-based curriculum. When there is a need for additional help, students are referred to AM or PM Bridges Extended
Strategic Plan Quarterly Update
Quarter 3 - undefined

School Day. Tutors' progress monitoring show growth of inclusion tutored students.
Inclusion case managers are reporting more growth from their students than when they were in pull-out resource classrooms.

**Next Steps:** Teachers will continue the Inclusion/Co-Teaching Model. Teachers analyzed individual student data from first semester to guide differentiation and to make schedule decisions for second semester regarding students being released from or added to tutorial classes. The Wednesday PD session included time to plan integrated units/lessons and work on the taught and tested standards-based curriculum with other content area teachers to support the ELA standards. Ongoing PD and coaching with inclusion specialists, Christi Kasa and Kim Jennings, has continued to provide support. 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 through stations and small group work. The April PD will include grading, modifications, accommodations, and improving instruction through better assessment and grading of the standards - shared by the Grading Ad-Hoc Committee.

**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>
<tr>
<th>Actual</th>
<th>Targets</th>
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</tr>
<tr>
<td>May 2014 = 45%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 41%</td>
<td>May 2015 = 58%</td>
</tr>
<tr>
<td>May 2016=</td>
<td>May 2016= 70%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 80%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019=</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:** Continued work: 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, 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.

CYMS Home of the Cyclones Page 3
Strategic Plan Quarterly Update
Quarter 3 - undefined

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.

New this quarter: Math teachers used the PAWS Blueprint and released items for student practice; they also include exposure to content that is typically not covered before PAWS by making some adjustments in instruction and providing openers/bell assignments and reviews for geometry and statistics. Tutoring students were exposed to Geometry concepts throughout the year when tutors embedded the concepts in skills-based activities.

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. All grade levels report an increase in students scoring partially proficient on district benchmarks.

NWEA Data:
% of CYMS students at or above grade level on 2014-2015 NWEA Math:
6th - 72.22%
7th - 59.18%
8th - 71.55%

Next Steps: Wednesday PD sessions will include time to plan integrated units/lessons with other content area teachers to support the math standards. February PD time was devoted to ongoing math standards work through curriculum mapping, unit design, and lesson planning with other middle level math teachers in NCSD. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program. There is ongoing discussion regarding math tutoring next year and adding a couple of sections of more focused standards-based math tutorial as a double-dip for identified students in lieu of the current Math
Strategic Plan Quarterly Update
Quarter 3 - undefined

Skill Builder and Accelerated Math approach (which are still beneficial for some students.) Family math night was a huge success, attended by over 400 parents and students, and will be continued next year.

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

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<th>Targets</th>
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<td></td>
</tr>
<tr>
<td>May 2015= 41.5</td>
<td>May 2015= 85</td>
</tr>
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<td>May 2016=</td>
<td>May 2016= 90</td>
</tr>
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<td>May 2017=</td>
<td>May 2017= 95</td>
</tr>
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<td>May 2018= 97</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100</td>
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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. 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 continues with inclusion specialist Christi Kasa. The rollout of the new math standards continues a focus on math support through the standards implementation. Double-dips for identified math students will be explored during 4th quarter.
Dean Morgan

*Dean Morgan will focus on the total development of each child:*

*Physical, Intellectual, Emotional and Social.*

---

**Goal:** Dean Morgan will increase the percentage of students in grade 6, 7, and 8 reading at or above grade level to 85% as measured by the NWEA Reading and Language Usage assessment by May of 2019.

**Data:**
- https://goo.gl/HKlc1o - Dean Morgan Spring NWEA History for Language & Reading
- https://goo.gl/k0m4IY - Dean Morgan '14-'15 School Performance Report

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

**Timeline:** 1/11/16-4/10/16

**Focus this quarter:**
- Co-teaching > Continued 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 continued implementing and validating CLI curriculum work in rollout of district aligned standards.
- Building professional development to include Common Core Companion
- Staff completed Book Study cohort on a variety topics.
- Reading and Language Arts provided resources with 8th grade science teacher to implement reading and writing strategies
- School wide NWEA testing in order to have most recent feedback on student performance for placement in interventions and challenge classes
- Develop 16 - 17 PD plan for further opportunities for differentiation

**Results:**
- Mid-year at-risk interventions check
- 12 students moved from Tier 2 intervention to Tier 1 classroom, success attributed to collaboration between core and Literacy Lab teachers and efforts
- Identified additional students in need of intervention and moved into intervention classes
- Increase understanding of Common Core Companion and its usage in all content areas

**Next Steps:** Assessment Literacy workshop focused on building common assessments in support of CLI work on ELA standards

Teaching and Learning Tuesdays in May - Mission/Vision work - PLC focus in order for work to include all students

Following Spring NWEA testing intervention checks for movement into and out of tiered intervention classes

Identify Book Study topics/titles for growth for next school year
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.

Data: https://goo.gl/5ky9k5 - Dean Morgan Spring NWEA History in Math

https://goo.gl/k0m4lY - Dean Morgan '14-'15 School Performance Report


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

Timeline: 1/10/16 - 4/10/16

Focus this quarter: - Co-teaching > Continued implementation of Co-teaching strategies. Training and support from Kristi Casa and Kim Jennings. Ongoing coaching in all areas of implementation in math. Planning, collaboration and lesson delivery dependent upon skill set of co-teaching team.
- Building professional development to include Common Core Companion
- Staff completed Book Study cohort on a variety topics.
- School wide NWEA testing in order to have most recent feedback on student performance for placement in interventions and challenge classes
- Develop 16 - 17 PD plan for further opportunities for differentiation
- Analyzed effectiveness of new math extensions courses as part of biannual intervention checks.
- Determined the need for additional opportunities for students to become proficient in all math standards due to evidence that only 70% of standards are currently taught.
- Identified what is currently being taught grades 6 - 8 Science utilizing the wall work activities developed by CLI.

Results: - Mid-year at-risk interventions check
- Identified additional students in need of intervention and moved into intervention classes
- Increase understanding of Common Core Companion and its usage in all content areas
- Math extension courses will continue next school year with additional 7th grade math extension courses
- 2 FTE allocated to meet need for increased learning opportunities for 16 - 17 school year in sixth grade, 50% more instructional time created

Next Steps: Assessment Literacy workshop focused on building common assessments in support of NCSD math standards

Teaching and Learning Tuesdays in May - Mission/Vision work - PLC focus in order for work to include all students

Following Spring NWEA testing intervention checks for movement into and out of tiered intervention classes

Identify Book Study topics/titles for growth for next school year
Evansville

Empowering students to succeed in academics, attendance and citizenship.

Goal: All Evansville students will read at proficient or advanced level as measured by District and State tests.  
Data: Evansville NWEA winter reading data
Grade Reading (% of students at grade level)
K  76
1  58
2  67
3  79
4  72
5  64

Strategy: 1. Teachers will observe peers and provide implementation on Daily 5/Cafe and reading strategies feedback.
2. A team of teachers has attended a Robert Marzano Vocabulary strategies workshop in this last quarter and another group will attend a Daily 5/Cafe Workshop in this next quarter.
3. A group of teachers and principal attended a Ron Clark Academy workshop this last quarter and it has allowed for a new look at overall instructional strategies.
4. A team of teachers has attended PLC training this last quarter and we will


Focus this quarter: 1. Teachers have observed peers and provided feedback on Daily 5/Cafe and reading strategies implementation.
2. A team of teachers has attended a Robert Marzano Vocabulary strategies workshop in this last quarter.
3. A group of teachers and principal attended a Ron Clark Academy workshop this last quarter and it has allowed for a new look at overall instructional strategies.
4. A team of teachers has attended the WDE PLC training this last quarter.

Results: The learning from these conferences have been & will be shared to provide next steps in our continuous improvement journey. When we receive our spring NWEA scores and 2015 PAWS results we will analyze each to determine next instructional steps in the area of reading.

Next Steps: 1. A group will attend a Daily 5/Cafe Workshop in this next quarter.
2. We will send an additional team will be sent to the PLC Institute over the next quarter.

Goal: All students will be proficient or advanced in math as measured by District and State test.
Data: Evansville NWEA Winter Growth Data
Grade Math (% of students at grade level)
K  85
1  74
### Strategic Plan Quarterly Update

#### Quarter 3 - undefined

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>5</td>
<td>74</td>
</tr>
</tbody>
</table>

**Strategy:** We will do peer observation and coaching in all areas of math including number corner.

We will supplement My Math and document our supplementation in order to make sure all of CCSS are being delivered.

**Timeline:** 1/2016-4/2016

**Focus this quarter:** As a math goal team, we worked to discuss future adjustments through mastery connect and number corner unit assessments in order to more efficiently analyze school and grade level data. Additionally we have worked to improve individual instruction through observations and debriefs.

**Results:**
1. A group of teachers and principal attended a Ron Clark Academy workshop this last quarter and it has allowed for a new look at overall instructional strategies.
2. A team of teachers has attended the WDE PLC training this last quarter.
3. We purchased a secondary material that will support our teaching of the CCSS.

**Next Steps:**
1. Over the summer, we will have professional development on the secondary material and next fall will have a systematic way to implement the material.

---

**Goal:** All students will be proficient in writing as measured by the Common Core

**Data:** No data collected.

**Strategy:**
1. Create rubrics to successfully assess student progress on writing using CCSS writing skills.
2. A group of teachers and principal attended a Ron Clark Academy workshop this last quarter and it has allowed for a new look at overall instructional strategies.
3. A team of teachers has attended the WDE PLC training this last quarter.

**Timeline:** 1/2016-4/2016

**Focus this quarter:** ELA has focused on developing and implementing a K-5 writing rubric. We have utilized and made adjustments to the rubric, and will collect baseline data for a goal to monitor at the beginning of next year.

**Results:**
The rubrics are complete and a baseline prompt will be collected this quarter.

**Next Steps:**
1. A team of teachers will attend Daily 5/Cafe training this summer.
2. We will send an additional team will be sent to the PLC Institute over the next quarter.

---

**Goal:** By May of 2015, Evansville will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

**Data:**
Strategic Plan Quarterly Update
Quarter 3 - undefined

**Strategy:** Evansville administered the Gallup survey for our 5th graders and we also gave an in-house Hope survey to all students.

**Timeline:** 1/2016-4/2016

**Focus this quarter:** The Eagle Pride Team has reviewed the Hope Survey results. The team has informed each grade level of their lowest area. Grade levels are now working with their students to give them more information about the questions they were asked to determine if it was a lack of understanding. Students will be re-assessed on the lowest question by the end of the school year. Quarterly behavior data continues to be reviewed and percentages are shared to all staff and students.

**Results:** We will compare the above surveys with staff and parent surveys when those results become available.

**Next Steps:**
1. Based on all the results we collect we will generate our next steps.
2. Grade levels are going to work with their students on the greatest area of concern from the Hope survey
Fort Caspar Academy

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

Data: Math Data: Actual Targets
May 2014 = 43 MGP
May 2015= 49 MGP May 2015= 48 MGP
May 2016= May 2016= 53 MGP
May 2017= May 2017= 58 MGP
May 2018= May 2018= 60 MGP
May 2019 = May 2019 = 61 MGP

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: 1/2016-3-2016

Focus this quarter: Continued Review of PAWS and a review of winter NWEA data, including Equity and growth. Setting of expectations for collaboration and with new principal, Rick Edwards. Reviewing purpose of goal teams in order to focus work efforts.

Results: The math goal team is looking at effective practices in different grades. The goal team is also looking at the 8 standard practices delineated by Common Core Standards. Grade level representatives are sharing strengths and weaknesses of their practices for blending Saxon and My Math. Practices established by the math goal team last year have been reviewed by the BLT and approved.

Next Steps: Goal teams will research powerful practices for implementations to fuel continued academic growth for FCA students through the school year.

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

Data: Reading Data: Actual Targets
May 2014 = 58 MGP
May 2015= 62 MGP May 2015= 59 MGP
May 2016= May 2016= 60 MGP
May 2017= May 2017= 61 MGP
May 2018= May 2018= 62 MGP
Strategic Plan Quarterly Update
Quarter 3 - undefined

May 2019= 63 MGP

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.


Focus this quarter: Review of winter NWEA data. RtI team, Mr. Edwards, have sat down with teachers to review ALL students’ performance and look for patterns where students may need more support or appropriate interventions in the classroom (Tier 1) in order to meet the needs of students and in line with Strategy 2. There was a plan to review Spalding practices during staff meetings. Mr. Edwards focused on observing Spalding instruction during 3rd quarter.

Results: Mr. Edwards observed nearly every teacher giving Spalding instruction. Results were shared with Spalding trainer and a plan for sharing information in future staff meetings is being developed. Ms. Bunce, our Spalding trainer did provide some Spalding training during staff meetings. A focus of our book study professional development: Focus by Mike Schmoker is focused on authentic literacy and has been a source of good reflection and discussion for staff. The BLT and staff decided to put Core Knowledge professional development into next year’s PD plan in lieu of completing work on our school culture focus this school year.

Next Steps: More Spalding professional development during staff meetings yet this year. More study and reflection on authentic literacy and how it can fit with district curriculum and outcomes and how it can fit with FCA’s core philosophy and Spalding, and how it can improve learning for students to prepare us for better aligning with outcomes and student learning for next school year.

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.

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 39%</td>
<td>May 2015 = 49%</td>
</tr>
<tr>
<td>May 2015 = 27%</td>
<td>May 2016 = 61%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2017 = 74%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2018 = 87%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Create common assessments per grade level, per outcome. Power standards will be addressed and focused on heavily.

**Results:**
26% of 6th graders have an 85% or higher (proficient) in their regular ELA classroom
22% of the 7th grade has an 85% or higher (proficient) in their regular ELA class
23% of 8th grade has an 85% or higher (proficient) in their regular ELA class
All of these scores are substantially lower than 1st and 2nd quarter.

**Next Steps:** Teachers will continue to teach and assess outcomes for the fourth quarter through the district mapped curriculum. Assignments will be directly tied to the outcome and components per grade level. Grading will become consistent by using our collaboration time to create common assessments across grade level. Teachers will create common assessments per outcome to monitor students progress.

**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.

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
<th>May 2014 = 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015 = 15%</td>
<td>May 2015 = 40%</td>
<td></td>
</tr>
<tr>
<td>May 2016 =</td>
<td>May 2016 = 55%</td>
<td></td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 = 70%</td>
<td></td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 = 87%</td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Math Achievement – Implement Math CCSS through continuous improvement and differentiation.

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Based on presentations at the February district professional development day, two of our math teachers have begun to use blended instruction in their classrooms. This means that the lesson for the
Strategic Plan Quarterly Update
Quarter 3 - undefined

day is recorded and watched individually by students at the beginning of class. This allows students to work at their own pace without interruption by other students and to review the lesson repeatedly if needed. It has also been invaluable for students who have been absent from class. Teachers report greater engagement and dramatically more time on task. We have continued our work on PAWS alignment, unit design, and the collection of problem solving data using our UPS (Understand, Plan, Solve, Check) process. We have also met several times to discuss changes to the tiered intervention process with Shelley Ellbogen and have begun making plans for next year.

Results: UPS problems were administered and scored. Scores rose 43% for 6th graders, 28% for 7th graders, and 116% for 8th graders from the initial Fall UPS Check assessment to the Winter UPS Check assessment. These increases are likely due to the increased emphasis on solving word problems and the analysis of student work samples in math classes this year. Students also reported understanding the problems on PAWS and worked diligently.

Next Steps: Continue to implement blended instruction and develop extension activities. Integrate these with flexible ability grouping in math classes to address individual needs, including those of students with IEPs and those with advanced math abilities. Re-organize the tiered system to focus on remediation of grade level standards for tier 2.

Pursue professional development related to blended instruction and differentiation strategies.

Continue integration with STEM activities.

Collect and analyze problem solving data for the end of the year.

Integrate the skills taught in our newly implemented Second Steps social skills program and Quantum Learning Professional Development into math class to increase engagement.

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

Data: Actual Targets

<table>
<thead>
<tr>
<th>May 2014 = 59%</th>
<th>May 2015= 60%</th>
<th>May 2016= 52%</th>
<th>May 2017=</th>
<th>May 2018=</th>
<th>May 2019 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015= 65%</td>
<td>May 2016= 73%</td>
<td>May 2017= 85%</td>
<td>May 2018= 93%</td>
<td>May 2019 = 100%</td>
<td></td>
</tr>
</tbody>
</table>

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

Timeline: 9/2014 – 5/2017

Focus this quarter: The H&S Goal team has been reviewing behavior data and collaborating on suggested recommendations for next year. This information has been shared with leadership and the collaboration is ongoing at this point. We have also review the low scoring areas of the gallup survey and recommended ways in which we may address those low areas school-wide.

Results: Quarter 3 had the most students who “did not earn” the incentive as compared to any other group in the past. Our team feels that this data is of credible concern. Recommendations to leadership address this
concern and work is ongoing to improve this data.

**Next Steps:** Our focus for the remainder of quarter 4 is to plan for next year. Our recommendations include significant staff training and ideas for interventions.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
**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:** Actual Targets

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>58% ALL</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>54% ALL</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>56% ALL</td>
<td>May 2015 = 64%</td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td>May 2016 = 74%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017 = 84%</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018 = 94%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

**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:** Winter NWEA data

<table>
<thead>
<tr>
<th>Teacher</th>
<th># of students</th>
<th>Highest area-class</th>
<th>Lowest area-class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of students</td>
<td>Literature/</td>
<td>Language/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informational text</td>
<td>Writing</td>
</tr>
<tr>
<td>Eaton</td>
<td>11</td>
<td>Literature/</td>
<td>Language/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informational text</td>
<td>Writing</td>
</tr>
<tr>
<td>Fretland</td>
<td>15</td>
<td>vocabulary</td>
<td>Foundational skills</td>
</tr>
<tr>
<td>Cole</td>
<td>NA</td>
<td>Language</td>
<td>Foundational skills</td>
</tr>
<tr>
<td>Christensen</td>
<td>6</td>
<td>vocabulary</td>
<td>Foundational skills</td>
</tr>
<tr>
<td>Arnold</td>
<td>6</td>
<td>Literature</td>
<td>Informational text</td>
</tr>
<tr>
<td>Romsa</td>
<td>9</td>
<td>Vocabulary/literature</td>
<td>Informational text</td>
</tr>
<tr>
<td>Frieze</td>
<td>5</td>
<td>Literature</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Strom</td>
<td>8</td>
<td>Informational text</td>
<td>Literature</td>
</tr>
<tr>
<td>Orr</td>
<td>0</td>
<td>Informational text/</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Sims</td>
<td>3</td>
<td>vocabulary</td>
<td>Literature</td>
</tr>
<tr>
<td>Eason</td>
<td>5</td>
<td>Vocabulary</td>
<td>Literature</td>
</tr>
<tr>
<td>Southwick</td>
<td>5</td>
<td>Vocabulary</td>
<td>Literature</td>
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</tbody>
</table>

Grant Elementary Page 1
Literacy First Data

Grade: Pre K
PA 33% 35% 50%
Phonics 33% 53% 50%
Grade: Kdg
PA 0% 0% 6% 21% 49%
Phonics 0% 0% 0% 11% 34%
Grade: 1st
PA 35% 35% 52% 48% 68%
Phonics 0% 0% 0% 0% 4%
Grade: 2nd
Phonics 0% 0% 15% 11% 12%
Comp 0% 0% 0% 0% 0%
Grade: 3rd
Fluency 34% 50% 34% 57% 48%
Comp 0% 0% 0% 0% 4%
Grade: 4th
Fluency 69% 69% 72% 70% 67%
Grade: 5th
Fluency 57% 63% 64% 67% 66%

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.
6. This quarter, we are having a Discovery Day to inform our staff about learned knowledge from a few members of the Literacy goal team on norm assessments for writing. We plan to implement norm assessments quarterly in Writing starting at the beginning of 2016-2017 school year.
7. Literacy goal team is also looking into getting more Rigby kits for each grade level and we are going to ensure that all of our staff knows how to use this in order to level students.
Goal: By 2019, all students will demonstrate proficiency in CCSS in math, measured by PAWS achievement indicator as defined by the Wyoming School Accountability model.

Data: Actual Targets
May 2013 = 75% ALL May 2013 =
May 2014 = 48% ALL May 2014 =
May 2015 = 42% ALL May 2015 = 58%
May 2016 = May 2016 = 68%
May 2017 = May 2017 = 78%
May 2018 = May 2018 = 89%
May 2019 = May 2019 = 100%

Strategy: We will implement the common core math standards school-wide through the use of vertical alignment and implementing CCSS aligned resources.

Timeline: 8/2014-5/2019

Focus this quarter: 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. Our certified teachers have learned how to access different reports through exploration and assistance from the 5th grade teachers. We have been working with some District I.F.’s on building math crates and having some professional development centered around the math crates.

Results: We will use NWEA data to guide differentiation instruction in the classroom.

Winter NWEA data

<table>
<thead>
<tr>
<th>Grade</th>
<th># of students at or above 40 percentile</th>
<th># of students below 40th</th>
<th>Highest area</th>
<th>Lowest area</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>14</td>
<td>16</td>
<td>Geometry</td>
<td>Numbers &amp; operations</td>
</tr>
<tr>
<td>1st</td>
<td>20</td>
<td>6</td>
<td>Geometry</td>
<td>Measurement &amp; data</td>
</tr>
<tr>
<td>2nd</td>
<td>15</td>
<td>12</td>
<td>Numbers &amp; operations</td>
<td>Measurement &amp; data</td>
</tr>
<tr>
<td>3rd</td>
<td>19</td>
<td>14</td>
<td>Operations &amp; algebraic thinking</td>
<td>Measurement &amp; data</td>
</tr>
<tr>
<td>4th</td>
<td>22</td>
<td>3</td>
<td>Operations &amp; algebraic thinking</td>
<td>Geometry</td>
</tr>
<tr>
<td>5th</td>
<td>19</td>
<td>11</td>
<td>Numbers &amp; operations</td>
<td>Geometry</td>
</tr>
</tbody>
</table>

We are currently using Reflex. We will share data once it has been identified, collected, and evaluated based on our next steps. We have started looking at dates next Fall to develop the math crates and use part of our professional development days before school starts to help staff learn how to best use the crates.
Next Steps: The math goal team will create consistent measure of student mastery in fact fluency. We will align the fluency assessment with the Grant fluency continuum that was created last year. In addition, the math goal team will finalize a date to have the math crate professional development next school year (16-17).

Goal: Goal #1: By May of 2019, Grant Elementary will achieve an overall stakeholder satisfaction rating of 80% from annual climate surveys of students, parents, and staff.

Stakeholder satisfaction will be measured by climate surveys that are handed out every first of the school year.

Goal #2: By May of 2019, Grant Elementary will reduce office referrals by 50% in order to create a more positive school culture as measured by comparative data, quarterly of office referrals.

School Culture will be measured by the behavior set evaluations every quarter, along with the number of office referrals every quarter.

Data: Goal #1
Data for Climate Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Surveys Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td>Quarter 2:</td>
<td>24 staff surveys, 135 student surveys, 26 parent surveys</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>Climate surveys were done at the beginning of the school year and in January</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data for "Caught Ya" Being Kinds

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Data Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>Quarter 4:</td>
<td>194 office referrals</td>
</tr>
<tr>
<td>May 2016</td>
<td>Quarter 1:</td>
<td>35 office referrals</td>
</tr>
<tr>
<td></td>
<td>Quarter 2:</td>
<td>28 office referrals as of 1/7/16</td>
</tr>
<tr>
<td></td>
<td>Quarter 3:</td>
<td>70 office referrals as of 3/5/16</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td></td>
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<tr>
<td>May 2018</td>
<td></td>
<td></td>
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<tr>
<td>May 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - undefined

Strategy: Strategy for goal 1:
- Improve response to school climate survey (promote parent, student, teacher involvement)

Strategy for goal 2:
- Improve school culture through the implementation of the behavior matrix
- Improve school culture through tracking caught ya being kinds, and office referrals.

Timeline: Spring 2015 through Spring 2019

Focus this quarter: Grant Elementary Well-being team has finalized the Uh-Ohs, time out sheets and buddy sheets to document student’s behavior in the classroom and they will be sent out to the print shop. The well being team will be focusing on researching trainings for staff to attend to inform/teach staff about student’s behavior.

Results: Each classroom teacher educates their students during the first fifteen minutes of each day on an identified school-wide behavior skill, as well as 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 are continuing to hand out caught yas for students who are following school rules. Our school culture (climate) has changed throughout the quarter, due to behaviors throughout the school, specifically the top of the tier behavior concerns. Teachers are concerned about behaviors throughout the school and how to handle the behaviors.

Next Steps: The well being team will be finalizing the behavior continuum and will be sending this to the print shop when finalized. The well being team is working on researching additional trainings for behavior interventions (specifically how to deescalate a student) and social skill programs for common and consistent use throughout the school. Our school voted to decline the district proposed behavior intervention program.

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

To prepare each student for their next step

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 35%</td>
<td>May 2015= 36%</td>
</tr>
<tr>
<td>May 2014 = 31%</td>
<td>May 2016= 40%</td>
</tr>
<tr>
<td>May 2015= 28%</td>
<td>May 2017= 44%</td>
</tr>
<tr>
<td>May 2016=</td>
<td>May 2018= 48%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2018= 48%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2019 = 50%</td>
</tr>
</tbody>
</table>

**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. The information will be used by PLC’s to increase student learning

**Results:** By April 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:** KWHS administrators will continue to monitor the progress of professional learning communities.
Strategic Plan Quarterly Update
Quarter 3 - undefined

May 2019 = May 2019 = 50%

**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 progress within their groups. Selected leaders and administrators attended the Effective Schools Conference to more fully develop an understanding of the implementation and development of the effective schools research.

**Results:** Correlate groups began presentations to the staff of their work and progress. Current focus has been identification of current practices and policies that support or impede correlate work.

**Next Steps:** Survey analysis did not provide clear direction in some cases. Additional information is being generated. In May Correlate groups will be prepared to present initial ideas for ways their correlate group can effect positive change at KWHS

---

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

---

Goal:
Data:
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Strategic Plan Quarterly Update
Quarter 3 - undefined

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: NWEA Winter 2016 Reading

School-wide (Grades 1-5) Winter 2016 NWEA data stated that 51% of the students at Lincoln ES were performing at grade level in reading. 71% of our students were performing at grade level at the end of last year. 62% were at grade level in the fall.

Per grade level:

5th grade - As of January, 61% at grade level.
This group ended 3rd grade with 66% at grade level, and ended 4th grade with 78% at grade level. They entered 5th grade at 68% at grade level.

4th grade - 50% at grade level.
Ended 2nd grade with 54% @ GL. Ended 3rd grade w/ 71% @ GL. Entered 4th grade w/ 60% @ GL

3rd grade - 60% at grade level.
Ended 1st grade w/ 88% @ GL. Ended 2nd grade w/ 78% @ GL. Entered 3rd grade w/ 64% @ GL.

2nd grade - 40% at grade level.
Ended Kindergarten w/ 69@ @ GL. Ended 1st grade w/ 74% @ GL. Entered 2nd grade w/ 67% @ GL.

1st grade - 44% at grade level.
Ended Kindergarten at 50% @ GL. Entered 1st grade w/ 51% @ GL.

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.

Timeline: ongoing

Focus this quarter: Teachers continue to deepen their understanding of CCSS. Grade level teams got caught up on the ELA validation work and continue work around unit/lesson design. Hired a new classified Tier I interventionist this quarter who works with differentiated groups using the Literacy First materials. Reading goal team very curious about upcoming district materials adoption.

Results: Due to typical summer regression, we usually see a dip from spring to fall, causing us to spend much of the first quarter working to regain what was lost over the summer months. This quarter, we saw a substantial drop in our data from fall to winter. 12 of 14 of our 1st-5th grade classes showed a decrease in percent of students performing at grade level in reading. This is irregular and concerning at this point.
**Strategic Plan Quarterly Update**

**Quarter 3 - undefined**

**Next Steps:** Share data at staff meeting. Discuss data w/ SpEd and tutor teams. Discuss data w/ grade level teams during their collaboration time. Follow-up specifically with one grade level team (2nd) and two individual teachers about these dips.

Follow-up conversation w/ Charlotte Gilbar re. downward trend.

---

**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:** No new PAWS data at this time.

**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.

**Timeline:** ongoing

**Focus this quarter:** Grade level teams continue to integrate content vocabulary into their reading units/lessons. Teachers are Motivation Reading in grades 2-5. We have found that the tasks are similar to PAWS in structure and rigor. Teachers are also using a variety of online resources in designing their units.

In February, we presented teachers with a new resource for vocabulary that targets the 55 most frequently used words in the Common Core Standards. Our Writing Goal Team created a matrix for which words should be introduced, mastered, and applied at each grade level. Teachers have begun incorporating this into their unit design work.

**Results:** Too early to tell.

**Next Steps:** Bringing Marilee Sprenger to Lincoln for vocabulary PD in August. Continue work with developing vocabulary clusters w/ content words. Use Motivation Reading materials more for instruction throughout the year, and not just as test prep.

---

**Goal:** By May of 2019, 90% of our students will meet or exceed the expectations in writing as measured by the state assessment.

**Data:** Limited due to elimination of SAWS.

**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.

**Timeline:** ongoing

**Focus this quarter:** Continuing work w/ vocabulary as previously mentioned. Increasing stamina in our students for writing.

**Results:** Quarterly prompt writing has shown that the trait of organization is a deficit.

**Next Steps:** More work w/ formative, collaborative scoring, and D3M at each grade level.

---

**Goal:** 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:** NWEA Winter 2016 Math
Strategic Plan Quarterly Update
Quarter 3 - undefined

School-wide (Grades 1-5) Winter 2016 NWEA data stated that 62% of the students at Lincoln ES were performing at grade level in math. 72% of our students were performing at grade level at the end of last year. 64% were at grade level in the fall.

**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.

**Timeline:** ongoing

**Focus this quarter:** Teachers continue to get a greater understanding of the demands and rigor of CCSS. Grade-level teams are working on integrating content vocabulary into their units/lessons and explicitly teaching these words to students. They deliver the My Math program with "Fidelity Plus", maximizing the resources we have and adding supplemental components when needed.

**Results:** While the downward trend is not as drastic in math as it was in reading, four of these five grade levels have yet to regain losses caused by summer regression.

**Next Steps:** Share data at staff meeting. Acknowledge teachers showing solid growth. Discuss data w/ SpEd and tutor teams. Discuss data w/ grade level teams during their collaboration time. Follow-up specifically with 2nd grade level team and four individual teachers about these dips.

Follow-up conversation w/ Charlotte Gilbar re. downward trend.

Feedback or suggestions from Cabinet would be appreciated. Thanks!
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:** Academic Goal

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.

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

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

<table>
<thead>
<tr>
<th>Data:</th>
<th>Mathematics Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>Targets</td>
</tr>
<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>
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</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 3 - 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: Reading
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 - 6/2019
Focus this quarter: 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+ (additional diagnostic remediation or enrichment) 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. We focused on aligning K-5 instruction in the area of ELA through professional development and an assessment of teacher needs moving forward.

We gathered information about needs for future professional development to guide our staff the rest of the year and into next year. We also begin the process to review and assess technology uses and needs in academic areas so we can provide guidance on which technology programs are meeting the needs of students.

Results: Reduce the number of at-risk students (# of students below 40th%ile 1st-5th / 50th%ile for K on NWEA Growth Assessments)
Strategic Plan Quarterly Update
Quarter 3 - undefined

Results: Reading

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15 / 2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>26 / 23</td>
<td>16 / 24</td>
<td>9</td>
</tr>
<tr>
<td>1st</td>
<td>9 / 17</td>
<td>9 / 14</td>
<td>8</td>
</tr>
<tr>
<td>2nd</td>
<td>20 / 9</td>
<td>18 / 10</td>
<td>14</td>
</tr>
<tr>
<td>3rd</td>
<td>15 / 13</td>
<td>15 / 15</td>
<td>7</td>
</tr>
<tr>
<td>4th</td>
<td>9 / 14</td>
<td>15 / 13</td>
<td>12</td>
</tr>
<tr>
<td>5th</td>
<td>13 / 11</td>
<td>17 / 15</td>
<td>8</td>
</tr>
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</table>

Results: Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15 / 2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>23 / 30</td>
<td>16 / 19</td>
<td>15</td>
</tr>
<tr>
<td>1st</td>
<td>9 / 13</td>
<td>6 / 9</td>
<td>6</td>
</tr>
<tr>
<td>2nd</td>
<td>14 / 7</td>
<td>17 / 14</td>
<td>11</td>
</tr>
<tr>
<td>3rd</td>
<td>11 / 13</td>
<td>10 / 13</td>
<td>6</td>
</tr>
<tr>
<td>4th</td>
<td>18 / 12</td>
<td>14 / 13</td>
<td>15</td>
</tr>
<tr>
<td>5th</td>
<td>16 / 16</td>
<td>12 / 19</td>
<td>15</td>
</tr>
</tbody>
</table>

Next Steps: K-5 discussions of vertical alignment in mathematics (in April) 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. The theme for the summer reading program will be developed and materials purchased to tailor our “We Read” program to help prevent summer reading loss in grades K-5.

Goal: Safe & Healthy

Goal: 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</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>(# of students w/referrals)</td>
<td>(students w/multiple referrals)</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>111 (36%)</td>
<td>64 (21%)</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>2018-19</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:** The Safe & Healthy team has focused on trying to get more students involved in after school fun activities. Research shows that students perform better academically and behaviorally if they have a personal and positive connection to school. We have had between 43-75 students attend each monthly event offered.

**Results:**
- October Family Night = 73 students
- January Fun Club = 65 students
- February Fun Club = 65 students
- March Family Night = 96 students
- March Fun Club = 43 students

**Next Steps:** Our next Family Night will be a Fitness Night in early May. 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. Also, we are planning to reward each of our students with a “great student” award and recognize them with lunch on the school stage. Our goal is to have all of our students chosen by their teacher to participate in this special recognition by the end of the school year.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Strategic Plan Quarterly Update
Quarter 3 - undefined

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)

**Activity and Eligibility List**
- 2nd Quarter individuals with a failing grade (F) were 8 students
- 3rd Quarter individuals with a failing grade (F) were 4 students
- 2nd Quarter total number of D's were 11
- 3rd Quarter total number of D's were 21
- 2nd Quarter total number of F's were 14
- 3rd Quarter total number of F's were 8

**Lunch & Learn #’s**
- 2nd Quarter attendance was 168 total visits (118 JH & 50 HS)
- 3rd Quarter attendance was 313 total visits (117 JH & 196 HS)

**Strategy:**

~Achievement - Continue to develop and implement a system that focuses on standards based (quality instruction) instruction in Math, ELA, and Science.

~Equity - Focused tier II and tier III interventions at the middle level in math an 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 the Literacy First in the Content Areas professional development and classroom coaching this year. They have received 4 days of training and 5 days of classroom coaching. Teachers have been continuing the implementation of the Literacy First components throughout the 3rd Quarter.

- Continued implementation of Lunch and Learn for secondary students who have missing assignments. Students continue to be assigned to an adult mentor if they have attended more than 3 times in a 30 day period. Mentors are meeting with their students to discuss academic progress.
As a school, we have been focusing on the students who are on the Activity Eligibility. We have been meeting as a staff to develop effective ways to get these students back on track, check grades, and build relationships.

**Results**: Throughout the 3rd quarter we have seen a decrease in the number of D's and F's.

The number of Lunch and Learn students increased in the high school over the 3rd quarter allowing us to reach more students and get them caught up on their work, lowering our number of failing students.

**Next Steps**: ~Administration will continue to focus on individual development of effective teaching through Literacy First.

~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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Data</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Focus this quarter</th>
<th>Results</th>
<th>Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Data</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Focus this quarter</th>
<th>Results</th>
<th>Next Steps</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Data</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Focus this quarter</th>
<th>Results</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Data: Achievement Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
</tr>
<tr>
<td>May 2014 = 45%</td>
</tr>
<tr>
<td>May 2015 = 46%</td>
</tr>
<tr>
<td>May 2016 =</td>
</tr>
<tr>
<td>May 2017 =</td>
</tr>
<tr>
<td>May 2018 =</td>
</tr>
<tr>
<td>May 2019 =</td>
</tr>
</tbody>
</table>

**Strategy:** Staff have been trained in PLC, Syfr Strategies, ELA, PBL, Mastery Connect
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. 4/7/16 Working on school-wide vertical alignment; 4&5 greek and latin roots, 2&3 academic vocabulary out of ELA curriculum, K/1 outlawed words/synonym 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. 4/7/16 in Jan/Feb we added updated NWEA data and changed tipping point kids strategies based on new data

**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 4/7/16 Mastery Connect is being implemented and gives more data to analyze; validating ELA curriculum and giving feedback to Amy Russell to take back to the ELA Committee

**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.

<table>
<thead>
<tr>
<th>Data: NWEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
</tr>
<tr>
<td>May 2013 = 76%</td>
</tr>
<tr>
<td>May 2014 = 71%</td>
</tr>
<tr>
<td>May 2015 = 80%</td>
</tr>
<tr>
<td>May 2016 =</td>
</tr>
<tr>
<td>May 2017 =</td>
</tr>
<tr>
<td>May 2018 =</td>
</tr>
</tbody>
</table>

Mills Elementary Page 1
Strategic Plan Quarterly Update
Quarter 3 - undefined

May 2019 =
May 2019 =
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


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. 4/7/16 Implementing Mastery Connect; as we dissected PAWS data we noticed participation was high and we determined areas of focus for each grade level

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. 4/7/16 Fact fluency vertical alignment was completed and is implemented

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. 4/7/16 We altered the building process for PAWS celebrations and approached it as business as usual. We also changed the schedule from several weeks to one week of testing.

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>

4/7/16 Added 3rd&4th HOPE survey results. 3rd Grade: 80% 4th Grade: 81.7% Hopeful

Strategy: 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.

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


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. 4/7/16 Houses have met with a process and goal established to meet monthly during the 2016-17 year.

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
Strategic Plan Quarterly Update
Quarter 3 - undefined

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 4/7/16 Added HOPE section to 3rd and 4th grades as we want to begin to impact this earlier as a building. Time on task remains strong and discipline referrals are 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. 4/7/16 Refocus Room Coordinator and 3rd grade teacher attended the WDE Autism and Social Skills training; Share out will occur with staff with implementation of strategies. Principal and IF are enrolled in Mindful Schools: Difficult Emotions course. A group of certified staff members attended the ASCD Managing Challenging Behaviors course. Implementing strategies and updating staff with new learning.

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

Inspiring Success

Goal: All Mountain View students will be reading at grade level by 202 unless otherwise stated in an IEP goal.

Data: We are currently at 60% of our population reading at grade level.

Strategy: Strategy 1: Implement ELA standards with support of Literacy First and track student growth with Master Connect, Literacy First, and NWEA.

Strategy 2: Use predictive assessments (Literacy First and Mastery Connect) to differentiate instruction to promote student growth.

Strategy 3: Use peer observations to foster growth in guided reading.

Timeline: Sept. 2015-May 2020

Focus this quarter: The focus this quarter was to do peer classroom observations that worked off of what we have been doing with our Literacy First consultant and then debrief to create conversations of learning and growth among teachers in the building.

Results: We are starting to see more consistency in reading instruction and our students are growing in their reading skills as per Lit First, Mastery Connect and with Lexia Core 5.

Next Steps: Next steps are to continue our work with tier one instruction in order to get the standards fully understood and implemented in each classroom. We will look at the non negotiables of ELA instruction and present these to establish the consistency needed to continue on the path of meeting our goal.

---

Goal: Mountain View students will perform within the top 25% of NCSD on state assessments unless otherwise stated in an IEP goal.

Data: We are not meeting the state standards according to PAWS.

Strategy: Strategy 1: Align units and lessons to meet K-12 curriculum from the district.

Strategy 2: Consistent implementation of RtI building wide with a focus on collaboration.

Timeline: Sept. 2015-May 2020

Focus this quarter: The focus this quarter was to continue to work with the new model of RtI and being able to adjust groups according to formative assessments. We looked at our building and each tier and completed the pyramid of interventions that we have for our building.

Results: Teachers are starting to reflect on their tiers and with the support of PLC we are zooming in on consistency for students and tiers.

Next Steps: Next steps are to continue to work in PLC teams to accommodate the needs of student and allow for flexibility of groups as noted in our formative assessments.

---

Goal: Decrease the number of office referrals by the end of the year.

Data: We are up in referrals and will not meet our goal this year but this is with including preschool and FLS in our building totals. We are lower than last year.

Strategy: Strategy 1: Create a vertical and horizontal alignment of behavior expectations and trainings.
Strategic Plan Quarterly Update
Quarter 3 - undefined

Strategy 2: Consistent pro-social behavior lessons in all grade levels using the same curriculum.

**Timeline**: Sept. 2015-May 2020

**Focus this quarter**: The focus this quarter was to reflect and look at the use of our school wide behavior ladder and write ups.

**Results**: The behavior team will be working on non negotiables for the behavior in the building and the usage of the ladder for more consistency for students.

**Next Steps**: The behavior team is working on next steps to decrease write ups and increase support to teachers in the area of behavior.

---

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

January – Unexcused Absences down 22% from 2015  
February – Unexcused Absences down 10% from 2015  
March – Unexcused Absences down 24% from 2015

We continue to focus on excessive absences and requiring doctor’s notes of those parents who reach a threshold of ten or more absences.

**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.

This includes reviewing Common Assessments and Validating new curriculum, especially in Health and Language Arts.

**Results:** Implementing the PLC focus, the DuFour’s work, and studying attendance data has decreased our UnExcused absences by an average of 23% for this quarter as compared to 2015 as well as decreasing overall absences by 15% (meaning that over 270 kids are in better attendance situations than last year).  
**Next Steps:** Focus on Excused Absences and reducing overall Tardies, especially as the weather becomes nicer and more events take place outside.

---

**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).

**Timeline:** 01/2016 – 05/2019

**Focus this quarter:** Prepare for the ASPIRE, ACT, and WorkKeys Assessments on April 19th.

Training staff, assign students, and generate a “culture of testing” that will increase the importance of students
demonstrating growth on these state/national tests.

**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.

Distribute and analyze the results from ASPIRE, ACT, and WorkKeys. This includes inviting Deb Lindsey with the WDE Assessment office to our August Back-to-School training,

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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:**
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 dropped to Meeting Expectations with the states accountability model. Our goal remains to regain Excelling status with 100% of our students scoring proficient in math and reading as measured by PAWS.

**Data:** Term 3 math benchmarks were discussed in preparation for PAWS testing. Results / Students meeting and partially meeting benchmark

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meeting Benchmark</th>
<th>Partially Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDG</td>
<td>51 of 55</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>53 of 53</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>63 of 63</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>67 of 72</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>46 of 52</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>25 of 47</td>
<td></td>
</tr>
</tbody>
</table>

The alarming data is the large number (22) of 5th grade students not meeting the district math benchmark

**Strategy:** We have implemented Daily Five and Syfr strategies across the curriculum with the focus on math and reading. We continue to collaborate as a school and with Mills Elementary. We will focus next years PD on the RTI model for additional classroom strategies.

**Timeline:** 2015-2017

**Focus this quarter:** Teachers continue using Daily Five and Syfr strategies. Grade levels continue to collaborate and monitor student progress. Identified students are receiving interventions in the classroom and with the tutor in math and reading.

**Results:** Tutored students are showing growth but in many cases are still not up to grade level. This is why we be focusing and planning for next year using other district approved interventions within the RTI model.

**Next Steps:** We are currently waiting for this years PAWS results and will be giving the MAP test beginning of May. MAP data will be immediately available after testing for review.
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: May 2015= Meeting Expectation
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: We are focusing on aligning some of our supplemental resources both for understanding what is used and what we can spare in terms of saving money.
Results: Leadership will make recommendations of resources to continue to use.
Next Steps: Wait for PAWS data. Data PD planned for Aug. 10 with Dr. Gilbar and our staff.

Goal: 100% of 3rd-5th grade students at Paradise Valley will meet the exceeding expectations as measured by the Wyoming School Accountability Model
Data: Meeting expectation - May 2015
Strategy: Using PLC to 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: Continuing to implement PLC and having data drive the discussion.
Results: Teachers are very comfortable in their PLC teams.
Next Steps: Collaboration plans for next school year (scheduling).

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: See Tech Survey results
Strategy: Implement the ISTE standards to increase staff and student knowledge with the use of technology
Timeline: February 2014-May 2019
Focus this quarter: Looking a providing feedback on the proposed new ISTE Standards.
Results: We have exposed our teachers to the new standards and how they will impact students and teachers
Next Steps: Determine the strategies to meet the new ISTE standards.

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: See Tech Survey
Strategy: Continue to implement professional development for teachers on effective use of technology to enhance instruction and learning.
Strategic Plan Quarterly Update
Quarter 3 - undefined

**Timeline:** February 2014-May 2019

**Focus this quarter:** We continue to use the LMT to help with tech integration

**Results:** Students are using technology to enhance PBL projects.

**Next Steps:** Continue to explore tools for kids and teachers
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: **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 continuing to intentionally study our data and monitor areas of growth as well as areas of need. Our classified staff members continue to contribute to these discussions with their intervention data.

**Results:** Reading Goal team reviewed the Winter NWEA scores.

- Reading overall at or above 40%ile (WINTER NWEA)
  - K-82%, 1st-76%, 2nd-79%, 3rd-69%, 4th-65%, 5th-79%

In summary, this data reveals that all grade levels are AT or EXCEEDING our year end goal of 65% at grade level on this Winter NWEA data. Our Family Literacy Night theme was "A Night at the Museum" to provide parents with tools for incorporating more informational text into their family reading time. Approximately 200 children attended with their parents. Parents commented on how much they liked the focus and newfound awareness of the importance of informational text in our Common Core Standards.

The Math goal team reviewed winter NWEA data and found strengths and weaknesses at each grade level. We identified all areas where students were below the 40% by individual class, which was then complied into grade level data. We discussed strategies for interventions (Istation, small group instruction for below level, on level and above level students, Kahn Academy). We continue to use the comparison data from fall to winter NWEA to guide instruction and differentiation practices.

**Next Steps:** The Reading goal team will continue to improve our units to give students opportunity for growth, and use the district recommended ELA progression. We will look at Spring NWEA scores and compare Fall to Spring informational text growth as well as our Spring to Spring overall growth.

First, the Math goal team will look at the 3rd quarter Interim. Later in the 4th quarter we will look at both the Spring NWEA data and 4th quarter Interim data. Finally, we look forward to reviewing PAWS data to help us determine continued areas of growth and areas of need for improved instruction. The 2015-16 math data will then be further analyzed as a year to year comparison to drive future math instruction. We will continue our efforts to integrate our Math Standards 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: Focus this quarter was:
1. Registration of students
2. Communication with parents/students
3. Hired all teachers for PIC
4. Block grant funded equipment for Bid process
5. Purchasing equipment, planning for delivery, and installing equipment plans developed

Results: 1. 250 students registered for PIC for 2016-17 school year
2. 3 Pathways Parent Nights hosted
3. 15 people hired to staff PIC for 2016-17 school year
4. Block grant funded equipment sent to Bid
5. Purchasing of equipment for delivery in June has begun

Next Steps: 1. Management of block grant funded equipment purchasing, delivery, and set up.
2. Curriculum development with the newly hired PIC staff to include coaching/mentoring in the process
3. Communication and collaboration with stakeholders to include continued conversations with students who might have interest in attending PIC for the 2016-17 school year.
4. Re-engage the Academy Advisory Boards for feedback on curriculum development.
Pineview Math Goal Team

As 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 tests and Wyoming Accountability System. By Spring 2016, we can improve our Math NWEA score by 10%.

**Data:** Winter NWEA: Kinder- 37%, 1st - 37%, 2nd – 66%, 3rd – 57% 4th – 50%, 5th – 47%

Fluency Improvement Data: Kinder – 64%, 1st – 100%, 2nd – 90%, 3rd – 73%, 4th – 49%, 5th – 93%

**Strategy:** Analyze PAWS and Accountability Data upon receipt in 2016.
Analyze spring NWEA data after spring testing.

We re-established collection data to better meet the needs of our students and matched math practices to student needs. We will analyze the data for fluency and skill work.

**Timeline:** 2015-2015

**Focus this quarter:** Use MyMath, Bridges Number Corner, and Rocket Math Fluency math materials, standards, data, assessment data during collaboration by grade level to determine student need. Grade levels will report improvement on skills and fluency.

**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 Bridges Number Corner and Rocket Math Fluency materials to use and collect data for fluency and skills. Compare data to show improvement made.

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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 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: By May of 2019, the Reading Goal Team will meet and exceed the expectations as defined by the Wyoming School Accountability Model.

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.

<table>
<thead>
<tr>
<th>Data:</th>
<th>Data: Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement =</td>
<td>46 %</td>
<td>55 % (meeting target)</td>
</tr>
<tr>
<td>Total Growth =</td>
<td>55.0</td>
<td>60.0 (meeting target)</td>
</tr>
<tr>
<td>Equity =</td>
<td>80 %</td>
<td>85 % (meeting target)</td>
</tr>
<tr>
<td>Participation Rate =</td>
<td>99 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Data:

Actual | Targets
---|---
2014 Baseline = 69% | 75%
2015 = 72.7% | 2015 = 78%
2016 = 75% | 2016 =
2017 = | 2017 =
2018 = | 2018 =
2019 = | 2019 =

Strategy: 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: 2015-2016

Focus this quarter: • Focus This Quarter: Running Records/Reading Fluency

Results: Results: 3rd Grade – 69% Improved
4th Grade – 67% Improved
5th Grade – 68% Improved

Results: K – 95% Improved
1st – 69% Improved
2nd – 95% Improved
3rd – 69% Improved
4th – 67% Improved
5th – 68% Improved

Next Steps: Continue Running Records to improve reading fluency at grade level in order to meet and exceed the expectations of the Wyoming School Accountability Model.

Continue Running Records to improve reading fluency at grade level.
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 May 2016, Pineview will increase the writing proficiency rate to 92%.

Data: Pineview will use the ‘Overall’ checklist from Lucy Calkins for narrative, informational, and opinion writing. Data will be collected and reviewed quarterly.

Strategy: Deploy a system of common assessments that support school improvement plans (LC checklists). Build and cultivate a school-wide workshop model.

Timeline: 2015-2016

Focus this quarter: Teachers will choose narrative, informational, or opinion writing to score using the ‘Overall’ LC checklist. Teachers will use multiple scoring elements on the checklist, as well as the writing for accountability. The workshop model will be implemented by all grades. Grade level data will be scored by teachers and shared for review by the Writing Goal Team.

Results: School-wide proficiency dropped to 76%.

Next Steps: The Writing Goal Team will review scoring and data collection procedures, including writing expectations during collaboration time with all teachers. Teachers will be responsible for turning in the grade-level data collection sheet with a scored narrative, informational, or opinion piece from every student school-wide. The Writing Goal Team will review and change necessary procedures and expectations using the current flow chart, data collection, and expectations for all staff.

Third quarter recommendations – The Writing Goal Team will review scoring expectations with all grade levels and ask teachers to score a narrative, informational, or opinion piece for every student. A scored checklist will accompany each student’s writing sample. All writing will be turned in with a scored...
Pineview GT Goal Team

The mission of the NCSD Gifted and Talented 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:**
- Spring 2015: Reading 80%  Math 88%
- Fall 2015: Reading 89%  Math 79%
- Winter: Reading 84%  Math 65%

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

**Timeline:** 2015-2016

**Focus this quarter:**
- Pre-planning for next year – partial departmentalization of subject areas (ELA, Math, Science, Social Studies) between primary (1-3) and intermediate (3-5).
- Differentiation
- Grouping Strategies
- 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.
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: 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

Focus this quarter: We analyzed our NWEA results. PLC teams used the results to drive regrouping and IE instruction.

Some teachers have been using Mastery Connect to track progress toward the standards. Teachers are giving formative assessments on standards.

Personalized data sheets were sent home to parents with 2nd quarter report cards. All teachers met with students for NWEA goal setting in January.

Primary teachers are working with District IFs on ELA/ writing.

Results: NWEA scores from Winter showed some growth from Fall but not as much as we would have liked to have seen. This was the reason for individual conferences with students and revamping of IE.

Next Steps: Teachers will meet with students after Spring NWEA to review goals. We will continue to implement and review formative assessments. Spring NWEA results will be analyzed by all teachers.

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: May 2013= 64%  
May 2014= 52%  
May 2015= 46%  
Target  
May 2015= 60%  
May 2016= 75%  
May 2017= 85%  
May 2018= 95%
Math
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:** We are finishing up the book study "Principles of Effective Math Instruction". The Universal Screener results were used for grouping IE students. Mastery Connect is being used to track student progress and to continue developing Formative Assessments. The Universal Screener has enabled us to conference vertically.

**Results:** NWEA scores from Winter showed some growth from Fall but not as much as we would have liked to have seen. This was the reason for individual conferences with students and revamping of IE.

**Next Steps:** Continue to implement Mastery Connect.
Give the third universal screener to all students.
Spring NWEA results will be analyzed by all teachers.

---

**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.*

**Goal:** By 2019, our school will increase the four-year graduation rate to 85%. Our school graduates will be prepared for college or a high skills career as measured by the NCSD Graduate Profile.

**Data:** I am INCREDIBLY disappointed to report that our graduation rate for the 14/15 school year has dropped to 46%. It will continue to be our primary focus. That having been said, we will not compromise our high expectations for student learning to increase our graduation rate. Our goal is Graduation + future focus and career readiness.

**Strategy:** We have committed tremendous amounts of PLC time to studying and aligning our Curriculum. We have placed RHS teachers on EVERY district level Subject Area Committee team. Our goal is to study, give feedback and ultimately implement the district's rigorous aligned curriculum. STAY TUNED!

**Timeline:** 2014-15 school year Ongoing

**Focus this quarter:** We are in the midst of preparing our 9th and 10th grade students to take the ASPIRE assessment. Our Juniors are preparing for the ACT. This is but one measure. We are pushing EVERY day to make sure that our Seniors finish and finish strong as they prepare to "cross the stage."

**Results:** We are disappointed that our Grad. rate dropped. That having been said, we will not compromise our high expectations for learning to increase our graduation rate. We will continue to study, implement and push ourselves and our students.

**Next Steps:** We just completed the item analysis of last year's PLAN test. Overt the past two weeks, and up until the ACT we will use the results to acquaint and defamiliarize our students with past learning and strategies to help them achieve the results they/we desire.

FINGERS CROSSED
**Southridge Elementary**

*Standing For Excellence Through Growth and Kindness (new).*

---

**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>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 46.5*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 2015 = 46**</td>
</tr>
<tr>
<td>May 2016=</td>
<td>May 2016= 65</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017 = 75</td>
</tr>
<tr>
<td></td>
<td>May 2018= 85</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019 = 100</td>
</tr>
</tbody>
</table>

**Strategy:** 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:** Our school was partially meeting expectations last year. 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. The staff at Southridge has selected to implement Mastery Connect for next year as a tool to accelerate the development of formative assessments that align with state learning standards.
2. The building leadership team will be finishing the work on a new strategic plan this quarter. Our new mission statement is indicated above.
3. The reading team is exploring a long-term relationship with UW for professional development and coaching on the latest best practices in literacy instruction. This would become a part of our professional development plan for next year.
4. The intervention team has been revising our model for Response To Intervention and will continue this work into next year as part of our professional development plan.

---

**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 Results:

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 28.0*</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 32.5*</td>
<td>May 2015 = 45</td>
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<td>May 2016=</td>
<td>May 2016= 60</td>
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<tr>
<td>May 2017=</td>
<td>May 2017= 80</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 90</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100</td>
</tr>
</tbody>
</table>

*PAWS changing to align to common core to CCSS.
**Strategic Plan Quarterly Update**

**Quarter 3 - undefined**

**Strategy:** Understand and Implement the Wyoming State Math Standards  
**Timeline:** 9/2014 – 5/2019  
**Focus this quarter:** The Math team implemented a program to help students develop math fluency skills to advance toward standards that require mastery of these skills.  
**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.

The math fluency program during the third quarter is yielding some promising initial results. The next NWEA benchmark should provide more data about improvements in student mastery.  
**Next Steps:** 1. The staff at Southridge has selected to implement Mastery Connect for next year as a tool to accelerate the development of formative assessments that align with state learning standards.  
2. The building leadership team will be finishing the work on a new strategic plan this quarter. Our new mission statement is indicated above.  
3. The teachers have implemented some curricular restructuring this year and will continue to implement this for the rest of this year.  
4. The math team will continue to implement and monitor the new fluency program.

---

**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. However, it appears office referrals have increased this year.  
**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 PBS team is in the process of reviewing research-based character education programs to implement for the 16-17 school year.  
**Results:** Data will be reviewed at the end of the year for office referrals.  
**Next Steps:** 1. Research a benchmark data collection tool to be more proactive in addressing possible problems.  
2. Research and evaluate character education programs to implement next school year.  
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.

---

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

11th Grade Average 224

12th Grade Average 227

**Next Steps:**
1. 9-11th grade student ACT/Aspire testing
2. 9-12th grade student NWEA testing
3. Continued focus on PLC conversations concerning alignment to ACT/NWEA

---

**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:**
Summit Elementary

*Summit's mission is 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 Data: Partially Meeting Target on the WAEA
- Spring 2016 Target: Meeting Target 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:** Work continues on inclusion efforts and data comparison of growth for special needs students. Summit's instructional facilitator is pulling math and reading NWEA data for students who have been enrolled since kindergarten and comparing it to students who entered later. The interest is to learn whether students who engaged in Summit's math and reading educational programming for their elementary experience are growing more, less or about the same as students who have entered Summit in the later grades. Goal Team chairs and SILT team members, including parents, are working to complete the AdvancED self assessment.

**Results:** All students in grades 3-5 took the PAWS test in March and once results are received, those results will be analyzed to determine celebrations (hopefully) and needed tweaks.

**Next Steps:** Goal teams and the leadership team will analyze PAWS results once they are received. These teams will also analyze data gathered by Summit's instructional facilitator to determine what if any findings are evident for students who do / do not experience Summit's educational programming for the majority of their elementary career as evidenced by results on the NWEA in reading and math.

---

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

**Data:**

<table>
<thead>
<tr>
<th></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>85%</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 Art Common Core, to continue flexible grouping in reading and to emphasize student goal setting in tracking of reading progress.

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

**Focus this quarter:** Summit's leadership team and Leader In Me team members spent one day with our Leader In Me coach to self assess our school on the LIM criteria to maintain Lighthouse status. One component of that self analysis is to discuss student goal setting, monitoring and tracking of wildly important goals (WIGs). Quarterly at-risk meetings were held and interventions continue or were put in place for students not meeting the STATE RIT in reading.

Summit Elementary Page 1
Results: While our goal is meet the STATE RIT, we also look at the District goal of the 40%ile. To that end, 80% of Summit students in grade K-5 scored at or above the 40%ile in READING as evidenced by the Winter NWEA in READING. We celebrated this and also addressed interventions for those who are not meeting the 40%ile. In addition, based upon our self assessment with our LIM coach, student goal setting is a continued goal area of emphasis for the upcoming school year.

Next Steps: Spring NWEA is right around the corner. Once we receive NWEA results, goal teams and the leadership team will analyze data to determine celebrations and needed interventions and enrichment. ELA validation and flex group instruction continue. ESP resources continue to be allocated based upon student need.

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

Data: In Spring 2015, % of students who 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>85%</td>
<td>85%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>46%</td>
<td>70%</td>
<td>84%</td>
<td>85%</td>
<td>85%</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: Continued implementation of K-5 PLCs in math has occurred. The math cohort for all K-5 classroom and special education teaches and principal is ongoing. Based upon learning from the cohort, a math committee of grade-level representation is meeting on a regular basis to discuss the research around the more effective model / structure to teach math. This group has met twice and discussion around math structure, materials, curriculum and assessment are ongoing.

Results: While our goal is meet the STATE RIT, we also look at the District goal of the 40%ile. To that end, 80% of Summit students in grade K-5 scored at or above the 40%ile in MATH as evidenced by the Winter NWEA in MATH. We celebrated this and also addressed interventions for those who are not meeting the 40%ile. In addition, based upon our self assessment with our LIM coach, student goal setting is a continued goal area of emphasis for the upcoming school year.

Next Steps: The math committee will continue to meet with Summit's instructional facilitator to determine best practices in math. One recommendation that will be implemented during the upcoming school year (100% consensus) is peer observation. Teachers are eager to observe one another teach and to learn from each other. Guide lines for what this looks like have been drafted and adopted.

Spring NWEA is right around the corner. Once we receive NWEA results, goal teams and the leadership team will analyze data to determine celebrations and needed interventions and enrichment. ELA validation and flex group instruction continue. ESP resources continue to be allocated based upon student need. Also, based upon our collective learning, 100% consensus is reached to allocate tutor time to Kindergarten and 1st Grade as a priority for the upcoming year.
Goal: University Park students will meet or exceed expectations as measured by the Wyoming School Accountability Model.

Data: PAWS 2015-Partially Meeting
Reading 46%  Math 37%  Science 34%

Strategy: Strategy 1: Develop and implement the use of standards-based common assessments and skill based formative assessments to guide and inform instructional cycles using the PLC process.

Timeline: Sep 2015-Jun 2016

Focus this quarter: Our focus this quarter has been to continue use formative assessments to determine instructional cycles for Intervention/Enrichment. PLC teams have continued to meet weekly to chart and analyze data, and make adjustments as needed. These goal is to see positive results on PAWS and Spring NWEA.

Results: Last fall, the staff received training on priority standards, assessment literacy and proficiency scales. The development of these items is ongoing. We made the decision to not loop so grade level teams are able to focus their energies on the work at one grade until we have these pieces in place. We continue to gather resources from districts that have completed this work.

Next Steps: 7 staff members have been to the Ron Clark Academy, and 2 more will go in the fall. We are working to formalize structures around the concepts learned during our visit which in turn will create a school community with consistent, high-level expectations. We will continue to monitor behavior data and student achievement throughout the year to assist in determining the effectiveness of our work.

Through feedback received on AdvancEd parent and student surveys, we continue monitoring student behavior as there have been concerns regarding bullying. The staff, students and parents received information on how to Bully Proof our school. Two in-house staff were trained, so these expectations will continue to be taught and reinforced.

All of this will tie into the work we will be during in the fall with Ron Clark Academy's Essential 55, houses and caring communities.
Verda James

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

Goal: Goal:
- 100% of Verda James students will read at or above grade-level by May 2016.
- All grade levels at Verda James will maintain or increase the number of students meeting or exceeding at grade level fluency by 5% or more by May 25, 2016. (NCSD Lit 1st harvest date)

Data: 303/440 students are on grade level in fluency which is 69% of the students
Grade Level Data
Sight word results K - 1
K- 72/73 (99%) students met the goal of 15 sight words at 2nd quarter
Grade Level Goal: 100% of students at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)
Grade 1: 53/70 (76%) students met 100 sight words at 2nd quarter
Grade Level Goal: 81% or more students at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)
Grade 2 (62 WPM) 31/71 (44%) on grade level for fluency at end of 2nd quarter
Grade Level Goal: 49% or more students at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)
Grade 3 (102 WPM) 52/70 (74%) students on grade level for fluency at end of 2nd quarter
Grade Level Goal: 79% or more students at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)
Grade 4 (113 WPM) 66/78 (85%) students on grade level for fluency at end of 2nd quarter
Grade Level Goal: 90% or more students at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)
Grade 5 (126 WPM) 39/78 (50%) students on grade level for fluency at end of 2nd quarter
Grade Level Goal: 55% or more students will be at or above grade level expectations by May 25, 2016 (NCSD Lit 1st harvest date)

Strategy: -Implement explicit fluency instruction a minimum of 10 minutes, four x a week in grades K-5.
-Implement fluency strategies designated by goal team that is grade level appropriate. (Readers Theater, songs, chants, plays, poems, shared reading, partner reading, timed reading, etc.)

Timeline: December 2015- June 1016
Focus this quarter: Research of strategies to increase student reading levels showed overwhelming data that a focus on fluency during daily instruction will positively impact both on grade-level reading ability and comprehension. A focus on fluency is being implemented through various instructional strategies in all classrooms K-5. This will happen at least four times a week for ten minutes. Most classrooms are also using it in homework and in weekly oral presentations. Research from parent surveys suggests they are most interested in fluency.
I think my teachers also struggle with the lack of a reading program K-5. As I look and have conversations

Verda James Page 1
Strategic Plan Quarterly Update
Quarter 3 - undefined

around vertical articulation and consistent practices and vocabulary this become an increasing area of concern for me in this area. KP

**Results:** To be determined after the May 25, 2016 harvest date from Literacy First assessments.

**Next Steps:** To be determined after data from May 25th is desegregated.

**Goal:** Math

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:** Using IXL with the target groups:
K- 16 grew, 3 stayed the same
1st- 6 grew, 1 did not grow
2nd- 4 grew, 1 stayed the same
3rd- 3 grew, 1 stayed the same
4th- 6 grew
5th- 10 grew, 2 did not take the test

**Strategy:** Co-teaching

Tier 2 interventions, including IXL

Differentiation

ESPs Grade Level Support

**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. Students who are SPED or Tier will continue to receive 30 minutes of IXL instruction in their lowest NWEA RIT band strand.

**Results:** Out of 53 students 45 grew which is 85% of students did show growth.

**Next Steps:** Examine NWEA lowest RIT band of SPED and Tier students in the Spring.

This goal team will modify their focus to a STEM Focus for 2016-2017 academic year.

**Goal:** 100% OF VERDA JAMES STUDENTS WILL EXHIBIT POSITIVE AND SAFE BEHAVIORS AS MEASURED BY NUMBER OF MONTHLY RECOGNITION ATTENDEES BY MAY 2016.

**Data:** 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)

September: 95% of students met monthly recognition!

October: 93%

November: 93%

December: 88%

January: 90%

Verda James Page 2
**Strategic Plan Quarterly Update**

Quarter 3 - undefined

February: 84%
March: 86% - does not include one fifth grade and one third grade classroom.

**Strategy:**
- Implement weekly 8 Keys Lessons (on Google calendar)
- Implement staff rotation for HOPE lunch Tuesdays beginning October 2015

**Timeline:** September 14, 2015 – June 6, 2016

**Focus this quarter:**
- Distributed fire escape maps labeled with routes, fire alarms and fire extinguishers
- Fire Extinguisher training – March 2016 (Ryan Neff/Casper Fire)
- Discussed alternative options to HOPE lunch. Continued rotation for this quarter.
- Ordered and received and hung playground safety signs for the public
- Completed Fire Inspection paperwork
- Shared survey results with students for Quiet Eating Time in the commons. Results are posted in the Commons.
- Magnitude Scale was adopted in our building (in conjunction with the district) to use with Refocus referrals and Office referrals to help assist behavior.

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

**Next Steps:**
- Work with Dennis Bay for traffic – parent group
- ALICE training needs to be scheduled
- Update Building Emergency Plan
- New Matrix for explicit behaviors in each area of the building (visual) for the fall

---

**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:** 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>
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<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
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<td>May 2014 = 49%</td>
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<td>May 2015= 44%</td>
<td>May 2015= 44%</td>
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<tr>
<td>May 2016=</td>
<td>May 2016= 50%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 75%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 85%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

**Strategy:** Reading Achievement – Implementing E.L.A. Common Core State Standards through the work of the ELA district curriculum

* Implementation of grade level PLC and Intermediate/Primary PLCs
* Inclusion
* Professional development from Catapult Learning focusing on research based reading instructional strategies:

* Read Alouds
* Word Work
* Guided Reading
* Differentiated student centered workstations
* Vocabulary Development

**Timeline:** 10/2014 05/2016

**Focus this quarter:** Teachers are observed while providing guided reading/skill group/whole group instruction and given individual feedback. Teachers also work closely with I.F.s when our consultant is not 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 around assessment literacy.

**Results:** Willard Elementary was determined to be a Partially Meeting school according to the Wyoming School Accountability model. At the end of 2014.2015 school year our leadership team proposed a plan to bring 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 a 1/2 day with I.F.s to work on assessments, learning progressions, and looking at student data.

**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>
</table>

Willard Page 1
Strategic Plan Quarterly Update
Quarter 3 - undefined

May 2013 = 80.9%
May 2014 = 43%
May 2015 = 39%  May 2015 = 52%
May 2016 =  May 2016 = 63%
May 2017 =  May 2017 = 74%
May 2018 =  May 2018 = 85%
May 2019 =  May 2019 = 100%

**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. - revisited this training this quarter during primary/intermediate PLC.

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 is 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></td>
</tr>
<tr>
<td>May 2019 = 100%</td>
<td></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
* *Inclusion
* Professional development from Catapult Learning focusing on research based reading instructional strategies such as:
  * Read Alouds
  * Word Work
  * Guided Reading

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* Differentiated student centered workstations
* Vocabulary Development

Timeline: 10/2015 10/2017

Focus this quarter: Teachers are observed while providing guided reading instruction and given individual feedback. Teachers also work closely with I.F.s when our consultant is not 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 Winterl NWEA assessment the results are the following in area of reading:

Winter 2015-2016
Kindergarten - 84%
First Grade - 42%
Second Grade - 55%
Third Grade - 86%
Fourth Grade - 71%
Fifth Grade - 65%

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: 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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Meeting Expectations</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Meeting Expectations</td>
<td></td>
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<tr>
<td>2015</td>
<td>Meeting Expectations</td>
<td>Meeting</td>
</tr>
<tr>
<td>2016</td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>Meeting</td>
<td>Meeting/Exceeding</td>
</tr>
<tr>
<td>2018</td>
<td>Meeting</td>
<td>Meeting/Exceeding</td>
</tr>
<tr>
<td>2019</td>
<td>Exceeding</td>
<td></td>
</tr>
</tbody>
</table>

**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 Café, especially focusing on comprehension this quarter.

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. Schedules were adjusted to maximize time with co-teachers and assistants. Collaboration time with special education teachers and tutor is happening each month.

**Results:** We are continuing our same goals with stronger focus on comprehension in reading, due to data from classroom assessments showing many students being low in that area.

**Next Steps:** K-8 will use and validate the NCSD English Language Arts curriculum. Data in comprehension for reading was low, so it prompted K-3 teachers to sign up for a Daily 5 conference this summer in Denver.

---

**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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Math Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Meeting Expectations</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Meeting Expectations</td>
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<tr>
<td>2015</td>
<td>Meeting Expectations</td>
<td>Meeting</td>
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<tr>
<td>2016</td>
<td>Meeting</td>
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<tr>
<td>2017</td>
<td>Meeting</td>
<td>Meeting/Exceeding</td>
</tr>
<tr>
<td>2018</td>
<td>Meeting</td>
<td>Meeting/Exceeding</td>
</tr>
<tr>
<td>2019</td>
<td>Exceeding</td>
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</tbody>
</table>

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**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 teachers completed the math crate class with district IF’s, creating many constructivist games. They will continue to implement the games and use Math Advantage aligned screeners to address student gaps in Math.

**Results:** Continuing our focus this quarter on strengthening our math teaching and learning through use of constructivist materials and supplemental programs.

**Next Steps:** Teachers will continue to learn and teach the Common Core State Standards using a variety of materials in a constructivist manner. We did research on other math supplemental resources. K-5 made the decision to purchase Math Investigations Program as supplemental materials for next year. Grades 6-8 will continue to use Connected Math as their supplemental program.
District Athletics/Activities Department

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 and 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: Data: Actual Targets

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td>77%</td>
<td>79%</td>
<td>82%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Strategy: Strategy 1: 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.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>50%</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
<td>58%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Provide direction & support to the 6th -12th grade co-curricular activities tracking systems which seasonally & annually measures student participation (engagement). Begin implementing, providing direction and supporting a student participation tracking system for K-5th grade schools which aligns with the 6th through 12th grade tracking system currently in place.

By May 2019, provide support, direction and assistance which grows student engagement in co-curricular activities that align with the District’s Math & Literacy Goals-such as-(First Lego & First Tech Robotics, Spelling Bee, Geography Bee, History Day, Middle Level Music Clinic, Young Authors and Ag Expo)

Timeline: 10/2014-6/2015

Focus this quarter: The focus this quarter continues to be reaching out to all elementary schools to set up their co-curricular activities on the tracking system. Offer assistance in setting up the system, report back quarterly results to the principals of the number of students engaged in each activity and the total number of students in their school engaged in co-curricular activities. The feedback has been excellent from administrators however the number of elementary schools contacted last quarter was limited due to the
number of regional and state tournaments we organize at this time of year.

In addition to the elementary school tracking focus, this quarter on May 15 we collect the final participation numbers from secondary schools to measure the final participation numbers for the school year, by school, by grade, by gender and compare the results with previous years. The results will help us determine our strategy in the upcoming school year.

**Results:** The number of students and success of students engaged in co-curricular activities this quarter has been encouraging. The high school robotics participant and team growth was the highest we have measured the past five years. The number and success of FFA, Choir, Speech and Debate, DECA, Academic Decathlon, Destination Imagination, Spelling Bee, Science Fair, History Day, Archery, Mock Trial, ROTC, ML Nordic Ski students have reached new higher levels this year.

We predicted in October 2015 from our participation data in 2014-2015 the graduation rate would increase to 77.4% and it increased to 76.5. The 12th grade engagement in co-curricular activities increased by 2% in 2014-2015 which was incorrectly reported last quarter. We feel the growth in this data point is critical to increasing graduation rates to 85%. The 2% increase in 12th grade engagement was another reason we predicted a 2% increase in the graduation rate. Although there was only a 1% increase.

**Next Steps:** Collect end of the year co-curricular participation numbers from K-12 grade schools. Meet with the secondary AAFs and ADs to break down the data and set direction for the 2016-2017 school year. Also reach out to the elementary school principals we have collected data and also trouble shoot our work and set direction. Finally, set a goal to reach the remainder of the elementary schools we have not set up relationships with for collecting co-curricular participation data.

**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:** www.ncsdathletics.com or www.ncsdactivities.com

**Strategy:** Develop, support and update monthly the athletics and activities department website to inform and educate students, staff, parents and community members about the co-curricular opportunities offered district-wide.

**Timeline:** 10-2014-6-2016

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

**Results:** The web-site has been beneficial to coaches, sponsors, parents and staff in locating the activity information they are seeking for the district and the state.

**Next Steps:** The focus this quarter will be to improve the information and resources currently available on the website from a better level to an excellent level. Continue to reach out to ADs, AAFs, Principals, Teachers, Coaches and Club Sponsors to find out what has worked and what has not worked and what we need to change or add.

**Goal:**

**Data:**
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: Payroll - 72.73%
Accounts Payable - 66.6%
Accounting - 100%

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: Credit Card rollout is just around the corner! We are putting the finishing touches on the system setup to handle effective reconciliation of credit card charges. The pilot test for Bus Drivers was a success and has been received with positive feedback. Many other district staff members have checked out their card or used it to book hotels etc. Overall, stakeholders are anxious for the full release. Timecard online will be implemented to classified staff only during the initial rollout. This is to prevent the certified staff from running duplicate process for any sustained length of time.

Results: Employees are pleased with the initial design of the credit card and timecard online programs.

Next Steps: Continued implementation on timecard online. We will begin rolling out the module to classified staff at schools. We are planning to release credit cards to district administrators and office staff by the first week of May, 2016.
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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>80%</td>
</tr>
<tr>
<td>May 2016</td>
<td>85%</td>
</tr>
<tr>
<td>May 2017</td>
<td>90%</td>
</tr>
<tr>
<td>May 2018</td>
<td>90%</td>
</tr>
<tr>
<td>May 2019</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 1/1/2016 - 6/30/2016

**Focus this quarter:** Actions completed from Jan 1 – March 30
1) Primarily implementation and monitoring. Induction programs are occurring for all staff.

**Results:** Feedback & +/∆ data continues to be positive. ∆ are reviewed to make incremental improvements.

Our data and action plan is also readily available on our strategic plan dashboard here: https://sites.google.com/a/myncsd.org/hrdev-dashboard/home/

**Next Steps:** Program review and adjustments will take place this spring with adjustments implemented beginning July 1, 2016.

**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:** 1/1/2016 - 6/30/2016

**Focus this quarter:** Actions completed from Jan 1 – March 30
1) Continued implementation and monitoring of induction training plan.

**Results:** Data shows consistent improvement in both the % of staff receiving their required training prior to expiration, and receiving their required training much earlier upon hire.

Our data and action plan is also readily available on our strategic plan dashboard here: https://sites.google.com/a/myncsd.org/hrdev-dashboard/home/
Next Steps: HR Development will continue to monitor induction processes to ensure quality and effectiveness for the remainder of the 15-16 academic year. We will review the implementation and plan adjustments for the 16-17 academic year.

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 from Jan 1 – March 30
1) Monitoring and tracking fill rates for the 2015-16 school year.
2) Program is going through a transition to new staff.

Results: Data shows improved overall fill rates for 2016-2017 hovering consistently at 87%, which is an improvement, but below our target.

Data – Overall Fill Rates
Jan 2015= 83%  Jan 2016=87%
Feb 2015= 79%  Feb 2016=87%
March 2015=80% March 2016=87%

Our data indicates a consistent pattern of 95-100% fill rates the day prior, then 87% average the next day. This indicates that those putting in “unplanned/emergency” vacancies, such as sick leave, family emergency, etc. within 24 hours of the vacancy are our most challenging to fill.

Our data, including fill rates, and action plan is also readily available on our strategic plan dashboard here: https://sites.google.com/a/myn csd.org/hrdev-dashboard/home/

2) Issue Annual Substitute Survey to look for patterns and improvement ideas.
3) Investigate “unplanned/emergency” substitutes to help with vacancies that occur over night.
MISSION: The mission of the Information Technology Department is to provide dependable access and support to technology resources and quality service.

Goal: Goal 1: The information technology department will align systems, security and infrastructure to create a seamless user experience for students, staff and the public in their pursuit of district goals.
Data: Activity from work request system
Strategy: The IT Department will review and improve the work request system to facilitate better communication, deliver more accurate and timely resolution of issues and improve the customer experience.
Timeline: 01/2015 - 12/31/2016
Focus this quarter: Expand system to record all IT and improve results reporting to IT Staff and supervisors
Results: System dashboard has been added to show status of work requests through various levels.
Next Steps: Analyze types of requests received to determine trends and direction.

Goal: The information technology department will seek and participate opportunities to collaborate, coordinate and support district and divisional goals by providing coordinated support, sufficient infrastructure (need clear definition) and properly maintained devices as measured by customer satisfaction and project reviews.
Data: Device aging reports for each school.
Strategy: IT will perform technology gap analysis at various levels of detail for schools and departments to determine the ability to support school and departmental goals
Timeline: 2016-2017
Focus this quarter: Review aged technology inventory at various schools to determine if there are possible areas for improvement.
Results: Early - nothing definitive.
Next Steps: Continue with strategy.

Goal: The information technology department will develop a vision of future technology trends in education and develop plans, budgets and strategies to actualize that vision for the district in coordination with stakeholders.
Data:
Strategy: The IT department will work with stakeholders to identify and remove older software/hardware that is outdated and is no longer meeting the needs of the district to allow for the introduction of newer applications and devices which are more suitable.
Timeline: Spring 2016
Focus this quarter: Review inventory aging reports - determine school intentions for the next school year.
Results: Reports indicate some schools with extremely old equipment which needs to be removed from service.
Next Steps: Locate assets in surplus which may be used to update some of the older assets.
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:** Outstanding work order percentages:
- As of 03/31/16
  - 0-30 days: 68%
  - 31-60 days: 11%
  - 61-90 days: 8%
  - 91-120 days: 5%
  - 120+ days: 8%
- As of 12/31/15
  - 0-30 days: 71%
  - 31-60 days: 10%
  - 61-90 days: 10%
  - 91-120 days: 5%
  - 120+ days: 4%
- As of 09/30/15
  - 0-30 days: 75%
  - 31-60 days: 14%
  - 61-90 days: 4%
  - 91-120 days: 3%
  - 120+ days: 4%
- As of 06/30/15
  - 0-30 days: 67%
  - 31-60 days: 11%
  - 61-90 days: 8%
  - 91-120 days: 5%
  - 120+ days: 9%
- As of 03/31/15
  - 0-30 days: 71%
  - 31-60 days: 11%
  - 61-90 days: 6%
  - 91-120 days: 1%
  - 120+ days: 11%
- As of 12/31/14
  - 0-30 days: 42%
  - 31-60 days: 19%
  - 61-90 days: 10%
  - 91-120 days: 6%
  - 120+ days: 23%

Outstanding work orders - 03/31/16: 293
Outstanding work orders - 03/31/15: 405
Outstanding work orders - 06/30/16: NA
Outstanding work orders - 06/30/15: 606
Outstanding work orders - 09/30/16: NA
Outstanding work orders - 09/30/15: 488
Outstanding work orders - 12/31/16: NA
Outstanding work orders - 12/31/15: 401
Outstanding work orders - 12/31/14: 575

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

Original Timeline: 10/2014 - 6/2016
**Strategic Plan Quarterly Update**

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Original Benchmarks:
31-60 days: 15%  61-90 days: 10%  91-120 days: 5%  120+ days: 10%

Revised Timeline: 10/2015 - 6/2016

Revised Benchmarks:
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 continues to identify and implement strategies that achieve our outstanding work order benchmarks, reduce overtime, and enhance customer service delivery: (e.g. flex and or trade work hours, further refine our processes on 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 Supervisors from each work unit.

Strategies are discussed and agreed on how outstanding work orders can be completed to meet our benchmarks (e.g. 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.)

As of 03/31/16, outstanding work orders older than 30 days have been reduced by 26% since 10/1/14

**Completed and Submitted Work Order Information:**

01/01/16 thru 03/31/2016
Total number of work orders completed: 2,381
Number of work orders submitted by buildings: 1,361
Number of work orders initiated by Maintenance staff: 1,020

01/01/15 thru 03/31/2015
Total number of work orders completed: 2,672
Number of work orders submitted by buildings: 1,433 Number of work orders initiated by Maintenance staff: 1,239

04/01/16 thru 06/30/2016
Total number of work orders completed: NA
Number of work orders submitted by buildings: NA
Number of work orders initiated by Maintenance staff: NA

04/01/15 thru 06/30/2015
Total number of work orders completed: 3,425
Number of work orders submitted by buildings: 1,511
Number of work orders initiated by Maintenance staff: 1,914
Strategic Plan Quarterly Update
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07/01/16 thru 09/30/2016
Total number of work orders completed: NA
Number of work orders submitted by buildings: NA
Number of work orders initiated by Maintenance staff: NA

07/01/15 thru 09/30/2015
Total number of work orders completed: 3,667
Number of work orders submitted by buildings: 1,968
Number of work orders initiated by Maintenance staff: 1,699

10/01/16 thru 12/31/2016
Total number of work orders completed: NA
Number of work orders submitted by buildings: NA
Number of work orders initiated by Maintenance staff: NA

10/01/15 thru 12/31/2015
Total number of work orders completed: 2,387
Number of work orders submitted by buildings: 1,324
Number of work orders initiated by Maintenance staff: 1,063

10/01/14 thru 12/31/2014
Total number of work orders completed: 2,348
Number of work orders submitted by buildings: 1,308
Number of work orders initiated by Maintenance staff: 1,040

2015 – Work Orders Completed
Number of work orders completed: 12,151
Number of work orders submitted by buildings: 6,236
Number of work orders submitted by Maintenance: 5,915

2014 – Work Orders Completed
Number of work orders completed: 12,017
Number of work orders submitted by buildings: 6,092
Number of work orders submitted by Maintenance: 5,925

2013 – Work Orders Completed
Number of work orders completed: 11,499
Number of work orders submitted by buildings: NA
Number of work orders submitted by Maintenance: NA

2012 – Work Orders Completed
Number of work orders completed: 10,971
Number of work orders submitted by buildings: NA
Number of work orders submitted by Maintenance: NA
**Strategic Plan Quarterly Update**

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**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.

The final draft Maintenance Department work order prioritization document has been completed. We plan to communicate the revised work order prioritization to building administrators and custodians on April 30th.

---

**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:** Schools have made significant effort to submit monthly inspection reports and report any playground equipment or fall materials. Maintenance staff can quickly respond and address potential safety concerns. Shown below are the inspection reports submission percentages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014:</td>
<td>53%</td>
</tr>
<tr>
<td>2015:</td>
<td>84%</td>
</tr>
<tr>
<td>01/01/16 thru 3/31/2016:</td>
<td>95.56%</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Maintenance staff continues to evaluate and identify new operational efficiencies; identify and resolve life, health and safety opportunities in our buildings; and enhance delivery of services to our customers.

Examples:

1. Receive final stakeholder feedback on the Fire Code and Safety Inspection program. Tentative implementation date 7/1/16.
2. Identify additional cost savings measures (e.g. moving from site based automated building systems to a centralized server to eliminate the costs of replacing and/or installing site based servers and paying for site software licenses and upgrades.
3. Expand our current preventive maintenance program.
4. Continue our work moving from off-line computerized door access system to an on-line system.

**Results:** Maintenance has completed their district wide assessment of T-12 light fixtures, colored each area on a floor plan where T-12 fixtures are located, and submitted a Major Maintenance request to replace the lights with LED fixtures.

The Landscape and Support Services work unit revised new mowing procedures that reduced the number of seasonal staff from 12 positions to 9 positions. This work will save NCSD over $10,000 dollars this year and in future years.

Maintenance staff has worked hard to reduce overtime costs by trading time and flexing work hours as

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necessary. Our work has reduced overtime expenditure by 87.62% this quarter compared to the same quarter in 2015.

We successfully migrated our HVAC digital control system (DDC) to the Central Service’s MDF room for Fort Caspar, Lincoln, Frontier Middle School/CCA and MACC. This work will save the District considerable money in the future when it is time to replace site based servers, work stations, software upgrades, purchasing of software licenses, etc.

Exterior on-line computerized door access system was installed at Dean Morgan this quarter. Exterior on-line computerized door access systems are installed at the new PIC/Roosevelt, KWHS and NCHS that we take ownership in the very near future.

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.

Evaluate the possibility of introducing an in-ground fertilization system that is connected to our irrigation system instead of using granular fertilizer.

A Major Maintenance proposal will be submitted that will move the remainder of our buildings to a centralized HVAC digital control system.

We are working on expanding our scheduled preventive maintenance program that will generate automatic work orders. (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.)

Maintenance staff will develop a kiln inspection program that will evaluate kiln locations to ensure proper ventilation is in place, ensure combustible material is not stored near the kiln, and verify safety mechanisms in place to ensure students and staff cannot burn themselves on the kiln. Our goal is to have the kiln inspection program completed by the 8/31/16.

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, training, or certifications) that allow our employees to further enhance their ability to maintain and repair our buildings and grounds.

Results: James Stovall (Electrician) attended lighting control troubleshooting, maintenance and repair of the new lighting control systems at NCHS on 3/31/16.
Marvin Booth (Carpenter and Locksmith) met with Allegion (door hardware and access controls) for training on new wireless door access managed systems on 3/22/16.

**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 (e.g. Identify opportunities to cross train our electricians with our 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 are working on identifying webinar training opportunities for staff in effort to reduce off-site training expenses. Example: Our HVAC Apprentice is using webinars so he can obtain his refrigerant license.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Research and Assessment

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

**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:** Training protocols have been developed for ACT, ASPIRE, and PAWS. The new protocols were implemented in each school for PAWS.

**Strategy:** Create protocols for researching and implementing effective assessments and techniques for professional development

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

**Focus this quarter:** Implemented PAWS training in all elementary schools. Gathered feedback throughout process and there will be minor adjustments for next year. Currently the ASPIRE and ACT training is being deployed at the secondary schools.

**Results:** Completed PAWS training. Our AF structure is in place and implementing what was designed in collaborative work.

**Next Steps:** Gather feedback around ACT and ASPIRE training.

---

**Goal:** By May of 2019, the Research and Assessment Department will have increased the level of strategic and operational knowledge of assessment for the staff and students in NCSD.

**Data:** A core competency pd schedule has been developed for coach training until the end of the year.

**Strategy:** Coordinate/Collaborate with Teaching and Learning to develop and deliver agendas for Instructional Facilitator meetings that include topics tied to Assessment and Research.

**Timeline:** 7/2015-6/2016

**Focus this quarter:** Plan and implement the desired PD for coaches throughout the quarter.

**Results:** Schedule has been determined

**Next Steps:** Implementing the PD and then supporting deployment at the school level

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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:**

Research and Assessment Page 1
SESC

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 36, 100% for 79, and 100% for grade 11. The district scored at 19% in grades 36, 18% in 79, and 10% in grade 11. For Math in 201213, the state targets were 100% in grades 36, 100% in grades 79, and 100% in grade 11. The district scored at 19% in grades 36, 13% in grades 79, 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.

Results: Continued training with Christi Kasa and Kim Jennings at Verda James, CY, Manor, DMJH and provided support at Centennial, Sagewood and University Park. Also continued conversation with Paradise Valley, Cottonwood, FMS, for moving to more Co-teaching next year.

Continued development of Advance K. Enrollment options, screening, and communication.

Continued to review IEPs for compliance and had discussion around coaching processes for next year- taking on instructional and co-teaching components.

Collected data for transition agencies, completed a wrap around proposal, held transition fairs at all high schools.

Steering team continued to meet on Professional Development, IEP form re-alignment, and communication to the Dept.

Worked with WASEA and WDE for looking at Data for each district in Wyoming- what is working well and where there are areas for improvement.

Next Steps: Continue planning for next year for support processes with fewer staff at SESC.

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

Goal:
SESC Page 1
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: 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 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-5/2019

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 and 5 middle schools participated in District’s Standards–based System: ELA/Health Curriculum PD on February 12, 2016. Participants reviewed the NCSD Standards-Based Instructional Alignment process, continued to implement and validate ELA and/or Health curriculum (outcomes and components) and continue instructional planning with district-wide grade-level colleagues. When polled, Did the validation data help you understand the need for the NCSD draft curriculum validation? 93% responded with a yes. The participants ranked the top two learning models: small group learning and collaboration with grade level colleagues. Follow-up coaching in schools continues.

Physical Education – A 21-member Subject Area Committee met March 15th-17th. They wrote outcomes/components and finished the 6th-12th grade read through completed the PE draft curriculum. The K-5th grade PE draft curriculum was complete on April 4th.

Social Studies - A 33-member Subject Area Committee met Jan 12th- 14th. They wrote outcomes and components for the social studies draft curriculum. They completed the K-12 read through for the PE draft curriculum on Feb 29th and March 1st.

Fine and Performing Arts - A 26-member Subject Area Committee met Jan 26th – 28th. They wrote outcomes and components for the fine and performing arts draft curriculum. They met again on March 2nd and 3rd and began the K-12 read through for the FPA draft curriculum. This task was completed on April 5th.

Next Steps: English Language Arts Subject Area Committee – ELA Subject Area Committee members will examine teacher feedback provided through validation and make adjustments to the draft curriculum on April 11th and 12th and complete the process on May 3rd. The K-12 ELA curriculum will be ready for adoption summer 2016.
Goal: 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.

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Strategy: 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 February 12, 2016. Since this 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 Instructional Facilitators smooth transition back to the schools in 2016-17, as well as, planning for learning of the Core Competencies.

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.

Twenty-five IFS along with Academy Coaches, Special Education Strategists, Building Coaches and Administrators met on Jan 22nd and Feb 26th.to improve coaching skills following the PEBC Mentoring Matters framework. A coaching ad-hoc made up of principals, directors, teachers and instructional coaches met throughout the fall and winter of 2015 with the intent to move the Instructional Facilitators back to a building-school based resource in the future. They studied history, research, statute, and stakeholder feedback. The committee developed components that became the Coaching Guiding Principles of the NCSD Coaching System answering the 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? Staffing has taking place and all Instructional Facilitators have been assigned to schools for the 2016-17 school year based on ADM. Transition and training on the Core Competencies is planned for the spring 2016 semester.
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Quarter 3 - undefined

Next Steps: Facilitators 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 have restructured Learning Fridays to support the Spring 2016 IF transition plan aligning to the Coaching Guiding Principles. Minimum Core Competencies trainings are scheduled from April 8th – June 3rd. IFs will move to schools the week of June 6th in preparation for the 2016-17 school year. The theme of the 2016-17 coaching model is Building Based with Heavy District Influence. The principal will set direction for coaching following statute and the district expectation of utilizing all resources, including coaches, to achieve building and district strategic goals. The emphasis will be on professional relationships that build trust. Coaches will receive ongoing training and support on how to coach effectively, as well as the established Core Competencies of Standards-Based Instruction, Assessment (Data Literacy/Use and Classroom Assessments), Differentiation and Technology (ISTE and Google Suite). Effective communication loops will be established. Impact data and annual feedback data will be studied. A coaching leadership team made up of stakeholders will guide, monitor and adjust the process.

Goal: 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: 
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Strategy: 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: The IF Ad-Hoc team approved the draft list of 13 IF Guiding Principals and the five Core Competencies that Instructional Coaches would hold as they transitioned back into being school based. The five Core Competencies include: Standards Implementation and Instruction, Technology, Differentiation, PLC Collaboration and Instructional Coaching (PEBC Mentoring Matters Model), and Assessment. These five competencies where shared with principals to help with Professional Development Planning for the 2016-17 school year. Planning for Instructional Coaches PD around the five competencies has taken place and Teaching and Learning Directors in collaboration with the Instructional Facilitators have created an Instructional Coaches Competency PD schedule. It will be shared with principals so that they may encourage any new coaches who are not currently in coaching roles to participate in the trainings. Trainings will begin on April 8, 2016.

Title I – Title I Principals received their Title I Certified Staffing allotments at the Administrative Staffing meeting on March 10, 2016. This allowed them to look at both their General and their Title I funding to create the best staffing situation for their school possible. At this time all certified staffing decisions have been made and except where there might be an open position, all current staff have been placed into a position for the 2016-17 school year.

The second round of Supplemental Educational Services (SES) for students who attend Title I schools and who qualify for free or reduced lunches was launched on January 27, 2016 with an SES Providers Fair held at

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SESC from 5:00 to 7:00 p.m. The event was scarcely attended. Letters were mailed to all qualifying families with information about how to request SES tutoring. Information was also available in schools. The deadline for requesting SES was set for February 5, 2016. Once the requests were collected and audited for qualification, lists of students have been sent to SES Providers.

Early Childhood Programs: Preschools continue to run smoothly at 12 Title I sites. Professional Development around NAEYC Accreditation has assisted our preschool teachers with the creation of their NAEYC Classroom Portfolios. Currently preschool teachers are collecting information about their programs through NAEYC Parent Surveys and Staff Surveys. Classroom observations were used to complete a strengths and challenges summary for the Early Childhood Director at the WDE.

Kindergarten Screenings for 2016-17 incoming kindergartners was held from January 14 to January 22, 2016 in the Westwood Gym. Approximately 850 students attended. A second round of screening was conducted on March 21 and 22, 2016 at SESC. Approximately 60 additional students were tested at this screening. Discussions and debriefing were held at CDC with CDC Teachers and Directors, a Head Start Director and our Director of Teaching and Learning. Discussions about changes to the process where also held at the Natrona County Early Childhood Alliance meeting in February. Input at both meetings was beneficial. Through information collected at the Kindergarten screenings, 110 families were offered the option to have their child attend a Classic Kindergarten Program and 36 families were offered the option to have their child attend our new Advanced Kindergarten Program. Families were contacted by letter and by phone for each program. Currently, there are 28 students enrolled in Classic K with 16 open spots and 10 students enrolled in Advanced K. Due to staffing circumstances, the Classic K program at Cottonwood will move to Mt. View.

The TANF Grant, which pays for 1/3 of our preschool teachers’ salaries is due April 22, 2016. The Director of Teaching and Learning who serves as Preschool Director is in the process of working on that grant.

Results: Coaching – The Instructional Coaches transition plan to move them from being district based to being school based with district influence is complete. All Instructional Coaches have been assigned to one or two schools for the 2016-17 school year. A plan to have all Instructional Coaches prepared in the five Core Competencies has been created and PD will begin on April 8, 2016. Most coaches have met with their 16-17 school principals and are beginning to sit in on Leadership and other meetings at their new schools as they also finish up instructional work at their current schools.

Title I – Title I principals were able to finish Title I Staffing for the 2016-17 school year earlier this year because they had their Title I staffing allotments at the same time as their General Staffing allotments.

Title I has been able to offer 177 students Supplemental Educational Services based on parent request, student qualification and provider availability this school year. This service is available for students through the summer months.

Title I directors have begun to work with the newly appointed Grant Manager who will soon take over grant financial responsibilities.

Early Childhood: Preschool NAEYC Accreditation continues to be in process as teachers and their director prepare for site visits next fall. Requests have gone to C&I to be able to conclude preschool classes on May 27 to enable teachers and administrators to continue to focus on NAEYC Classroom and Program Portfolios as well as to prepare for the observable portion of the Accreditation Process. Classroom observations, which led to a Summary Report to the Early Childhood Director at WDE showed that overall relationships between teachers, students and families were quite positive. They also showed that curriculum content in the areas of early literacy and early mathematics was also strong. Growth areas included having teachers help children talk about their own and other’s emotion and to provide opportunities for all children to explore a wide range of feelings and the different ways that those feeling can be expressed. Other growth areas observed were Social
Strategic Plan Quarterly Update
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and Emotional Development, Creative Expression and the need for a common curriculum.
Kindergarten screenings went very well, however, input from community preschool providers showed that there is still a perception in the community that parents are unsure about why their child needs to be screened and about how we intend to use the results. This year a handful of parents were also questioning the results of the Brigance test and asked for repeat assessments.

Next Steps: Coaching – Instructional Coaches will move into their schools in June. They will finish their work with their current schools and begin their work with their newly assigned schools. Plans will be made for training new Instructional Coaches in the common Core Competencies as the 2016-17 school year begins. Title I – Title I Principals will continue to work on creating their Title I budgets and professional development plans for 2016-17. Plans will be made to provide educational services through Title I to students during the school day as our state moves away from a Supplemental Educational Services (SES) model. Schools will work closely with the Executive Director of School Improvement to align to district and state guidelines in this area. Financial responsibilities for Title I will move to our new Grant Manager and programming responsibilities for Title I will stay with our Executive Director of School Improvement. Early Childhood – Preschool teachers will continue working with the Director of Teaching and Learning and the Early Childhood Program leader on accreditation, curriculum, and social emotional professional development. Preschool registration will begin May 1st at all Title I schools. TANF audits on each application will take place at the end of May. 2016-17 class lists will be created before the end of the school year so parents can be notified of their child’s enrollment into a preschool.

We will continue to take requests for Classic Kindergarten until our spots are filled. Our Advanced Kindergarten does not have spots available. Current Classic K teachers will work with new ones to prepare them for the 2016-17 school year. Furniture and materials will be moved from the Classic K program at Cottonwood to the new one at Mt. View. Parent and Staff Surveys about the effectiveness of Classic K will go home in April. Survey data will be shared with Classic K stakeholders. Kindergarten Screening processes will be updated based on community feedback.

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

Teaching and Learning Page 5
Transportation

Mission: To provide a safe, timely, friendly transportation and service for Natrona County School District highly qualified, team, well maintained fleet and dedication to continuous growth and improvement.

Goal: By May of 2019, the Transportation 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: To be completed by survey

Strategy: Strategy 1: Determine and establish a high-functioning department leadership structure to oversee and guide continuous improvement efforts.

Timeline: Timeline: 10/2014 – 8/2015

Focus this quarter: Action Plan: Hire two Assistant Directors. Two Trainers/Bus Hub Coordinators, Administrator Specialist. Completed

Action Plan: Leadership will develop a safety rating system for field trips and activity trips that corresponds with driver experience levels. Completed 0/2015.

Results: In late 2015 the leadership team changed the operations of the Hub by eliminating a Trainer/Hub Coordinator position. This position was filled by the elimination of a Campus Security position at Transitions to operate as the new Campus Security/hub coordinator at the Hub. The Trainer/Hub Coordinator position was utilizing more of the allocated time at the hub and the need was in the driving training area.

In the area of Field Trips and activity Trips and the safety rating system overtime was evaluated and the leadership decided to align to national standards on work/driving hours. The has reduced the amount of overtime in the Activity Drivers and increased the safety for all.

Next Steps: Continue to review data and align where necessary.

Goal: By May of 2019, the Transportation 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: stakeholder satisfaction survey. The Camera system has increased the accountability of students and staff. Professional Development training on customer service has been completed and will remain a focus of the department.

Strategy: Strategy 2: Build and maintain a positive community relationship and rapport through a quality customer service approach.

Timeline: Timeline: 10/2014 – 5/2019

Focus this quarter: Action Plan: Coordination with IT to development the initial stage of a registration process that integrates with Infinite Campus. Completed/

Results: Camera are working well. Six to eight cameras per bus. This has enabled transportation to address more staff and community concerns on the bus. The process of pulling tapes is extremely time consuming and an automatic wireless may benefit this process.
Transportation completed the customer in-service. It was well received by staff.

Registration was a success and decreased the amount of confusion by parents, students, and staff.

**Results:** Positive feedback from Administration  
**Next Steps:** Continue to reflect on what worked well and improve.

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**Goal:** Goal: By May of 2019, the Transportation 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:** stakeholder satisfaction survey. on-going  
**Strategy:** Strategy 3: Design, implement, and maintain an advance transportation management system to monitor data, track students and vehicles, assess needs and determine areas of improvement.  
**Timeline:** 2016  
**Focus this quarter:** Present timeline to Supervisor  
**Results:** on-going  
**Next Steps:** complete proposal.

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