Appendix I
Hatha way & IB Data

Appendix II
School Accountability Data

Appendix III
PAWS/ACT/ASPIRE Data

Appendix IV
Customer Satisfaction Survey
Business and Facilities Division

Appendix V
Customer Satisfaction Survey
Curriculum and Instruction Division

Appendix VI
Customer Satisfaction Survey
Human Resources Division

Appendix VII
Summary of Schools’ Strategic Plans
Schools’ and Departments’ Quarterly Reports
Appendix I

Percent of Students Receiving the Level of Opportunity or Higher on Hathaway Eligibility for the 2014-15 School Year

Figure 8 Data taken from WDE Fusion Report²
<table>
<thead>
<tr>
<th></th>
<th>Number of Candidates</th>
<th>Average Scores</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>NCHS Global</td>
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<tr>
<td>English</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>French B HL</td>
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<td>5</td>
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<tr>
<td>French B SL</td>
<td>7</td>
<td>10</td>
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<tr>
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<td>Spanish B SL</td>
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<tr>
<td>Environmental Systems and Sociology</td>
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<tr>
<td>History Europe/ME HL</td>
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<tr>
<td>Psychology HL</td>
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<td>1</td>
</tr>
<tr>
<td>Psychology SL</td>
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<td>10</td>
</tr>
<tr>
<td>World Religion SL</td>
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<td>0</td>
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<tr>
<td>Biology HL</td>
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<td>25</td>
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<tr>
<td>Music</td>
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<td>2</td>
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<td>Visual Arts</td>
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Table 9 NR = Not reportable n < 10
**Appendix II**

**School Accountability**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Overall Performance Level</th>
<th>Achievement</th>
<th>Growth</th>
<th>Equity</th>
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<tbody>
<tr>
<td>Bar Nunn</td>
<td>P</td>
<td>NM</td>
<td>P</td>
<td>46.0%</td>
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<tr>
<td>Cottonwood</td>
<td>NM</td>
<td>NM</td>
<td>M</td>
<td>45.0%</td>
</tr>
<tr>
<td>Crest Hill</td>
<td>M</td>
<td>P</td>
<td>P</td>
<td>59.0%</td>
</tr>
<tr>
<td>Evansville</td>
<td>P</td>
<td>EE</td>
<td>EE</td>
<td>52.0%</td>
</tr>
<tr>
<td>Fort Caspar</td>
<td>EE</td>
<td>EE</td>
<td>M</td>
<td>75.0%</td>
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<tr>
<td>Grant</td>
<td>P</td>
<td>NM</td>
<td>M</td>
<td>52.0%</td>
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<tr>
<td>Lincoln</td>
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<td>P</td>
<td>P</td>
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<tr>
<td>Manor Heights</td>
<td>M</td>
<td>P</td>
<td>P</td>
<td>53.0%</td>
</tr>
<tr>
<td>Midwest School</td>
<td>P</td>
<td>P</td>
<td>NM</td>
<td>40.0%</td>
</tr>
<tr>
<td>Mills</td>
<td>P</td>
<td>NM</td>
<td>NM</td>
<td>45.0%</td>
</tr>
<tr>
<td>Mountain View</td>
<td>P</td>
<td>NM</td>
<td>NM</td>
<td>45.0%</td>
</tr>
<tr>
<td>Oregon Trail</td>
<td>EE</td>
<td>M</td>
<td>M</td>
<td>70.0%</td>
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<tr>
<td>Paradise Valley</td>
<td>M</td>
<td>M</td>
<td>M</td>
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<tr>
<td>Park</td>
<td>P</td>
<td>M</td>
<td>M</td>
<td>49.0%</td>
</tr>
<tr>
<td>Pineview</td>
<td>P</td>
<td>P</td>
<td>NM</td>
<td>46.0%</td>
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<tr>
<td>Poison Spider</td>
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<td>45.0%</td>
</tr>
<tr>
<td>Sagewood</td>
<td>M</td>
<td>EE</td>
<td>EE</td>
<td>59.0%</td>
</tr>
<tr>
<td>Southridge</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>61.0%</td>
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<tr>
<td>Summit</td>
<td>M</td>
<td>P</td>
<td>M</td>
<td>60.0%</td>
</tr>
<tr>
<td>University Park</td>
<td>NM</td>
<td>P</td>
<td>P</td>
<td>38.0%</td>
</tr>
<tr>
<td>Verda James</td>
<td>M</td>
<td>P</td>
<td>M</td>
<td>63.0%</td>
</tr>
<tr>
<td>Willard</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>49.0%</td>
</tr>
<tr>
<td>Woods</td>
<td>M</td>
<td>M</td>
<td>P</td>
<td>66.0%</td>
</tr>
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</table>

*Equity was calculated differently in 2013-14 then in 2014-15 and 2015-16.*
### Middle Level Schools

<table>
<thead>
<tr>
<th>Middle Level Schools</th>
<th>Overall Performance Level</th>
<th>Achievement</th>
<th>Growth</th>
<th>Equity*</th>
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</thead>
<tbody>
<tr>
<td>CCA</td>
<td>M</td>
<td>P</td>
<td>M</td>
<td>69.0%</td>
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<tr>
<td>Centennial</td>
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<tr>
<td>CY</td>
<td>P</td>
<td>NM</td>
<td>P</td>
<td>50.0%</td>
</tr>
<tr>
<td>Dean Morgan</td>
<td>M</td>
<td>P</td>
<td>NM</td>
<td>55.0%</td>
</tr>
<tr>
<td>Frontier</td>
<td>P</td>
<td>NM</td>
<td>NM</td>
<td>32.0%</td>
</tr>
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</table>

Table 11: Equity was calculated differently in 2013-14 then in 2014-15 and 2015-16.

### High School

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<thead>
<tr>
<th>High School</th>
<th>Overall Performance Level</th>
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<tr>
<td>Kelly Walsh High School</td>
<td>NM</td>
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<td>Midwest School</td>
<td>NM</td>
</tr>
<tr>
<td>Natrona County High School</td>
<td>P</td>
</tr>
</tbody>
</table>

Table 12

### High School

<table>
<thead>
<tr>
<th>High School</th>
<th>Equity</th>
<th>Growth</th>
<th>Achievement</th>
<th>Graduation Rate</th>
<th>Additional Readiness</th>
<th>Participation</th>
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<tr>
<td>Kelly Walsh High School</td>
<td>47.5</td>
<td>55.0</td>
<td>49</td>
<td>55</td>
<td>29%</td>
<td>26%</td>
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<tr>
<td>Midwest School</td>
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<td>42.0</td>
<td>37.5</td>
<td>38</td>
<td>11%</td>
<td>15%</td>
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<tr>
<td>Natrona County High School</td>
<td>48.0</td>
<td>44.0</td>
<td>48</td>
<td>49</td>
<td>33%</td>
<td>35%</td>
</tr>
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</table>

Table 13
Appendix III

PAWS Proficiency per School (Data taken from Fusion)

Figure 23
Figure 24

2016 PAWS Grade 4 Math Student Proficiency Rates

% of Proficient/Advanced Students

<table>
<thead>
<tr>
<th>School Name</th>
<th>NCSD (55.06%)</th>
<th>WY (55.18%)</th>
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<tbody>
<tr>
<td>Mountain View Elementary</td>
<td></td>
<td></td>
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<tr>
<td>Mills Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Park Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poison Spider Elementary School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Elementary School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southridge Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manor Heights Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bar Nunn Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willard Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woods Learning Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crest Hill Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pineview Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon Trail Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summit Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verda James Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cottonwood Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paradise Valley Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evansville Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Caspar Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sagewood Elementary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016 PAWS Grade 5 Math Student Proficiency Rates

School Name

Poison Spider Elementary
Mountain View Elementary
Mills Elementary
Bar Nunn Elementary
Grant Elementary
Cottonwood Elementary
University Park Elementary
Crest Hill Elementary
Willard Elementary
Pineview Elementary
Verda James Elementary
Sagewood Elementary
Summit Elementary
Manor Heights Elementary
Oregon Trail Elementary
Park Elementary
Woods Learning Center
Paradise Valley Elementary
Lincoln Elementary
Southridge Elementary
Ft. Caspar Academy
Midwest School

% of Proficient/Advanced Students
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

School %
NCSD (55.13%)
WY (56.13%)

Figure 25
2016 PAWS Grade 6 Math
Student Proficiency Rates

![Bar Chart: School Name vs % of Proficient/Advanced Students]

- **School %**
- **NCSD (36.64%)**
- **WY (49.97%)**

Figure 26
Figure 27

2016 PAWS Grade 7 Math Student Proficiency Rates

- School %
- NCSD (42.22%)
- WY (49.38%)

School Name

Frontier Middle School
Poison Spider Elementary
C Y Junior High School
Centennial Junior High School
Woods Learning Center
Dean Morgan Junior High School
Midwest School
Casper Classical Academy

% of Proficient/Advanced Students
2016 PAWS Grade 8 Math Student Proficiency Rates

School Name

- Frontier Middle School
- Midwest School
- Poison Spider Elementary
- Centennial Junior High School
- Woods Learning Center
- C Y Junior High School
- Dean Morgan Junior High School
- Casper Classical Academy

% of Proficient/Advanced Students

- School %
- NCSD (41.26%)
- WY (47.88%)

Figure 28
Figure 29
2016 PAWS Grade 4 Reading Student Proficiency Rates

% of Proficient/Advanced Students

School Name

- Mills Elementary
- Lincoln Elementary School
- University Park Elementary
- Pineview Elementary
- Poison Spider Elementary
- Park Elementary
- Mountain View Elementary
- Midwest School
- Bar Nunn Elementary
- Paradise Valley Elementary
- Crest Hill Elementary
- Willard Elementary
- Southside Elementary
- Evansville Elementary
- Grant Elementary
- Manor Heights Elementary
- Cottonwood Elementary
- Oregon Trail Elementary
- Ft. Caspar Academy
- Woods Learning Center
- Sagewood Elementary
- Verda James Elementary

- School %
- NCSD (64.47%)
- WY (65.44%)

Figure 30
Figure 31

2016 PAWS Grade 5 Reading Student Proficiency Rates

School Name

Mountain View Elementary
Pineview Elementary
Cottonwood Elementary
Mills Elementary
Midwest School
Evansville Elementary
Poison Spider Elementary
Bar Nunn Elementary
Lincoln Heights Elementary
Manor Heights Elementary
Sagewood Elementary
Summit Elementary
Grant Elementary
University Park Elementary
Paradise Valley Elementary
Southridge Elementary
Crest Hill Elementary
Woods Learning Center
Verda James Elementary
Park Elementary
Oregon Trail Elementary
Ft. Caspar Academy

% of Proficient/Advanced Students

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

School %
NCSD (61.55%)
WY (61.07%)
2016 PAWS Grade 6 Reading
Student Proficiency Rates

% of Proficient/Advanced Students

School Name

Frontier Middle School  
Midwest School  
Woods Learning Center  
Poison Spider Elementary  
Dean Morgan Junior High School  
Centennial Junior High School  
CY Junior High School  
Casper Classical Academy

School %
NCSD (55.05%)
WY (57.89%)

Figure 32
2016 PAWS Grade 7 Reading Student Proficiency Rates

% of Proficient/Advanced Students

Poison Spider Elementary
Frontier Middle School
Centennial Junior High School
Dean Morgan Junior High School
C Y Junior High School
Midwest School
Woods Learning Center
Casper Classical Academy

School Name

- School %
- NCSD (56.08%)
- WY (60.08%)

Figure 33
2016 PAWS Grade 8 Reading Student Proficiency Rates

![Bar chart showing school proficiency rates compared to state averages.](chart.png)

- **School %**
- **NCSD (50.75%)**
- **WY (53.67%)**

**Figure 34**
Figure 35

2016 PAWS Grade 4 Science Student Proficiency Rates

<table>
<thead>
<tr>
<th>School Name</th>
<th>% of Proficient/Advanced Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln Elementary School</td>
<td>70%</td>
</tr>
<tr>
<td>Mountain View Elementary School</td>
<td>80%</td>
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<tr>
<td>University Park Elementary</td>
<td>90%</td>
</tr>
<tr>
<td>Poison Spider Elementary</td>
<td>70%</td>
</tr>
<tr>
<td>Mills Elementary</td>
<td>60%</td>
</tr>
<tr>
<td>Park Elementary</td>
<td>80%</td>
</tr>
<tr>
<td>Southridge Elementary</td>
<td>90%</td>
</tr>
<tr>
<td>Willard Elementary</td>
<td>80%</td>
</tr>
<tr>
<td>Midwest School</td>
<td>70%</td>
</tr>
<tr>
<td>Crest Hill Elementary</td>
<td>60%</td>
</tr>
<tr>
<td>Evansville Elementary</td>
<td>50%</td>
</tr>
<tr>
<td>Bar Nunn Elementary</td>
<td>40%</td>
</tr>
<tr>
<td>Cottonwood Elementary</td>
<td>60%</td>
</tr>
<tr>
<td>Paradise Valley Elementary</td>
<td>50%</td>
</tr>
<tr>
<td>Summit Elementary</td>
<td>40%</td>
</tr>
<tr>
<td>Verda James Elementary</td>
<td>30%</td>
</tr>
<tr>
<td>Ft. Caspar Academy</td>
<td>20%</td>
</tr>
<tr>
<td>Woods Learning Center</td>
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<tr>
<td>Grant Elementary</td>
<td>0%</td>
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<tr>
<td>Manor Heights Elementary</td>
<td>10%</td>
</tr>
<tr>
<td>Sagewood Elementary</td>
<td>0%</td>
</tr>
<tr>
<td>Oregon Trail Elementary</td>
<td>0%</td>
</tr>
</tbody>
</table>

School %
NCSD (55.1%)
WY (54.47%)
2016 PAWS Grade 8 Science
Student Proficiency Rates

<table>
<thead>
<tr>
<th>School Name</th>
<th>School %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSD (40.38%)</td>
<td></td>
</tr>
<tr>
<td>WY (41.57%)</td>
<td></td>
</tr>
</tbody>
</table>

Figure 36
Appendix III (continued)

ACT Data

Proficiency Rates as determined by the Wyoming Scale Score

Comparison of Percent of Full Academic Students that are Proficient on ACT All Content Tests Combined

Figure 9 Data taken from WDE Individual Student File

2016 Percent of Students Proficient in All Four Content Areas

Figure 10 Data taken from WDE Individual Student File
Figure 11 Data taken from WDE Fusion Student File

2016 Math Grade 11 ACT Proficiency Rates

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
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<tbody>
<tr>
<td>Kelly Walsh High School</td>
<td>17%</td>
<td>44%</td>
<td>27%</td>
<td>12%</td>
</tr>
<tr>
<td>Natrona County School</td>
<td>19%</td>
<td>46%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>District Total</td>
<td>20%</td>
<td>45%</td>
<td>25%</td>
<td>10%</td>
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</tbody>
</table>

Figure 12 Data taken from WDE Fusion Student File

2016 Reading Grade 11 ACT Proficiency Rates

<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Walsh High School</td>
<td>31%</td>
<td>31%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
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<tr>
<td>District Total</td>
<td>32%</td>
<td>33%</td>
<td>20%</td>
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**2016 Science Grade 11 ACT Proficiency Rates**

<table>
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<th>Kelly Walsh High School</th>
<th>Natrona County School</th>
<th>District Total</th>
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<tr>
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<td>30%</td>
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<td>33%</td>
</tr>
<tr>
<td>Basic</td>
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<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Proficient</td>
<td>31%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Advanced</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
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</tbody>
</table>

Figure 13 Data taken from WDE Fusion Student File

**2016 Math Grade 11 ACT Proficiency Rates**

<table>
<thead>
<tr>
<th>% Students</th>
<th>Kelly Walsh High School</th>
<th>Natrona County School</th>
<th>District Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>68%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Proficient</td>
<td>32%</td>
<td>34%</td>
<td>31%</td>
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</table>

Figure 14 Data taken from WDE Fusion Student File
ASPIRE Data

Figure 15 Data taken from WDE Fusion Student File²
2016 Reading Grade 9 ASPIRE

<table>
<thead>
<tr>
<th>% Students</th>
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</thead>
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<tr>
<td>Casper Classical Academy</td>
</tr>
<tr>
<td>In Need of Support</td>
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<tr>
<td>Close</td>
</tr>
<tr>
<td>Ready</td>
</tr>
<tr>
<td>Exceeding</td>
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Figure 16 Data taken from WDE Fusion Student File²
Figure 17 Data taken from WDE Fusion Student File

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<th></th>
<th>Casper Classical Academy</th>
<th>Kelly Walsh High School</th>
<th>Natrona County High School</th>
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<td>19%</td>
<td>49%</td>
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<tr>
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<td>24%</td>
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<tr>
<td>Ready</td>
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<td>18%</td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
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<tr>
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<td>9%</td>
<td>7%</td>
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2016 Writing Grade 9 ASPIRE

<table>
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<th>% Students</th>
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<tbody>
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<td>3%</td>
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<td>33%</td>
<td>29%</td>
<td>30%</td>
<td>33%</td>
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<tr>
<td>Ready</td>
<td>78%</td>
<td>45%</td>
<td>71%</td>
<td>44%</td>
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Figure 18 Data taken from WDE Fusion Student File²
Figure 19 Data taken from WDE Fusion Student File

<table>
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### 2016 Reading Grade 10 ASPIRE

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Figure 20 Data taken from WDE Fusion Student File

2
Figure 21 Data taken from WDE Fusion Student File²
Figure 22 Data taken from WDE Fusion Student File (There is an exceeding level but the n size was not met.)
Appendix IV 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
This department had fewer than 10 responses.

Maintenance
This department had fewer than 10 responses.

Payroll
This department had fewer than 10 responses.

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 V Curriculum and Instruction Division

Assessment and Research Department

Satisfaction
Are you satisfied with the services provided?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Yes</td>
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</tr>
<tr>
<td>No</td>
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Total 24
Specific Feedback

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.

Grant Management
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>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
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Specific Feedback

Percentage of Respondents

- **This department or office communicated effectively.**
  - Strongly Agree: 80.00%
  - Agree: 10.00%
  - Neutral: 0.00%
  - Disagree: 10.00%
  - Strongly Disagree: 0.00%
  - Total: 10
  - Weighted Average: 4.60

- **I received courteous service.**
  - Strongly Agree: 80.00%
  - Agree: 10.00%
  - Neutral: 0.00%
  - Disagree: 10.00%
  - Strongly Disagree: 0.00%
  - Total: 10
  - Weighted Average: 4.60

- **The service I received was timely.**
  - Strongly Agree: 70.00%
  - Agree: 20.00%
  - Neutral: 10.00%
  - Disagree: 0.00%
  - Strongly Disagree: 0.00%
  - Total: 10
  - Weighted Average: 4.60

- **I received a quality product and/or service.**
  - Strongly Agree: 80.00%
  - Agree: 10.00%
  - Neutral: 10.00%
  - Disagree: 0.00%
  - Strongly Disagree: 0.00%
  - Total: 10
  - Weighted Average: 4.70

**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 VI Human Resources Division

Central Services Facility Main Entry Services
This department had fewer than 10 responses.

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 Generalist Services
This department had fewer than 10 responses.

Multimedia Department
This department had fewer than 10 responses.

Professional Development

Satisfaction
Are you satisfied with the services provided?

![Bar chart showing percentage of respondents]

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Percentage of Respondents

- Yes: 93.75%
- No: 6.25%
Specific Feedback

Risk Management Services
This department had fewer than 10 responses.

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

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<th>Math</th>
<th>Safe &amp; Healthy</th>
<th>ABL and/ or 21st Century</th>
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</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: 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: Our Leadership Team is currently updating our Strategic Plan with the new data.

Strategy: To engage students in essential learning to effectively implement the ELA standards

Timeline: 10/2014 - 5/2017

Focus this quarter: Our goal teams are meeting together to update our strategic plan, establish this year’s priorities, establish our new Bar Nunn Learner statements, and continue to revise our 'What We Do Here' document.

Results: Our school moved from not meeting expectations to partially meeting expectations on the state accountability model.

Next Steps: Review newest data and begin goal team actions after priorities have been established by the teams.

---

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: The Leadership Team is currently updating our Strategic Plan with our newest assessment data.

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

Timeline: 1/2016 - 5/2018

Focus this quarter: Our goal teams are meeting together to update our strategic plan, establish this year’s priorities, establish our new Bar Nunn Learner statements, and continue to revise our 'What We Do Here' document.

Results: Our school moved from not meeting expectations to partially meeting expectations on the state accountability model.

Next Steps: Review newest data and begin goal team actions after priorities have been established by the teams.

---

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: Our stakeholder survey data has stayed similar for each group in our strength and improvement areas. Surveys indicated our strengths are in Purpose and Direction and Resources / Support Systems. Governance and Leadership was an area of improvement according to parents, while Teaching and Assessing for Learning was the area for staff and students. Differentiating between strength and improvement areas was difficult due to the minimal range in the scores.

Our team believes the stakeholder perceptions reflected in these surveys implies the following:

1. In general, students enjoy school and feel supported.
2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all stakeholders. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students’ needs.

**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:** Our goal teams are meeting together to update our strategic plan, establish this year’s priorities, establish our new Bar Nunn Learner statements, and continue to revise our ‘What We Do Here’ document.

**Results:** Our school moved from not meeting expectations to partially meeting expectations on the state accountability model. In addition, staff were trained in ALICE in June 2016. In August 2016, we received the School of Excellence Award for 2016 - 2018 from the National PTA based on our PTA and Parent Goal Teams work last school year.

**Next Steps:** Review newest data and begin goal team actions after priorities have been established by the teams. In addition, the team will establish an ALICE Training for students this school year. The Parent Goal Team will publicize our achievement of the School of Excellence Award.
Casper Classical Academy

*Casper Classical Academy engages learners in a challenging classical education that fosters excellence, character, and independence.

Developed Spring 2016 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:**

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</table>

**Strategy:**

1. Students earning Basic and Below Basic on PAWS reading and students scoring below the 40%ile on NWEA reading will receive services/tiered-intervention.

2. The reading team will ensure those on the PAWS equity list are getting services (or have refused).

3. ELA teachers will align and commit to the GVC, our new ELA curriculum guides.

4. ELA teachers will look at PAWS blueprint and released items to identify gaps and possible strategies to implement.

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

**Focus this quarter:** This quarter we looked at data from last spring (PAWS and NWEA scores); we also looked at our PAWS equity list. We were looking for students with data that showed they needed interventions to improve their growth in reading. In addition, we took a preliminary look at the WDE’s PAWS blueprint to refresh our memories about what standards are a priority on PAWS, and we located the three sets of released items.

**Results:** After looking at our spring 2016 data, we created a spreadsheet for each grade to document what services or interventions were already in place (or needed to be put in place) for those students on the equity list. We had previously used data to determine students below the 40%ile on NWEA to take similar steps.

**Next Steps:**

1. Complete any parent conversations relating to students who need an intervention based on their NWEA and PAWS data so they can receive the help they need.

2. Take time to review the PAWS blueprints and compare them to last year’s strengths and weaknesses indicated in our CCA assessment data for the purpose of identifying gaps or holes that need to be addressed.
3. Continue to adhere to the NCSD’s ELA curriculum with fidelity.

4. Data review with Charlotte Gilbar (either Leadership Team only, or specifically with our goal teams...TBD on October 10).

---

**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:**

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**Strategy:**

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

2. Utilize a tiered system of intervention (e.g., tutor, special education, after school study skills lab).

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

**Focus this quarter:** After district review of district-wide math data for middle level principals, our principal brought the information back for a school review of this data. We discussed alignment to curriculum and possible supplementation with additional resources as needed if the alignment showed any gaps. We then reviewed PAWS and NWEA spring 2016 data specific to our school as well as the PAWS equity list and student longitudinal data in order to ensure that students are appropriately placed and are receiving adequate interventions. We specifically looked for students below the 40th percentile on NWEA and those basic or below basic on PAWS.

**Results:** We recommended students for math lab and took the appropriate steps to contact parents to get them placed in a math lab. Additionally, students were identified as candidates for study skills lab after school. We color-coded the equity list to indicate which interventions those particular students are receiving. Some students were put on a “watch” list to see if interventions might be warranted in the future.

**Next Steps:** The next steps include:

1. Training in the district assessment system October 18.
2. Completion of student placement in math labs.
3. Discuss the “watch” list at our November meeting.
4. Look for specific areas of need in our data.
5. Math conversation with other math teachers on November 1 around curriculum.
6. Data review with Charlotte Gilbar (either Leadership Team only, or specifically with our goal teams...TBD on October 10).
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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

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

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

**Data:** PAWS Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (Pilot) = 74.5%</td>
<td></td>
</tr>
<tr>
<td>May 2014 (Baseline) = 54%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 54%</td>
<td>May 2015= 60%</td>
</tr>
<tr>
<td>May 2016 = 53%</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:** Close the achievement gap for students not at grade level through school wide interventions (inclusion, literacy lab, and tutoring).

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** All staff began the school year having planned for the new Eagle Block schedule. All certified staff participated in the introduction of our Simplifying RtI (Buffum, Mattos, and Weber) book study during the August professional development days. All PLCs looked at the collective responsibility of the RtI model and how their collaborative groups can improve our results. We have continued our book study work during Teaching Tuesday/Wednesday on 9/13-14 and 9/27-28. The Building Leadership Team and goal teams met in September with a focus on determining research-based strategies to use during Eagle Block and ways to more accurately group students based on their needs in reading.

**Results:** We decided to differentiate the book study based on each PLC’s needs. There are using our RtI book as a resource as they align their work to build the most effective intervention and enrichment model as possible. For example, the reading team is ready to develop common formative assessments, so they are using that section of the book to support their work. The At Risk Goal Team is developing a framework for collaboration teams to review student data in order to better group students for interventions and enrichments.

**Next Steps:** Goal teams will continue to research effective strategies and resources for Eagle Block and submit recommendations to the Building Leadership Team. All Core Teams will meet during the last week of October to use the new collaboration framework developed by the At Risk Goal Team to adjust Eagle Block groups for all students as necessary based on their data.

**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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (Pilot) = 74.0%</td>
<td></td>
</tr>
<tr>
<td>May 2014 (Baseline) = 36%</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 33%</td>
<td>May 2015 = 50%</td>
</tr>
<tr>
<td>May 2016 = 33%</td>
<td>May 2016 = 65%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 = 80%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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:** All staff began the school year having planned for the new Eagle Block schedule. All certified staff participated in the introduction of our Simplifying RtI (Buffum, Mattos, and Weber) book study during the August professional development days. All PLCs looked at the collective responsibility of the RtI model and how their collaborative groups can improve our results. We have continued our book study work during Teaching Tuesday/Wednesday on 9/13-14 and 9/27-28. The Building Leadership Team and goal teams met in September with a focus on determining research-based strategies to use during Eagle Block and ways to more accurately group students based on their needs in math.

**Results:** We decided to differentiate the book study based on each PLC's needs. There are using our RtI book as a resource as they align their work to build the most effective intervention and enrichment model as possible. For example, the math goal team recognized the need for tier 1 aligned instruction based on our PAWS results, both at Centennial and as a district at the middle level. Looking at our results drove them to work on aligning instruction with grade level partners, so they are using that section of the book to support their work. The At Risk Goal Team is developing a framework for collaboration teams to review student data in order to better group students for interventions and enrichments.

**Next Steps:** Goal teams will continue to research effective strategies and resources for Eagle Block and submit recommendations to the Building Leadership Team. All Core Teams will meet during the last week of October to use the new collaboration framework developed by the At Risk Goal Team to adjust Eagle Block groups for all students as necessary based on their data. We have three math teachers and an instructional facilitator who will be attending a Solution Tree Math PLC at Work workshop in early December to continue to align their grade level and math goal team work.

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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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Centennial Page 2
Crest Hill

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

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

**Data:** WAEA Data

May 2013 = Meeting
May 2014 = Meeting
May 2015 = Partially Meeting
May 2016 = Partially Meeting

Engagement Walk-Through Data

May 2013 = NA
May 2014 = NA
May 2015 = 76%
May 2016 = 82%

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

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

**Focus this quarter:** This quarter we will continue to focus on the Engagement Continuum (Classroom management, expectations, pacing, engagement and rigor) in order to increase student engagement. All certified staff have completed individual goal setting conferences directly aligned to the engagement continuum and the teacher evaluation tool. Initial walk-throughs using the engagement continuum indicator tool have occurred. Walk-through feedback is provided to teachers in order to monitor professional goal progress.

This quarter we will also focus on challenged and supported students. Challenged and supported are two of the Whole Child Tenets. Staff has received initial training on the challenged and supported indicators. The goal team direction is being set through a whole staff collaborative process.

**Results:** All certified staff met with the principal to discuss their professional goal that is directly related to the engagement continuum in order to increase student engagement. An initial walk through took place to obtain baseline data in the area of engagement. Individual walk through feedback was given to individual teachers to help guide their professional goal work. Walk-through data indicated that 78% of students were engaged in classroom work.

**Next Steps:** The Whole Child Goal team is working on creating more awareness surrounding the Whole Child tenets of Challenged and Supported. PAWS growth data will be analyzed in more depth to continue to support and challenge all students.

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

**Data:** Percentage of 3rd and 5th Grade Students Meeting or Exceeding Projected Growth Goals on NWEA in Reading and Math
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

May 2013= R66% (3); R53%(5)
    M57%(3); M38%(5)
May 2014 = R63%(3); R53%(5)
    M43%(3); M36%(5)
May 2015= R39%(3); R42%(5)
    M49%(3); M42%(5)
May 2016= R43%(3); R59%(5)
    M72%(3); M28%(5)

Strategy: Increase the percentage of 3rd and 5th grade students meeting or exceeding individual growth projections in reading and math to 75% as measured by NWEA in order to meet or exceed Wyoming School Accountability growth targets.
Timeline: 10/2014 to 5/2019

Focus this quarter: This quarter students have been assessed in order to be flexibly place based on math and reading skill needs. Multiple assessment data is being utilized. Our instructional facilitator is assisting grade levels with data analysis. Human resources have been allocated to grade levels to make group sizes smaller during intervention and enrichment time.

Results: All students have been flexibly grouped using multiple data points. Group size has been reduced in all grade levels with kindergarten and first grade being allocated the most people to keep group sizes as small as possible. Intervention and enrichment time has begun building wide in the areas of reading and math. Intervention materials have been purchased to allow for consistency building-wide. Our instructional facilitator is assisting grade levels with their use of materials, data review and resources.

Next Steps: Teachers will continue to monitor student progress and skill acquisition. The instructional facilitator will work with teachers to assist them in using data and intentional resources to ensure students are acquiring necessary skills. Student groups will be reviewed and changes will be made to ensure all students are receiving instruction in their 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: 21st Century Skills Staff Survey

May 2013= NA
May 2014 =NA
May 2015= NA
May 2016= 2.67 out of 5.0

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: 10/2015 to 10/2019

Focus this quarter: In August, our Project Based Learning Consultant visited and provided professional development to all teachers. Our consultant guided teachers to incorporate the new social studies curriculum into a PBL unit. The consultant also worked with our instructional facilitator so she could continue on with leading the PBL unit work. Teachers were also introduced to 21st Century rubrics that they can include in their units.

Crest Hill Page 2
Results: All teachers have begun work on an integrated PBL project. Additional workshop time was provided to do this work collaboratively.

Next Steps: All certified teachers will complete two PBL units this year. Gold seal rubrics will be utilized to determine effectiveness of each unit.

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: Percentage of Students at Grade Level on Spring NWEA Reading Assessment

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>79% (3); 77% (5)</td>
</tr>
<tr>
<td>May 2014</td>
<td>80% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2015</td>
<td>81% (3); 71% (5)</td>
</tr>
<tr>
<td>May 2016</td>
<td>76% (3); 83% (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: Students scoring below the 40% were invited to the summer JumpStart program. Forty-four students attended the program. Students were provided support in reading, writing and math. Individual goals were set and progress was monitored. RTI tiered students have begun individual classroom and certified tutoring interventions.

Results: Students were individually monitored during the JumpStart program. Goal progress was reported to parents. Students in grades K-3 who are performing below the state cut scores have been identified and are being monitored.

Next Steps: The building intervention team will meet with all classroom teachers this quarter. Students will receive classroom interventions as well as small group or individual tutoring based on academic need. Students have been placed in ability groups for targeted intervention weekly in the areas of math and reading. The after school extended day program will begin this quarter.
Focusing on our school and district strategic plans, we emphasize high expectations for student learning; we engage students in 21st Century skills; we celebrate achievement; and we create a safe and healthy environment.

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

Data: Science Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 44.6%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 46%</td>
<td>May 2015= 53%</td>
</tr>
<tr>
<td>May 2015= 45%</td>
<td>May 2016= 63%</td>
</tr>
<tr>
<td>May 2016= 44%</td>
<td>May 2017= 73%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2018=</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 have compared the current tested standards to correlate with the progression of NWEA growth and PAWS. Science teachers have focused more on the success skills. Science teachers have developed a science report rubric that is used across grade levels. All grade levels are implementing a problem based learning project including: 6th grade water project and Morad Park study; 7th grade tower produce gardens and engineering project; 8th grade will work on the “Get Off My Land” invasive species BLM project. Science teachers are also focusing on the recently released recommendations from the Educator Group to make sure that difficult vocabulary and concepts are being emphasized.

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 72.77% of CYMS students scored at or above the district grade level mean RIT on NWEA spring 2015-2016 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 created integrated units and lessons and they continued the work during the summer of 2016. The science department continues to incorporate PBL into the integrated curriculum. Full implementation of standards integration for 6th, 7th grade and 8th grade is now being implemented 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.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

CYMS

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

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

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>76.5%</td>
</tr>
<tr>
<td>May 2014</td>
<td>54%</td>
</tr>
<tr>
<td>May 2015</td>
<td>48%</td>
</tr>
<tr>
<td>May 2016</td>
<td>56%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
</tr>
</tbody>
</table>

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

Timeline: 08/2014 – 6/2019

Focus this quarter: Work this quarter focused on analyzing PAWS assessment results and NWEA assessment results to make sure that we are in position to continue to grow all students. Students in the consolidated group have been placed in interventions – inclusion tutoring, AM or PM Bridges Extended Day, inclusion co-taught classrooms, and reading and math extension classes. The focus is still on the taught and tested curriculum to prepare for Fall MAP/NWEA testing. CY Literacy Goal Team members have created a cohort study group that includes a focus on researched based instructional strategies and peer coaching. The CY Math and Science Goal Teams also continued to utilize the WDE Domain Report to focus on areas in need of literacy/vocabulary support. The CY Math Goal Team continues to work on a flipped classroom approach to instruction and they are referring all students who are struggling or missing work to the Bridges Extended Day Program. The Science Goal Team continues to roll out the Integrated Science Pilot and Buck Institute Problem Based Learning. The October Wednesday PD afternoon included having each content area document how they have been supporting literacy standards. For example, 7th grade social studies students have worked on the art of debate and creating an argument for an assigned topic by citing textual evidence (literacy standards.) The following areas are CY’s ongoing Focus Areas for literacy:

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

Teachers in all content areas continue to support literacy through focused work toward students being able to: draw inferences, cite textual evidence, understand figurative and connotative meanings, select word choice, identify tone, theme, setting, plot, author’s purpose, point of view, complex words, structure of text, repetition of sound/rhyme, alliteration, analyzing poetry, character development, symbolism, mood, analogies, humor, suspense, dramatic irony, how parts of a story or text contribute to the whole, allusions, and analysis of author’s response to conflicting evidence or views. CY Literacy Goal Team members are utilizing the PAWS
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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 worked on PAWS Blueprint items and NWEA test samples to prepare students for the fall NWEA MAP Assessment. Teachers are focused on the individual growth of each student using RIT results and stretch goals to help students focus their efforts. 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. Teachers are also very focused on the newly released teaching tips from the Educator Group that indicate areas of struggle for middle school students. Additionally, principals are helping teachers make focused connections to literacy standards during each post-classroom observation conference. Principals have strategically divided supervision of certified teaching staff by content areas in order to focus on horizontal and vertical articulation and a balanced approach to teaching the standards among CORE teams. One principal focuses on Language Arts and Social Studies and electives that naturally connect to literacy standards

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.

NEW FALL 2016 NWEA DATA:
2016 Fall
6th – 80%
7th – 77%
8th – 68%

NWEA Spring Data:
% of CYMS students at or above grade level on NWEA spring 2015-2016 test.
2015 Reading - 2016 Reading -
6th – 71.08% 6th – 75.93%
7th – 61.07% 7th – 66.39%
8th – 72.77% 8th – 73.11%

Next Steps: Teacher’s final evaluation conferences with principals include discussion regarding embedding, where appropriate, work related to the focus areas. There is also discussion regarding growth, results, data-driven decisions, co-teaching/inclusion successes, and discussion regarding professional growth goals.
Teacher’s Professional Growth Goals all have some connection to growing all students. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. 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. The class is currently helping the identified Consolidated Group students develop their literacy skills.

**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>
</thead>
<tbody>
<tr>
<td>May 2013= 39.1%</td>
<td>May 2015= 85</td>
</tr>
<tr>
<td>May 2014 = 80</td>
<td>May 2016= 90</td>
</tr>
<tr>
<td>May 2015= 39</td>
<td>May 2017= 95</td>
</tr>
<tr>
<td>May 2016= ?</td>
<td>May 2018= 97</td>
</tr>
<tr>
<td>May 2017=</td>
<td></td>
</tr>
<tr>
<td>May 2018=</td>
<td></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. IFs assist 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 and/or the Reading and Math Extension elective class opportunities. The Equity group students were also expected to attend Summer Jump Start in August.

**Results:** There continue to be 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 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 pullout resource classrooms. Significant growth was seen on PAWS reading categories.

**Next Steps:** Teachers are continuing to implement the Inclusion/Co-Teaching Model and they are self-sufficient (without consultant support), but with IF support. Teachers analyze individual student data from the spring PAWS and NWEA assessments to guide differentiation and to make schedule decisions for students regarding releasing students from or adding students to tutorial classes. The October Wednesday PD session included training from Ted Hanson and Lori Cetak on grading and assessing BASE students and inclusion. The IFs also provided training regarding instructional strategies for the taught and tested standards-based curriculum with a focus on other content area teachers teaching reading and supporting the ELA standards. We continue to focus on grading, modifications, accommodations, and improving instruction through better assessment and grading of the standards.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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

| May 2013 | 70.2% |
| May 2014 | 45%   |
| May 2015 | 41%   |
| May 2016 | 41%   |
| May 2017 = 41%       |
| May 2018 | 70%   |
| May 2019 = 100%      |

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.
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.

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 and science teachers continued to use the PAWS Blueprint and released items for student practice; they also continued exposure and practice with geometry and statistics. Tutoring students were exposed to Geometry concepts throughout the year when tutors embedded the concepts in skills-based activities. They area also focused on the recently released teaching tips from the Educator Group. Principals have strategically divided supervision of certified teaching staff by content areas in order to focus on horizontal and vertical articulation and a balanced approach to teaching the standards among CORE teams. One principal focuses on math and science classes and electives that naturally connect to math standards.

**Results:** 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. Building IFs continue to support math teachers and math instruction. There is still some disconnect between the implementation of the new math curriculum/standards and growth and achievement.

**NWEA FALL 2016 Data (New this year!)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>65.43%</td>
</tr>
<tr>
<td>7th</td>
<td>61.73%</td>
</tr>
<tr>
<td>8th</td>
<td>64.43%</td>
</tr>
</tbody>
</table>

**NWEA Data:**

| Grade | 2015 Score | 2016 Score |
|-------|------------|
| 6th   | 72.22%     | 65.43%     |
| 7th   | 59.18%     | 61.73%     |
| 8th   | 71.55%     | 64.43%     |

**Next Steps:** Wednesday PD sessions include time to plan integrated units/lessons with other content area teachers to support the math standards. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program and attended the Summer Jump Start Program in July/August. The decision was made to add a math intervention class for students in need of more math support with focused standards-based tutoring as a double-dip for identified students in lieu of the current Math Skill Builder and Accelerated Math approach (which are still beneficial for some students.) Family math night will be held again this year as it was a huge success, attended by over 400 parents and students, with incredible staff support. The Math Goal Team Leader and the CY IF worked in June to create a cohort study group for the Math Goal Team teachers for 2016-2017 to focus their work more on priority standards and instructional practice. The cohort study group has begun this fall and it includes peer collaboration and observation with a focus on math standards.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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

**Data:** Math Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>23.4%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>82</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2015</td>
<td>41.5</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2016</td>
<td>?</td>
<td>May 2016 = 90</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017 = 95</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018 = 97</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 = 100</td>
</tr>
</tbody>
</table>

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

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** CY math teachers co-teach daily with a special education teacher assigned to their CORE Team. The CY IFs coach 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. Double-dips for identified math students have been added this year through a new elective course that is required for identified students.
Dean Morgan

Dean Morgan Middle School will challenge, support and empower all learners on their journey to become productive global citizens.

Goal: By May of 2019, Dean Morgan will meet or exceed the performance expectations on the Wyoming School Performance Report as measured by PAWS results in Reading.
Data: https://goo.gl/gAV27z - 2015 - 2016 Accountability Report

https://goo.gl/CEV5ay - Data Picture of Dean Morgan

Strategy: Quantum Learning days 3 & 4 - Classroom culture
Assessment Literacy with entire staff
Reduced class sizes for 8th grade Language Arts classes
Created a PLC Guidebook

Timeline: 7/12/16 - 10/10/16

Focus this quarter: Additional members joined the robust representation of ELA teachers working on assessment components for ELA curriculum work
New members to BLT to PLC training
Work with entire staff regarding Accreditation evidence gathering and increased knowledge base of work at Dean Morgan
Use of grades to define effective strategies to use Comet Block time to implement strategies to improve learning

Results: Application of Assessment Literacy work in the assessment development in curriculum work
Continued learning regarding growth and understanding of effective Professional Learning Communities Guidebook is being used throughout all PLCs
PLC facilitators established to provide more systematic collaboration

Next Steps: Implement instructional interventions in Comet Block
One common assessment per quarter
Use of data from the predictive assessments

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/gAV27z Dean Morgan ‘15-’16 School Performance Report

https://goo.gl/CEV5ay - Data Picture of Dean Morgan

Strategy: Increase math instruction 40 minutes for all 6th grade students
Continued math extension courses in 7th and 8th grades
Implemented CPM for advanced math students in 6th - 8th grades
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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

Assessment Literacy
Quantum Learning days 3 & 4 - Classroom Culture
Increased FTE in Math
Decreased class size in math classrooms
Tutoring push into classrooms - Co-tutoting

Timeline: 7/12/16 - 10/10/16

Focus this quarter: New members to BLT to PLC training
Work with entire staff regarding Accreditation evidence gathering and increased knowledge base of work at Dean Morgan.
Use of grades to define effective strategies to use Comet Block time to implement strategies to improve learning
Follow-up CPM Training from trainer with classroom support

Results: Application of Assessment Literacy work in the assessment development in curriculum work
Continued learning regarding growth and understanding of effective Professional Learning Communities
Guidebook is being used throughout all PLCs
PLC Facilitators established to provide more systematic collaboration
Creation of PLC Guidebook- https://goo.gl/RiUZj4

Next Steps: Create common assessments (proficiencies) quarter
Continued support in CoTeaching
Finalize Comet Block Intervention Schedule to implement academic support in Math
Teachers trained on entering Math Proficiencies in DAS (District Assessment System)

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

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

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

---

**Goal:** All students will be proficient or advanced in writing, as measured by Common Core.

**Data:** Harvest dates have been set for this quarter.

**Strategy:** Teachers will use appropriate rubrics to assess student writing, analyze results and engage in appropriate instructional strategies to increase student performance.

**Timeline:** 10/2016

**Focus this quarter:** Teachers are using the created rubrics and the ELA committee has selected harvest dates for collecting data to analyze.

**Results:** The results of implementation will begin to be assessed this fall.

**Next Steps:** Data from our in building assessments will be analyzed and instruction will be adjusted to meet student needs.

---

**Goal:** All Evansville Students will score at a proficient or advanced level in math as measured by District and State tests.

**Data:** NWEA Data

Data: NWEA data is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>100%</td>
</tr>
<tr>
<td>1st grade</td>
<td>74%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>92%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>82%</td>
</tr>
<tr>
<td>4th grade</td>
<td>88%</td>
</tr>
<tr>
<td>5th grade</td>
<td>76%</td>
</tr>
</tbody>
</table>

PAWS results:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>70%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>54%</td>
</tr>
<tr>
<td>4th grade</td>
<td>84%</td>
</tr>
<tr>
<td>5th grade</td>
<td>74%</td>
</tr>
</tbody>
</table>

**Strategy:** As we implement the supplement of Bridges into the classroom, our focus will be on the involvement of family through home connection activities and a school math night. The utilization of peer observations will improve teaching strategies using the math practices. We will compare data using tools such as Mastery Connect and the Bridges Scoring Guides.

**Timeline:** Oct 2014/May 2019

**Focus this quarter:** We participated in a Bridges math and Mastery Connect professional development.

**Results:** The training has equipped teachers to use both resources more effectively.

**Next Steps:** This quarters focus will be family connections and math night.

---

**Goal:** All Evansville students will read at a proficient or advanced level as measured by District and State tests.

**Data:** PAWS data will be included with next report. NWEA data is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94%</td>
</tr>
<tr>
<td>1st grade</td>
<td>76%</td>
</tr>
</tbody>
</table>

Evansville Page 1
2nd grade 78%
3rd grade 82%
4th grade 78%
5th grade 66%

PAWS results:
Overall: 58%
3rd grade: 52%
4th grade: 68%
5th grade: 53%

Strategy: Research Best Practice in Reading instruction, implement a system of short-cycle predictive assessments and participate in peer observation.

Timeline: 10/2016-6/2019

Focus this quarter: Teachers were trained in Mastery Connect, we revised our RTI process and collaboration model.

Results: Teachers are using Mastery Connect to more closely, our RTI now has more immediate response built in and our collaboration has a better system of communication to support student learning.

Next Steps: We will continue to research best practices in literacy instruction and are doing a book study involving overall best teaching practices.

Goal: We will increase student engagement in citizenship and attendance.

Data: Last year our attendance was at 5 year record highs for all four quarters.
1st quarter: 96.21% up from 95.34% in 14-15.
2nd quarter: 95.17% up from 93.83% in 14-15.
3rd quarter 95.05% up from 92.74% in 14-15.
4th quarter 95.68% up from 93.83% in 14-15.

Strategy: Our Eagle Pride team has worked to develop motivators to help students become more engaged in high expectations of school. Implementation of key 11 Ron Clark skills of excellence.

Timeline: Oct 2016/June 2019

Focus this quarter: We developed the "Soaring Eagles" awards (t-shirts) for students who demonstrate excellent citizenship in our school. We are imple

Results: Students are showing up to school in record numbers and developing citizenship skills that will help them in the future.

Next Steps: We will issue Soaring Eagles" awards (t-shirts) for students who demonstrate excellent citizenship in our school. We will review the core 11 Ron Clark skills (selected by Evansville for Evansville).
Fort Caspar Academy

The mission of Fort Caspar Academy is 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:** Actual Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>43 MGP</td>
<td>May 2015 = 48 MGP</td>
</tr>
<tr>
<td>May 2015</td>
<td>49 MGP</td>
<td>May 2016 = 53 MGP</td>
</tr>
<tr>
<td>May 2016</td>
<td>57 MGP</td>
<td>May 2017 = 58 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2018 = 60 MGP</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2019 = 61 MGP</td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2016-10/2016

**Focus this quarter:** Reviewing purpose math task force is looking at geometry, and ways instruction in math can improve student performance in that area. 2015-16 data shows geometry as a weaker area across third through fifth grades on PAWS.

**Results:** Grade level representatives have reviewed PAWS data and have begun looking at how each grade level is meeting standards related to geometry

**Next Steps:** Math task force will look at NWEA scores in geometry K-5. The task force will also begin to really take a look at whether we are addressing the 8 mathematical practices when we teach geometry. Begin looking at each practice and how it might help support student learning in geometry.

---

**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:** Actual Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>58 MGP</td>
<td>May 2015 = 59 MGP</td>
</tr>
<tr>
<td>May 2015</td>
<td>62 MGP</td>
<td>May 2016 = 60 MGP</td>
</tr>
<tr>
<td>May 2016</td>
<td>60 MGP</td>
<td>May 2017 = 61 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2018 = 62 MGP</td>
</tr>
</tbody>
</table>

Fort Caspar Academy Page 1
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: 9/2016-10/2016

Focus this quarter: Plan for better collaboration between ELL, Tutors, SPED and classroom teachers. Develop a collaboration schedule.

Results: ELA task force has met once so far and begun talking about the importance of collaboration between certified support staff and classroom teachers and what should be on collaboration agendas. The task force has begun developing a schedule so that certified support can rotate through grade levels.

Next Steps: Once the collaboration schedule is completed, the task force will focus on Reviewing SIOP components and features. We will conduct a survey of features that are being used in classrooms at FCA. Next steps will include going through SIOP features one by one and teaching teachers to implement them in classrooms to help students who struggle with language.
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 their stretch goals as put forth by the NWEA assessment or meet or exceed expectations on the Wyoming Accountability model in Reading as measured by PAWS results.

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>27%</td>
<td>May 2015</td>
</tr>
<tr>
<td>May 2016</td>
<td>33%</td>
<td>May 2016</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017</td>
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<tr>
<td>May 2018</td>
<td></td>
<td>May 2018</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** District ELA curriculum has been implemented and verified. It is currently in the process of adding common resources and assessments. The curriculum is taught in the ELA classrooms with some support/co-teaching from resource teachers, tutors, and aides. Great care has been taken to align the curriculum within the grade levels and across grade levels to insure lack of gaps as much as possible within the building. Students who do not show proficiency in meeting ELA curriculum outcomes in the ELA classrooms will receive supports in Home Den proficiencies. Students who have shown need of help in reading (NWEA scores, classroom performance, SRI scores) will be placed in ELA labs (reading classes). Students who are failing two or more classes will be required to attend Lunch & Learn Monday-Friday. Additionally, all students will be given the SRI (Scholastic Reading Inventory) in their ELA classrooms, quarterly. The lexile scores from the test is one data point that is used in identifying students for ELA labs.

**Results:** For our first implementation of Home Den ELA proficiencies, we only had five eighth graders need the time in the morning to earn proficiency in the Prefix/Suffix and Latin roots unit. No 7th graders needed the additional proficiency time in Home Den. Mrs. Hebert retaught the students in class who did not show proficiency the first time. All showed proficiency during retesting. Students who were flagged as Tier 2 or Tier 3 from last year were placed in ELA labs with either Ms. Miller or Mrs. Hebert. The team also identified additional students who would benefit from ELA labs based on NWEA scores.

**Next Steps:** Every three weeks, the ELA/SS team will continue to evaluate students for the placement in ELA proficiency in Home Den (a score lower than 70% on summative assessments). Reteaching and additional testing will take place in the the ELA classroom before a student is placed in the ELA proficiency. Based on classroom performance, SRI scores, and NWEA scores, teachers will recommend to the team students they feel could benefit from placement in an ELA lab. Students failing 2 or more classes will continue to work on missing assignments in Lunch & Learn.

**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.
Accountability model in Math as measured by PAWS results.

<table>
<thead>
<tr>
<th>Data: Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 25%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 15%</td>
<td>May 2015= 40%</td>
</tr>
<tr>
<td>May 2016= 18%</td>
<td>May 2016= 55%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 70%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 87%</td>
</tr>
<tr>
<td>May 2019 =</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:** Math teachers have started implementation of asynchronous blended learning in their classrooms from models created during summer professional development.

The RTI process for identifying and providing interventions for students needing additional help has been implemented, including time provided in Home Den and Math Labs to allow further work with students who have not reached proficiency on standards. Teachers are using common online assessments to assess mastery, prescribe interventions and drive instruction in the classroom. Student progress is continuously monitored through observation and assessment to ensure that sufficient proficiency has been met. 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. UPS Check data will be collected quarterly as part of chapter tests. A focus on 6th grade Math PAWS testing was review through the district data. A strong effort to meet students at their current educational levels per the 5th grade data. The work on remedial outcomes and components will be done in Math Labs and proficiency classes.

**Results:** As expected, students are struggling with the implementation of the blended learning process. They do not yet have the discipline or motivation to execute the process with fidelity. They are also adjusting to the expectation of showing proficiency on every standard. Some students who already understand accountability are excelling and moving forward. Results from the Home Den interventions will be collected and analyzed at the end of each 3 week cycle. Initial math lab data show improved mastery of standards. We will revisit this data at the end of the quarter with decisions on placement taking place at the end of the semester.

**Next Steps:** In addition to teaching the standards we will focus on teaching perseverance and problem-solving and further scaffolding the process for those students who are struggling. We will collect UPS Check data at the end of the quarter. We will evaluate the current interventions for effectiveness at the end of the quarter and look for new research-based instructional strategies if needed.

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

<table>
<thead>
<tr>
<th>Data: Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 26%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 17%</td>
<td>May 2015= 41%</td>
</tr>
<tr>
<td>May 2016= 13%</td>
<td>May 2016= 56%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 71%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 87%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

May 2019 = May 2019 = 100%

Strategy: Science Achievement – Implement Standards Based Science Curriculum
Science Achievement – Implement STEM Units

Timeline: 9/2016 – 5/2019
Focus this quarter: STEM Fridays for the entire school started this quarter. We are continuing standards based lesson planning while integrating the new science standards.

Results: Our October STEM Friday challenge is building a balloon car in Home Den and our school wide competition is October 28.

Next Steps: We are continuing to work on lesson and unit planning while integrating new science standards. STEM Fridays have been planned for the entire 2016-17 year.

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

Data:

<table>
<thead>
<tr>
<th></th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>59%</td>
</tr>
<tr>
<td>May 2015</td>
<td>60%</td>
</tr>
<tr>
<td>May 2016</td>
<td>52%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
</tr>
</tbody>
</table>

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

Timeline: 9/2014 – 5/2017
Focus this quarter: Train staff on school-wide behavior supports.

Quarter 1: The H&S Team has of yet to meet. The first meeting, to be held Oct. 18th 2016, will focus on revision of the goals and direction of this goal team’s leadership. PD was offered to certified staff on August 29th 2016. The Goal team will be requesting additional PD dates throughout the year for ongoing training. Student Services facilitated matrix and bully training to all students in the first month of school. The Wellness Committee meets weekly to collaborate possible solutions to meet the needs of tiered students.

Results: At this point, there are 27 students on Behavior Contracts, which is approximately 17% of the student body. Percentage of students on tier II is approximately 10%. Percentage of students on tier III is approximately 7%. The Wellness Committee’s focus is to meet the needs of tiered students, the focus of H&S is to meet the needs of all students.

Next Steps: The H&S team will evaluate the quarterly student services data to determine 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: In May 2015, our PAWs Reading Achievement data did not meet expectations at 56% for all. In May 2016, our PAWs Reading Achievement data target is 64%. Our school is still working on getting our actual Reading Achievement data.

Strategy: Strategy 1: Implement Common Core English Language Arts Standards with fidelity.
Strategy 2: Improve Response to Intervention specifically Tier 1.
Strategy 3: Analyze classroom Literacy First and NWEA data to guide instruction.

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. Our focus this next quarter is going to be on creating a common, school-wide document containing comprehension questions for each grade level. Each grade level will use the comprehension questions with the outcome that it coincides with and will assess as is it taught. This will be a school wide expectations to have common consistency and it will need to be used with fidelity.

Goal teams are also working to make changes to our strategic plan and our comprehensive plan. We are continuing to make these decisions and find areas of focus.

Results: We will use NWEA data to guide and differentiate instruction in the classroom. Based on our NWEA data for Strength areas and areas of improvement, we will pick a focus area for grade levels and for our school. With our data, we hope to capitalize on our teacher’s strengths to be able to help other teachers in areas that they may have a need for improvement and vice versa. This data also helps teachers differentiate their instruction for their students needs.

Literacy 1st data is used as an instructional framework in the classroom. The data is displayed in classroom and on our school-wide public display Literacy board.

At the beginning of our school year, during the month of September, all of our grade levels assess students using the Literacy First assessment. The data we receive from these assessments give us our baseline data to use for the year. It tells the teachers what areas their students have strengths and what areas have room for improvement. This data is broken down by each student and skills, so we also use the data to differentiate for our small group ZPD instruction. We will continue to assess skills taught each month to see student growth and progress.

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. Ensure fluency is common and consistent school-wide.

5. The district is no longer requiring schools to use the Literacy First Comprehension assessment. Our Literacy Goal Team is working on a Google Doc that will have the comprehension questions that fit their Literacy Outcomes so that our school is still assessing comprehension. This google doc will be created in November and it will be an expectation that all grade levels are using these comprehension questions when teaching the specific outcomes. It will also be expected that as the outcome is taught and teachers are using the comprehension questions that they are assessing and entering their data into My Data First to ensure that we have a school-wide comprehension assessment.

6. Analyze PAWS and accountability data upon receipt in October. We will set targets and begin action planning to meet the goals.

---

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

**Data:** In May 2015, our PAWs Math Achievement data did not meet expectations at 42% for all. In May 2016, our PAWs Math Achievement data target is 58%. Our school is still working on getting our actual Math Achievement data.

**Strategy:** Strategy 1: We will implement the Common Core Math Standards school-wide through the use of vertical alignment and implementing CCSS aligned resources. Strategy 2: Analyze classroom school-wide fluency data and NWEA data to guide instruction.

**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 Grant Elementary Fluency Continuum. All grades will have fluency practice appropriate to their grade level on a regular basis. Several resources should be used to practice fluency, including, but not limited to, Reflex Math. Our focus this next quarter is going to be to create math crates during a suggested Discovery Day, and then use grade level collaboration to plan implementation. This will be a school wide expectations to have common consistency and it will need to be used with fidelity.

Goal teams are also working to make changes to our strategic plan and our comprehensive plan. We are
ongoing to make these decisions and find areas of focus.

**Results:** Overall, our NWEA data shows that geometry is our school-wide strength across every grade level. For the most part, operations and algebraic thinking and numbers operations are our two areas for improvement. We continue to still see a school-wide need for fact fluency growth. We will start to collect baseline data for this fact fluency next quarter and begin our quarterly data collection for fluency.

**Next Steps:** 1. We will collect baseline data for fact fluency based off the school-wide common fluency assessments we are currently working on.

2. We will have a Discovery Day centered around building math crates, and we will follow up with grade level collaboration and with our instructional facilitator.

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

4. Analyze fluency data collected quarterly.

---

**Goal:** By May of 2019, Grant Elementary will reduce office referrals by 50% in order to create a more positive school culture as measured by quarterly, comparative data including behavior set evaluations, “caught-ya's”, and office referrals.

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. Grant Elementary has implemented a PLC environment for the 2016-2017 school year to also assist with school culture.

**Data:** The climate surveys have not come out as of the 2016-2017 school year. There has been no current data that has been collected. We will have the data once the climate surveys are available.

The Fall 2016 Set Evaluation results will be available by the end of the first quarter. The evaluation was conducted on 10/7/2016.

The first quarter caught ya’s will be calculated at the end of the first quarter. The current number of office referrals for Fall 2016 as of 10/7/2016 are 28 (24 for physical aggression), (3 for theft), and (1 for sexual harassment). After looking at the office referrals we have determined that 90% of the physical aggression is happening on the playground during recess times. The incidence with theft and verbal sexual harassment have occurred in the classroom settings and were addressed right away by the classroom teachers.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Strategy: Strategy 1: Implement the Grant Elementary behavior matrix with fidelity school-wide.
Strategy 2: School Culture will be measured by the behavior set evaluations.
Strategy 3: Improve school culture through tracking “caught ya’s” and office referrals.

Strategy for goal 1:
- Improve response to school climate survey (promote parent, student, teacher involvement). We have focused the 2016-2017 school year on climate surveys being conducted during parent teacher conferences to gain an increase in feedback from our parents.

Strategy for goal 2:
- We will improve the school culture through the implementation of the behavior matrix. Our behavior matrix has been in effect for almost one year. During the first few weeks of school all of the teachers educate their students on the behavior matrix and the rules of the school. Everyday for the first fifteen minutes the teachers also educate their students on the matrix and social/ emotional skills.
- Improve school culture through tracking caught ya being kinds, and office referrals. The school has implemented a mentor program for students who need additional support. We have also implemented universal screeners for each student to see which areas they may be at risk (social, emotional, and academic). This will continue to provide supports to the students and to staff to help implement positive interventions.

Timeline: Fall 2015 through Spring 2019

Focus this quarter: For Fall 2016, the Well-Being team will be focusing on the school culture, educating students on interventions, and implementing positive reinforcements. There has been implementation of the mentor program, universal screeners, and PLC training for the staff. The behavior continuum and the behavior matrix have been completed. We will be reviewing the behavior matrix in December to make any additional updates. Our focus as a team will be to continue to ensure the safety and well-being of each student.

Results: Results for goal 1 and goal 2:
Each classroom teacher educates their students at the first fifteen minutes of every class on a different section of the behavior matrix. The behavior matrix is posted in every classroom. We have the behavior matrix posted in several areas in the building (hallways, cafeteria, playground, bathroom). Having documented processes and procedures have helped with consistency and have helped with school culture. These documented procedures have helped our school be accountable for documenting events and this has helped address behavioral concerns within the school. The new uh-oh, time out sheet, and buddy room sheets will help with structure within the school. The next climate survey will take place in Fall 2016. The universal screeners will also help with finding and implementing interventions that will benefit the students.

Next Steps: Fall 2016

1. Our Fall 2016 Set Evaluation was conducted on 10-7-2016. We will be getting the results back from the Behavior Interventionists before the end of the first quarter.

2. We will be collecting our first set of data for the climate survey when it becomes available.

3. We will continue to analyze the data for the office referrals and decrease any behavioral concerns through data collection and universal screeners.
4. We will continue to analyze the data on how we are building a positive school culture by handing out “caught ya’s” to students and acknowledging their random acts of kindness.

5. We will continue to look at the data for caught ya’s, office referrals, and positive interventions.

---

Goal: 
Data: 
Strategy: 
Timeline: 
Focus this quarter: 
Results: 
Next Steps:
**Goal:** By 2019, Kelly Walsh will increase our four-year graduation rate to 85%.

By 2019, Kelly Walsh will meet or exceed school level performance expectations as defined by the Wyoming School Accountability model.

**Data:** Data will be gathered yearly by High School Performance Report provided by WDE for both goals.

**Strategy:** Data driven professional development for all staff members defining equity, achievement, and growth through actual student data.

**Timeline:** 10/2016- 5/2019

**Focus this quarter:** Trained teachers in the Wyoming School Accountability model, Aspire results, and College and Career Readiness standards in each content area. Teachers have identified students to "backfill" missing standards and skills that should affect student learning and growth.

**Results:** The "Data Drop" PD day was very well received and the KW staff is focused on intentionally changing the idea of what the ACT does for students rather than how it reflects upon us.

**Next Steps:** PLC teams have evaluated their identified students along with which College and Career Readiness standards their classes need to move forward in their students’ predicted Aspire test (April).
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: In the Spring of 2016, 72% of K-5 students at Lincoln ES were reading at grade level on the NWEA assessment.

Initial data from Fall of 2016 is showing that 59% of our students (1-5) were reading at grade level on the NWEA assessment. [Kinders were not tested]

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.

Strategy #3 - Master schedule that includes a reading block at each grade level, guaranteeing sufficient time allotted for reading instruction.

Timeline: 9/2016 - 6/2017

Focus this quarter: Test students using the Literacy First assessments. Use new NWEA and Literacy First data to guide instructional groupings in classrooms.

Results: We have experienced small increases on this measure over the past 3 years.

Next Steps: We have established a year-end goal of 75% of our students reading at grade level on NWEA. Our BLT will be looking at our current action plan and determine if adjustments need to be made.

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: In the Spring of 2016, 43% of our students were proficient or above in reading on PAWS. This was an 11% increase from the previous year, where only 32% of our students were proficient.

Strategy: Strategy #1: To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.
- Teach guaranteed ELA content words using 6-step process, integrate vocabulary into themes/units and assessments.
- Incorporate CCSS critical words into units and teach explicitly.

Strategy #2: Supplement current reading program by increasing exposure to lengthier, more rigorous text.
- Use Motivation Reading materials in Grades 2-5.
- Continue to identify rigorous alternatives to LbD
- Instructional strats (SIOP, etc.) observed in lesson plans.
Strategic Plan Quarterly Update  
Quarter 1 - 2016-17

Strategy #3 - Develop formative assessment system at each grade level. Discuss data at weekly PLCs.

Strategy #4 - Master schedule that includes a reading block at each grade level, guaranteeing sufficient time allotted for reading instruction.

Timeline: 9/2016-6/2017

Focus this quarter: Apply Summer 2016 training at high levels  
- Sprenger/critical words (vocabulary)  
- Mastery Connect (formative assessments)

Incorporate Motivation Reading into weekly instructional planning.

Acclimate to having a new IF in our building who is establishing data-driven PLCs at each grade level.

Results: In the Spring of 2016, 43% of our students were proficient or above in reading on PAWS. This was an 11% increase from the previous year.

Next Steps: Vocabulary trainer, Marilee Sprenger, to return to Lincoln ES this month to teach model lessons and collaborate with teams on instructional planning.

Continue to dive deeper into Mastery Connect.

Refine PLC structures in the building. Phil to Solution Tree "RtI at Work" Institute in Denver this month.

Goal: Goal #3: Proficient Mathematicians. By May of 2019, 90% of our students will meet or exceed the expectations in math as measured by the PAWS and NWEA assessments.

Data: In the Fall of 2016, 78% of our K-5 students were performing at or above grade level on NWEA MAP test in math. This was a 6% increase from the previous year.

In the Fall of 2016, 45% if our 3-5 students were proficient on the PAWS math test. This was a 12% increase from the previous year.

Strategy: Strategy #1: To create a system and explicitly teach CCSS-aligned Math content vocabulary words to students.
- Teach guaranteed Math content words using 6-step process, integrate vocabulary into themes/units and assessments.
- Incorporate CCSS critical words into units and teach explicitly.

Strategy #2: Supplement current math program by adding more rigor, spiraling, fact practice, and tech integration.
- Use Motivation Math materials in Grades 2-5.
- Use Number Corner in Grades K-3 & 5.
- Continue to identify rigorous alternatives to My Math
- Instructional strats (SIOP, etc.) observed in lesson plans.

Strategy #3 - Develop formative assessment system at each grade level. Discuss data at weekly PLCs.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Strategy #4 - Developed a master schedule that includes a math block at each grade level, guaranteeing sufficient time allotted for math instruction.

Timeline: 9/2016 - 6/2017

Focus this quarter: Apply Summer 2016 training at high levels
- Sprenger/critical words (vocabulary)
- Mastery Connect (formative assessments)

Incorporate Motivation Math into weekly instructional planning.

Acclimate to having a new IF in our building who is establishing data-driven PLCs at each grade level.

Results: In the Fall of 2016, 78% of our K-5 students were reading at or above grade level on NWEA MAP test and 45% if our 3-5 students were proficient on the PAWS math test.

Next Steps: Vocabulary trainer, Marilee Sprenger, to return to Lincoln ES this month to teach model lessons and collaborate with teams on instructional planning.

Continue to dive deeper into Mastery Connect.

Refine PLC structures in the building. Phil to Solution Tree "RtI at Work" Institute in Denver this month.

Goal: Goal #4: Proficient Writers. By May of 2019, 90% of our students will meet or exceed the expectations in writing as measured by the state assessment.

Data: No data available - SAWS was nixed.

Strategy: Deliver Being a Writer with fidelity plus – addition of graphic organizers, mini-lessons, etc.

Prompt writing practice, scored with feedback – Grades 2-5.

Master schedule that includes a writing block at each grade level, guaranteeing sufficient time allotted for writing instruction.

Timeline: 9/2016 - 6/2017

Focus this quarter: Established non-negotiable re. use of grammar portion of BaW program.

Results: Writing instruction is occurring. No external data available.

Next Steps: Seek options for quality writing assessments.
Manor Heights Elementary

At Manor Heights Elementary, we BELIEVE we can work together as a learning community of students, families, and staff to ACHIEVE high levels of learning for all students so they will SUCCEED in school and in life.

**Goal:** Goal: By May of 2019, 100% of Manor Heights students (K-5) will be prepared for the next grade level in reading and mathematics as measured by meeting or exceeding proficiency standards based on multiple data points.

**Data:** Wyoming Accountability in Education Act (WAEA) School Performance Reporting

Reading Achievement

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<th>Target</th>
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<td>May 2019</td>
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Reading Equity

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<th>Target</th>
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<td>47%</td>
</tr>
<tr>
<td>May 2016</td>
<td>51% +</td>
<td>49%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>52%</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
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Mathematics Achievement

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<td>May 2019</td>
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Mathematics Equity

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<th></th>
<th>Actual</th>
<th>Target</th>
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<tbody>
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<tr>
<td>May 2016</td>
<td>46% +</td>
<td>40%</td>
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<td>May 2017</td>
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<tr>
<td>May 2019</td>
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</table>

**Strategy:** Strategy 1: Successful implementation of Professional Learning Communities (PLC).

Timeline: 8/16 – 6/19

Manor Heights Elementary Page 1
Strategy 2: Administer, analyze and act on data from NWEA (Fall, Winter, Spring), Universal Screener (Fall, Winter, Spring), Literacy First, Common Assessments, District Proficiency Assessments, and technology (Lexia Core5, IXL, MobyMax) using the PLC process.
Timeline: 8/16 – 6/19

Strategy 3: Support our at-risk & underserved students by providing tiered interventions, and extended day or summer school, as needed.
Timeline: 8/14 – 6/19

Timeline: 8/2014 - 6/2019
Focus this quarter: The focus for our August professional development, and our monthly PLC school-wide team meetings, has been to implement the PLC process and to establish grade level PLC teams.

This reorganization of the school structure has set the stage to establish a firm foundation for our mission, vision, collective commitments and school improvement efforts. So far, we have rewritten our mission, vision and collective commitments and are currently rewriting our goals and strategies.

Our grade level PLC meetings are dedicated to intentional work in mathematics. Currently, we have administered the BVSD Universal Screener to all students. Using the data from this screener, grade levels will identify key areas to give extra attention and practice. The grade level PLC teams will reassess the identified areas as needed. Keeping with the practice of marking proficiencies, the expectation is for all students to be proficient in each skill before the end of the year. An overall focus in mathematics will include specific school wide strategies in place value and number fluency.

In addition to small group learning stations, students are using IXL and Moby Max for extra diagnostic math practice. Weekly updates are used to monitor and adjust individual student learning needs.

Manor Heights Elementary was recognized last spring by our school district's special education department for our increased inclusion rates and having the highest IEP growth rates in the district. We are proud of our teachers' and students' efforts in regard to these improvements. Our 2015-16 WAEA PAWS Equity score data results in both Math and Reading reflect these improvements as well.

Results: During our grade level and school-wide PLC meetings, we will utilize a variety of data sources, in an effort to identify specific individual learning needs. Our overall goal is to increase the number of students above the 40th percentile in reading and math.

Math Universal Screener Data

<table>
<thead>
<tr>
<th>Fall</th>
<th>Green 80%+</th>
<th>Yellow 60-79%</th>
<th>Red &lt;60%</th>
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<td>13</td>
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<td>First Grade</td>
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<tr>
<td>Fourth Grade</td>
<td>14</td>
<td>21</td>
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Manor Heights Elementary Page 2
### Strategic Plan Quarterly Update

#### Quarter 1 - 2016-17

**Fifth Grade**

<table>
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<tr>
<th></th>
<th>NWEA</th>
<th>GT</th>
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<th>On Grade</th>
<th>Below</th>
<th>At Risk (Below25%)</th>
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<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
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<td>10</td>
<td>1</td>
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**NWEA**

<table>
<thead>
<tr>
<th></th>
<th>GT</th>
<th>Above Grade</th>
<th>On Grade</th>
<th>Below</th>
<th>At Risk (Below25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Fall 2016</strong></td>
<td></td>
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<td></td>
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<td>Kindergarten</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>0</td>
<td>24</td>
<td>11</td>
<td>8</td>
<td>4</td>
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</table>

**Next Steps:** Our school-wide and grade level PLC teams will complete our revisions to our school improvement goals and improvement strategies. We will continue to gather and analyze various data sources to improve student learning, striving to increase the number of students above the 40th percentile on the NWEA (at-risk) in reading and mathematics.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**
**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:** PAWS Math
- Actual: May 2016 = 47%
- Target: May 2016 = 55%

ACT Math
- Actual: May 2016 = 8%
- Target: May 2016 = 25%

PAWS Reading
- Actual: May 2016 = 49%
- Target: May 2016 = 55%

ACT Reading
- Actual: May 2016 = 23%
- Target: May 2016 = 25%

PAWS Science
- Actual: May 2016 = 33%
- Target: May 2016 = 55%

ACT Science
- Actual: May 2016 = 8%
- Target: May 2016 = 25%

Equity Math & Reading
- Actual: May 2016 = 42
- Target: May 2016 = 83

**Strategy:** Implement MasteryConnect and use professional development opportunities to increase the teachers knowledge of rigor in the classroom.

**Timeline:** 08/2016 - 6/2017

**Focus this quarter:** Trained teachers in MasteryConnect to help align instruction and assessment to the standards in order to help improve student achievement. Adjusted professional development to focus on deeper instructional (rigor) more aligned to the CCSS.

**Results:** Teachers are starting to use MasteryConnect to help align teaching to standards and using this to monitor and adjust instruction. Administration is becoming more aligned in expectations of observations, focusing on how rigor is intentionally implemented in each classroom.

**Next Steps:** Our teachers will continue to implement MasteryConnect and administration will follow up to make sure MasteryConnect is being used for the intention it was purchased. Teachers will continue to receive
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

professional development around the need to increase rigor in the classroom. Administration will continue to do classroom observations, focusing on how to increase student achievement.

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
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<tbody>
<tr>
<td>Strategy:</td>
<td>Timeline:</td>
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<tr>
<td>Focus this quarter:</td>
<td>Results:</td>
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<td>Next Steps:</td>
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<td>Results:</td>
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<td>Next Steps:</td>
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<tr>
<td>Focus this quarter:</td>
</tr>
<tr>
<td>Results:</td>
</tr>
<tr>
<td>Next Steps:</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Mills

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

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

**Data:** Achievement Data

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

Staff have been trained in PLC, Syfr Strategies, ELA, PBL, Mastery Connect

**Strategy:** To increase student engagement and quick response to student needs regarding vocabulary and grade level figurative language according to the ELA curriculum with a focus on questioning and prescriptive feedback. Established a system to communicate between PLC and goal teams. Collapsed % Combo to better deliver grade level standards to all students.

**Timeline:** 10/2016-5/2017

**Focus this quarter:** Staff did a data review with Charlotte Gilbar and discussed next steps to address areas of concern. Instructionally, teachers will be focusing at a higher level on the NWEA at a 75% percentile.

**Results:** Fall NWEA has just been completed. Results have not been tabulated. RTI process has been reformatted to allow for quicker response to student need. Through PLCs, formative data is allowing us to be more responsive.

**Next Steps:** PLCs will continue to focus on alignment with the verb in the ELA curriculum. Teams are researching assessments in Mastery Connect that align with ELA curriculum.

---

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

**Data:** NWEA

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

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

We met our NWEA target for spring of 2016.

**Strategy:** Number Corner is being implemented on a regular basis, K-5. Will use formative and quarterly assessments to monitor student growth. Collapsed % Combo to better deliver grade level standards to all students.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Syfr strategies
PBL and PLC support

**Timeline:** 10/2016-5/2017

**Focus this quarter:** We will use baseline data from Number Corner assessment and look at that as a building to maintain (85% or above). Teachers are using Mastery Connect assessments to track standards and student growth.

**Results:** Fall NWEA has just been completed. Results have not been tabulated. RTI process has been reformatted to allow for quicker response to student need. Through PLCs, formative data is allowing us to be more responsive.

**Next Steps:** PLCs will continue to focus on alignment with the verb in the Math curriculum. Teams are researching assessments in Mastery Connect that align with Math curriculum.

---

**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>Nov 2015 = 60%</td>
</tr>
<tr>
<td>Nov 2013 = 46%</td>
<td></td>
</tr>
<tr>
<td>Nov 2014 = 54%</td>
<td></td>
</tr>
<tr>
<td>Nov 2015 = 48%</td>
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</tbody>
</table>

**Strategy:** Continue to utilize check in process 2x daily to address needs of the whole child. 2nd year of mindfulness pilot in 2nd grade classes. Starting a pilot in 3rd grade using the MTSS process. In that process, one of the strategies will be that we give a baseline assessment for behavior (BIERY). We will also be going through the MTSS checklist and assigning our Tier 1 process (3rd grade only at this time). Institutional structures (recess bells, lining up to come in) are being eliminated in order to provide student ownership of character traits (respect, responsibility) and provide freedom in student choices to express those traits.

**Timeline:** 10/2016-5/2017

**Focus this quarter:** House meetings have begun with a focus on team building and character development. We will continue to meet monthly. Behavior Interventionist is holding monthly Behavior PD support meetings with differentiated staff focus.

**Results:** Based on numbers of Infinite Campus office referrals, our building has one of the lowest incidences of behavior referrals.

**Next Steps:** Gallup data will be gathered from students in grades 3-5 this month. Data will be reviewed to implement into the MTSS work as well as whole building behavior work.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.

Data: 71% of students were at or above grade level according to NWEA.

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

Timeline: Sept. 2015-May 2020

Focus this quarter: This quarter’s focus was on professional development that supports teachers in growing a deeper understanding of the ELA curriculum. Developing curriculum maps with the use of Mastery Connect in order to begin the work in assessments to support student outcomes and learning.

Results: Mountain View is not meeting at the state level and we still below 100% of students at grade level according to NWEA.

Next Steps: We will start our work the the assessment office to utilize data to form our goals and PD for the upcoming school year.

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 according the the state accountability.

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

Timeline: Sept. 2015-May 2020

Focus this quarter: The focus this past quarter was the work on PLC to make it the learning community not just the data.

Results: We are not meeting according the the state accountability.

Next Steps: Work with the district assessment office to analyze data and continue the work that our instructional facilitator is supporting in PLC and coaching within the classrooms.

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

Data: At the end of last year we were down to 547 office referrals. Our office referrals are down significantly from last year. September 2015 we had 70 referrals and September 2016 we have 12.

Strategy: Create a vertical and horizontal alignment of behavior expectations and trainings; in all areas to include playground, classroom and all common areas.

Timeline: Sept. 2015-May 2020

Focus this quarter: This quarter we are focusing on MTSS that we have at Mountain View, reflecting on current practices. Providing PD to teachers in classroom management, understanding poverty and how it impacts learning.

Results: Our consistency in the building is increasing and our students are functioning in an atmosphere that is predictable with high expectations.

Next Steps: Implement a universal screener along with the hope survey in order to have more data to base decisions on at the building level and even the student level.
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 2019, NCHS will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.

**Data:** Equity - 44%, Achievement - 34%, Graduation Rate - 81%, Additional Readiness - 70%, and Participation Rate was met.

IB Data - 236 students participated in IB exams last year with an average score of 4.64.

**Strategy:** PLC Work M, W  
Student Assistance T, TH

Help students enroll in rigorous and challenging courses (Articulated classes through BOCES, International Baccalaureate, etc...)

Build intervention into the day (Mustang Connections)

**Timeline:** 10/2016 – 05/2019

**Focus this quarter:** NCHS will work to improve our equity rating by implementing a block of time every day for remediation/enrichment (Mustang Connection). This block occurs adjacent to lunch in the middle of the day. Freshmen have lunch first, and then go to Mustang Connections; Upper Classmen have Mustang Connections first, and then go to lunch.

Achievement will continue to be improved upon by implementing a more expansive International Baccalaureate program, as well as preparing our students for ACT/ASPIRE testing though ensuring adherence to a guaranteed and viable curriculum. This includes adherence to the district’s curriculum work including alignment to the standards and administration of the common district assessments.

Growth is a focus for NCHS this year with our Mustang Connections class in order to give students time to make connections with other students and staff, complete homework or missing work, and get help when needed from counselors. We will also continue to offer and monitor student’s progress in READ 180.

**Results:** We have moved from Not Meeting on the Wyoming Accountability Standards to Meeting.

All students who attempted a full, IB Diploma received one – with many students achieving at the International Level and above.

**Next Steps:** Continue to monitor students achievement and growth to ascertain the effectiveness of Mustang Connections.

Prepare for State and National testing, using formative assessment data from NWEA to differentiate and grow students.
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 careers as measured by the NCSD graduate profile.

Data: Our overall attendance is up 2.08% from last year. NCHS’ graduation rate has increased to 80.4% for the 2014-15 school year.

Strategy: Continue to monitor attendance on a weekly basis.

Implement a “credit recovery” class in order to help student recapture lost credit.

Timeline: 10/2016 – 05/2019

Focus this quarter: Implement the revised attendance policy and accompanying regulations.

Implement, review and revise the credit recovery program to best meet the needs of our students.

Results: So far, NCHS has seen an improved attendance rate. We will need to monitor this impact on graduation, including how effective our credit recovery program is in assisting students in meeting graduation/Hathaway requirements.

We have successfully helped over forty students recapture lost credit and move closer to graduation. The following is a breakdown by subject and number of students that have recovered credit to this point:

Science- 12
PE- 6
English Language Arts- 3
Math- 19
Social Studies- 9

Over 100 NCHS students are currently taking advantage of the Pathways Innovation Center which we hope will correlate to more prepared graduates. Our teachers continue to prepare our students with the foundational courses that will enable them to be successful in these higher level courses offered at Pathways.

Next Steps: Reach out to parents with students whose attendance is sub-par and create plans of action to increase attendance.

Continue to monitor and improve our credit recovery program to best meet the needs of our students.

Continue to prepare students for success at Pathways and other post secondary opportunities.
Oregon Trail

*Through bully proofing, we have created a safe, inclusive, respectful environment where teachers can teach and kids can learn.*

**Goal:** By 2017-2018 100% of our students will meet proficient or advanced standards in reading and math as measured by the Wyoming School Accountability model.

**Data:** Paws results were disappointing this year when compared to our NWEA growth tests. Last year was the first time our third grade "bubble" class participated in PAWS and this year both bubble classes in 3rd and now 4th will take the test. We compared growth test results against PAWS scores for grades 3-5 for students at grade level.

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>PAWS 33% NWEA 78%</td>
<td>PAWS 48% NWEA 76%</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>PAWS 52% NWEA 84%</td>
<td>PAWS 43% NWEA 71%</td>
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<tr>
<td>5th</td>
<td>PAWS 57% NWEA 84%</td>
<td>PAWS 61% NWEA 87%</td>
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</table>

**Strategy:** We have increased instructional time in math by thirty minutes in grades 3-5. Our IF has constructed math crates for each grade level with manipulatives to meet CCSS. PLCs are concentrating on strategies for individual and groups of students. We had two of our staff ready to attend a training conference with the Daily 3 math that compliments Our Daily 5 reading program. The training was cancelled due to hurricane William and will be rescheduled at a later date.

**Timeline:** 2016 -6/1017

**Focus this quarter:** We are focusing on math and have accelerated our program for students that measured higher on both PAWS and NWEA test results. One teacher at each grade level takes the students that were below basic and gives instruction in a small group setting. We have also identified students for additional time with our tutor. We also are conducting a lunch and learn program for students having difficulty with math concepts and work completion. Every classroom teacher volunteered to serve based on a rotating schedule

**Results:** We were once again Meeting Expectations but very much want to return to Excelling status. We examined our fall NWEA results in both math and reading.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>84%</td>
<td>63%</td>
</tr>
<tr>
<td>1</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>2</td>
<td>78%</td>
<td>92%</td>
</tr>
<tr>
<td>3</td>
<td>74%</td>
<td>82%</td>
</tr>
<tr>
<td>4</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>5</td>
<td>86%</td>
<td>75%</td>
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</tbody>
</table>

Oregon Trail Page 1
Next Steps: PLC’s will continue to concentrate individual student achievement and we have scheduled Focus meeting for the first week in November.

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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: Goal - Exceeding expectations

Actual - Meeting Expectations (each year since 2103)
Strategy: Implement effective math and reading strategies to engage students in relevant and rigorous learning. The focus will be on the Growth and Equity measures of students
Timeline: August 2014-June 2019
Focus this quarter: Inclusion/co-teaching training for all certified staff, with follow up 8 times throughout the school year.
Results: These teaching strategies are expected in all classrooms with a focus on rigor of activities
Next Steps: Reading
Talk with grade and bring ideas for power standards to next meeting.
*Curriculum map updated and brought
*Math
Review different resources with grade level teams.

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: 100% of teachers are using high quality strategies for integrating technology
Strategy: Implement the ISTE standards to increase staff and student knowledge with the use of technology
Timeline: February 2014-May 2019
Focus this quarter: Implement Genius Hour
Results: Students using engaging teaching strategies to promote creativity and inquiry in learning.
Next Steps: Continue to implement XBL and Genius Hour

Goal: 100% of teachers will find and use community resources to enhance and support learning in classrooms.

Data: This is a new goal and baseline data will be determined
Strategy: Identify interested community members/organizations and how they can support learning.
Timeline: Sept 2016-June 2019
Focus this quarter: Develop goal and focus for the year.
Results:
Next Steps: ***Responsibilities from this team today- talk with groups/ grade levels about ideas for involving community members/ guest speakers
Communication about ideas/ people available

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 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: 10/2015-10/2019

Focus this quarter: Student and school performance data from Spring 2016 has been reviewed and discussed.

New academic building goals have been made for the 2016-17 academic year.
Faculty and staff will receive focused training on PLC structure and processes.

Results: Park school met or exceeded expectations in 2015-16. New building leadership and renewed faculty/staff commitment will help Park reach our goals.

Next Steps: Additional training in the function of PLC’s will assist teachers with prioritizing standards and developing common assessments. These will lead to improved student learning.
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 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. The team will continue to align to and support the CLI Standards process, ACT College & Career Readiness Standards, the Graduate Profile, and the Industry Standards provided by our community partners.

**Data:** ACT Graduation Rate

**Strategy:** By June of 2019, the Pathways Team will be partners in increasing district graduation rate to 85%. By June of 2019, the Pathways Team will be partners in increasing the district ACT average.

**Timeline:** 9/14-6/19

**Focus this quarter:**
1. PLCs
   a. Alignment to standards with ABL (Math, ELA, SS, FPA)
   b. Implementing Academies
   c. ACT Alignment

**Results:**
- 16 Teachers trained in PBL with Southern Illinois University
- 16 Teachers trained in ACT College & Career Readiness Standards
- 16 Teachers Implementing PLCs
- 16 Teachers Implementing ABL
- 7 Teachers Participating in CLI process (ELA, CTE, FPA, SS)

**Next Steps:** Monitoring PLC alignment of:
- Content Standards within ABL
- ACT College & Career Readiness Standards with ABL
- Pedagogical Practices to ABL

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

**Goal:**

**Data:**
Pineview Reading Goal Team

*We collaboratively analyze math data and align our student and staff learning to improve achievement school-wide.*

**Goal:** By Spring of 2017, each student will show significant improvement on math scores, meeting proficient or above, as measured by the Wyoming Accountability System.

**Data:**
- 3rd Grade Basic and Below = 58.62
  - Proficient and Advanced = 41.38
- 4th Grade Basic and Below = 54.00
  - Proficient and Advanced = 46.00
- 5th Grade Basic and Below = 50.98
  - Proficient and Advanced = 49.02

**Strategy:**
- Accountability data is analyzed by the math goal team, IFs and leader. A comprehensive review of math data is shared with all teachers and support staff.
- Wyoming accountability data is used to determine grade level improvement plan goals, interventions, and strategies.
- Professional development is designed to improve learning for students and address instructional deficiencies.
- Teachers provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
- Multi-tiered supports that address student academic needs are provided for each student and includes planned strategies for intervening with students who fail to demonstrate proficiency on the standards that are implemented. These programs include a continuum of supports such as extended day and summer school.
- Teachers use pre-assessments and grade level developed formative assessments for math.
- Curriculum is aligned to Wyoming standards, and Wyoming standards are taught in math using CCSS and District curriculum guide.

**Timeline: 16-17 year**

**Focus this quarter:**
- Leader, IFs and teachers have developed an accountability framework, aligned to district strategic plans and goals, where teachers learn and use researched strategies to improve their efforts in the classroom and improve student learning.
- This framework supports growth in planning, collaboration, and professional learning.
- Teachers are building common formative assessments within grade levels in reading and math, they are using engagement strategies and techniques every day to impact student learning (facilitated by leader and IFs).

**Results:**
Our 2016 accountability data shows our school was not meeting expectations in growth @ 40.5, equity @ 38.0, and achievement @ 47%.
- Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
- IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.
- Math Goal team has built in dates for gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs).
- The information gathered from the goal team will show which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework.

**Next Steps:**

- Staff book study on researched strategies and techniques for teachers in the classroom.
- Personal Growth Goal - Action Research - focused on improvement of Best Practices in the classroom.
- Grade level collaboration with leader and IFs
- Primary and Intermediate collaboration with leader and IFs
- Professional learning on building common formative assessments during collaboration
- Collaboration includes weekly “Keep, Drop, Create” to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides.
- Through pre-assessments, teachers will keep teaching to standards not met by students, drop lessons and activities that have been mastered or do not align to standards taught, and will create activities and lessons, which need higher level skill and knowledge base development.

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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:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Pineview Reading Goal Team

We collaboratively analyze reading data and align our student and staff learning to improve achievement school-wide.

**Goal:** By Spring of 2017, each student will show significant improvement on reading scores, meeting proficient or above, as measured by the Wyoming Accountability System.

**Data:**
- 3rd Grade Basic and Below = 43.10
- Proficient and Advanced = 56.90
- 4th Grade Basic and Below = 54.00
- Proficient and Advanced = 46.00
- 5th Grade Basic and Below = 54.90
- Proficient and Advanced = 45.10

**Strategy:**
- Accountability data is analyzed by the reading goal team, IFs and leader. A comprehensive review of reading data is shared with all teachers and support staff.
- Wyoming accountability data is used to determine grade level improvement plan goals, interventions, and strategies.
- Professional development is designed to improve learning for students and address instructional deficiencies.
- Teachers provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
- Multi-tiered supports that address student academic needs are provided for each student and includes planned strategies for intervening with students who fail to demonstrate proficiency on the standards that are implemented. These programs include a continuum of supports such as extended day and summer school.
- Teachers use pre-assessments and grade level developed formative assessments for reading, as well as primary level reading assessments, which guide improvements up through intermediate.
- Curriculum is aligned to Wyoming standards, and Wyoming standards are taught in reading using CCSS and District curriculum guide.

**Timeline:** 16-17 year

**Focus this quarter:**
- Leader, IFs and teachers have developed an accountability framework, aligned to district strategic plans and goals, where teachers learn and use researched strategies to improve their efforts in the classroom and improve student learning.
- This framework supports growth in planning, collaboration, and professional learning.
- Teachers are building common formative assessments within grade levels in reading and math, they are using engagement strategies and techniques every day to impact student learning (facilitated by leader and IFs).

**Results:**
- Our 2016 accountability data shows our school was not meeting expectations in growth @ 40.5, equity @ 38.0, and achievement @ 47%.
- Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
- IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.
- Reading & Writing Goal team has built in dates for gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs). The information gathered from the goal team will show which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Next Steps: - Staff book study on researched strategies and techniques for teachers in the classroom.
- Personal Growth Goal - Action Research - focused on improvement of Best Practices in the classroom.
Grade level collaboration with leader and IFs
Primary and Intermediate collaboration with leader and IFs
Professional learning on building common formative assessments during collaboration
Collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides.
Through pre-assessments, teachers will keep teaching to standards not met by students, drop lessons and activities that have been mastered or do not align to standards taught, and will create activities and lessons, which need higher level skill and knowledge base development.

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

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

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

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%
  May 2015= 68%
  May 2016= 73%
Target
  May 2017= 90%
  May 2018= 95%
  May 2019= 100%

Strategy: Implement Common Core English/Language Arts Standards

Timeline: 10/2014 - 5/2017

Focus this quarter: Analyzed Fall to Spring and Spring to Spring NWEA scores.

In PLC's, we set up IE based on NWEA slight rise in scores

Results: Our results have improved slightly. We will continue to work to improve reading scores.

Next Steps: PLC teams will look at Fall 2016 scores and goal set with students.
Leadership Team will analyze PAWS and accountability data.
Work on Mastery Connect and implementing formative assessments to drive instruction.

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: Data: Reading

Reading
  May 2014= 52%
  May 2015= 46%
  May 2016= 43%
Target
  May 2017= 60%
  May 2018= 95%

Math
  May 2014= 38%
  May 2015= 31%
  May 2016= 26%

Strategy: Implement Common Core English/Language Arts Standards
Implement Common Core Math Standards

Timeline: 10/2014 - 5/2017
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

Focus this quarter: Analyzed Fall to Spring and Spring to Spring NWEA scores.

In PLC's, we set up IE based on NWEA slight rise in scores

Results: Paws scores are down from 2015

Next Steps: PLC teams will look at Fall 2016 scores and goal set with students.
PLC teams will analyze individual NWEA vs. PAWS scores.
Leadership Team will analyze PAWS and accountability data.
Work on Mastery Connect and implementing formative assessments to drive instruction.

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

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

Our Mission is who we are; We believe in safety, teamwork, accountability and respect. Our vision is what we want to be; we will strive to make the community a better place, where everyone learns.

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

Data: Sagewood was Exceeding Expectations on the 2015 AND the 2016 Wyoming Accountability Model in all 4 areas.

Strategy: Sagewood students will learn the MATH CCSS with clearly defined power standards and essential skills using school wide collective commitments.

Timeline: 8/2014 - 6/2019

Focus this quarter: The math goal team broke down comparative PAWS data to each grade level in comparison with the state and district. In addition the Math goal team analyzed the menu of resources for Math instruction.

Results: A piece of PAWS Math data that stands out is that Sagewood had an average number of students performing below basic that was lower than the district AND state levels in all 3 grade levels. 2 out of 3 grade levels had far fewer students performing at the basic level than the state AND district.

Additionally, the team clarified the foundation for Math instruction as the CCSS guided by the math pacing framework from the district curriculum office. They then clarified resources available to each grade level to support instruction. This included My Math where appropriate to target standards purposefully and follow the learning progression as well as aligning common vocabulary from the resource and developing strategy posters for each grade level. The idea is to align the words used and the strategies used K-5 to support student learning over time. In addition the team listed Number Corner, Finish Line, Math Learning Center, Kahn Academy and other Digital Resources.

Next Steps: The team set a goal to print and laminate strategy/vocab posters for each grade level. They will begin to monitor formative assessments reaching the Math Priority learning targets at each grade level through Mastery Connect.

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

Data: Sagewood was Exceeding Expectations on the Wyoming Accountability Model in 2015 and 2016 in all 4 areas. In Spring of 2016 83% of students in K-5 were reading at or above the 40th Percentile based on MAP.

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

Timeline: 8/2016 - 6/2019

Focus this quarter: The team is breaking down MAP data from the fall of 2016 as well as LIT FIRST data in Kinder and 1st. They were looking for strengths and areas of focus at each grade level. The team is tasked with monitoring data as resources for ELA instruction have been pieced together by each grade level.

Results: The team noticed that foundational skills in Kindergarten through 2nd grade were not their highest areas (78% and 77% respectively). The team is asking those grade levels to monitor that closely during the next few months. The team identified vocabulary to be an area of need (56% at or above the 50th percentile). Again this is tasked as an area to monitor but also an area for k-2 to support.
**Next Steps:** The team needs to investigate reading screeners and diagnostic assessments to align with a Multi-Tiered System of Support framework. The current Lit First assessment is not meeting the needs for all students and consuming time that we could be placing on instruction instead.

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

**Data:** Sagewood was Exceeding Expectations on the Wyoming Accountability Model in 2015 AND 2016 in all 4 areas.

**Strategy:** Sagewood will implement research based interventions with fidelity to improve our work with the district RtI process (Tiers 1-4).

**Timeline:** 8/2016 - 6/2019

**Focus this quarter:** The team restated their purpose: Monitor the understanding, implementation and workings of the building tier process and guide where needed to make recommendations to leadership to better the process for the high levels of learning and success for all students.

The team also asked what they hope to achieve: Common understandings and implementation of tier 2 process for academics and behavior building wide, including learning cycles, tracking and referral, progress monitoring and differences between 504 and IDEA.

The team also discussed the Lit First assessment identifying that the grade level skills in Lit First do not always match common core grade level standards and what is expected. The at-risk goal team is recommending lit first be designated only for those at - risk based on the screener.

**Results:** The tutors are currently working at each grade level on the RTI process for academics including reteaching cycles of grade level standards, tracking, progress monitoring and referrals.

There are two grade levels currently building a Behavior framework in a pilot program at Sagewood using the MTSS framework under ESSA. This includes the MTSS process, screener, diagnostic and behavior, but places a larger emphasis on tier 1 instruction.

**Next Steps:** The team will continue to clarify the TIER 2 process as changes occur and monitor the effectiveness of push-in support for tier 2 interventions.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Goal: By May of 2019, 100% of our students will read at or above grade level as measured by PAWS results.

Data: Targets
May 2015 = 55
May 2016 = 65
May 2017 = 75
May 2018 = 85
May 2019 = 100

Actual
May 2014 = 60.4
May 2015 = 60.4
May 2016 = 77.8

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

Focus this quarter: The development of formative assessments and professional development plans to better align instructional practices and schedules to current research on literacy instruction. We have entered into a partnership with the University of Wyoming for ongoing professional development and coaching to refine our efforts in implementing best practices in teaching the Wyoming Language Arts Standards.

Results: The number of students proficient or advanced increased by 17%. Our school also made significant gains in our growth and equity scores moving from “Partially Meeting Expectations” to “Meeting Expectations.” Growth scores will improve as our faculty understanding of CCSS implementation improves.

Next Steps:
1. Southridge will continue to work with the Literacy Clinic at University of Wyoming to improve reading instructional practices and interventions.
2. The faculty at Southridge has developed a Professional Learning Community (PLC) model of collaboration for school improvement. Grade level teams have been provided discovery days to provide more time for the development of formative assessments.
3. Grade level teams have reviewed Reading results from the Fall NWEA and PAWS. Based on this data, grade level teams are setting growth targets for future benchmarks and setting up interventions for students that are currently not meeting grade level benchmarks. Students will receive extra help using research-based strategies, which depend on a student’s area or level of need.
4. K-5 students performing below the 40% percentile in Reading on the NWEA will be offered 3 hours of additional intervention per week through the Jump Start Extended Day program.

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: Targets
May 2015 = 45
May 2016 = 60
May 2017 = 80
May 2018 = 90

Southridge Elementary Page 1
Actual
May 2014 = 64.2
May 2015= 47.2
May 2016= 68.5

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

**Timeline:** 5/1024 - 5/2019

**Focus this quarter:** The Math Goal team at Southridge is in the process of implementing a new benchmark system to provide teachers with better data to make instructional decisions.

**Results:** As indicated, Math improved for Southridge but was above our target for 2016. However, we still need considerable improvement to reach our goal for 2017. This will change significantly as we develop more understanding of CCSS implementation.

**Next Steps:**
1. The Math Goal team has reviewed Math results from the Fall NWEA. Based on this data, grade level teams are setting growth targets for future benchmarks and setting up interventions for students that are currently not meeting grade level benchmarks. Students will receive extra help using research-based strategies, which depend on a given student’s area and level of need.
2. K-5 students performing below the 40% percentile in Math on the NWEA will be offered 3 hours of additional intervention per week through the Bridges Extended Day program.
3. The Math team will evaluate results from the new benchmark system and use this data to make decisions about intervention groups and instruction.

---

**Goal:** In the area of Safe and Healthy Schools, The PBIS/Behavior Goal Team’s goal is reduce behavior referrals 30% by 2019

**Data:** Target
2017 – 188
2018 – 167
2019 - 146

Actual
2016 – 209

**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:** 5/2016 - 5/2019

**Focus this quarter:** The PBIS team is in the process of revising the Tier 1 intervention program at Southridge. This includes the implementation of a character education program called Project Wisdom. The school has also built in collaboration time for the ESP staff to meet each week for 30 minutes.

**Results:** For the month of September, we had 9 office referrals. This rate is far below what we have experienced in the past and may allow us to reach our 2019 goal this year.

**Next Steps:**
1. The Intervention Team at Southridge is in the process of revising the system of Behavior Interventions to intervene with students more effectively.
2. Playground supervision training for ESP staff provided by our behavior interventionist.
3. Implement a volunteer program for father figures called Watch D.O.G.S. (Dads of Great Students).
4. Continue revisions of the PBIS Tier I systems for teaching and reinforcing positive behaviors.
5. Research a benchmark data collection tool.

---

**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 students will meet or exceed school level performance expectations on the Wyoming School Accountability model as measured by ACT results.

**Data:** 2013-14 ACT 21

2014-15 ACT 17.7

2015-16 ACT 19.4

**Strategy:** Star Lane teachers will implement reading and writing strategies in order to increase ACT reading and writing scores.

Star Lane teachers will utilize ACT College & Career Readiness Standards while building problems.

**Timeline:** 9/14-6/19

**Focus this quarter:** Intentionally utilizing the ACT College & Career Readiness Standards to ensure level of student work is aligned to 21-24 level on the rubric.

Reading and Writing strategies that improve student performance as measured by NWEA and ACT.

Implement and monitor ELA standards.

**Results:** 5 of 5 Teachers trained in ACT College & Career Readiness Standards

ACT composite data increased from 2014-15 to 2015-16

ACT writing data increased by nearly a point after implementing strategies to improve.

**Next Steps:** Team will continue to align to ACT College & Career Readiness Standards.

Team will continue to implement ELA Standards.
Summit Elementary

To prepare children to excel and lead in the 21st Century

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

Data: Summit exceed the 5MGP and 5% target goals in Achievement, Growth and Equity on the 2016 PAWS. WAEA Actual Data from PAWS:

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Growth MGP</th>
<th>Equity MGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>55%</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>64% (+9%)</td>
<td>54 (+11)</td>
<td>52 (+7)</td>
</tr>
</tbody>
</table>

Strategy: Strategy 1: To focus, track and monitor Growth for all students in reading and math and adjust instruction as needed.
Strategy 2: To implement a K-5 "journey-of-the-child" philosophy and approach to teaching math and to acquire needed tools and resources to increase rigor and support the use of common assessments.
Strategy 3: To implement the CCSS to the rigor level contained in the standards.
Timeline: 10/2015 - 5/2019
Focus this quarter: All teachers are trained in the Wyoming School Accountability model and teachers in grades 2, 3, 4, and 5 spend time reviewing grade-level PAWS domain data and PAWS individual student results.

Teachers reached consensus on a school-wide philosophy and model for teaching math beginning in the 2016-17 school year and this model has been implemented. In addition, all teachers are trained in and are using Mastery Connect in grade-level Math PLCs. Lastly, Eureka Math has been purchased as a resource to increase rigor across all K-5 grade levels.

Results: In 2015, Summit was Partially Meeting Expectations. In 2016, Summit is MEETING Expectations.

Next Steps: Based upon the success of 2016 results, we will continue to focus on growth for all students. PAWS data is organized by Summit's IF and is being used to analyze grade-level and individual student results. The WAEA Spring Targets are likely too low based upon 2016 results and Summit's leadership team, with teacher input, will discuss and reset goals. We are currently waiting on the PAWS growth reports to be printed and made available to schools and will use that information to set individual student growth goals.

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

Data: Percent of K-5 Students Meeting the Spring STATE RIT in Reading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>72%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>75% (+3%)</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Grade-level cohort targets and actual (goal of 5% increase) results for Spring 2016 are:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>First Grade</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>63%</td>
<td>71%</td>
</tr>
</tbody>
</table>

**Strategy:**

- Strategy 1: Teach and assess Language Arts Common Core in grades K-5.
- Strategy 2: Implement flexible reading groups in grades K-5. Focus on growth for all students.
- Strategy 3: Implement student goal setting and tracking of reading progress in grades K-5.

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

**Focus this quarter:** Summit teachers and IF are analyzing NWEA data to determine if students who are scoring very high on the NWEA (above the 85-90th%ile) in Reading are also advanced proficient in reading on PAWS. Students performing below the STATE RIT are being monitored and the use of the NWEA Learning Continuum and Literacy First Data supports instruction and intervention for them. Also, teachers of the highest-reading flex groups are identifying additional resources that they need to ensure that high-achieving students are growing at high levels. We are comfortable that teachers who teach the lower-level flex groups have needed resources.

**Results:** Fall 2015 and Fall 2016 NWEA results in READING (State RIT) are being analyzed to track starting points for K-5 students. Summit's leadership team is interested in lessening the 'summer drop' by teaching the CCSS with appropriate levels of rigor and is monitoring this data as a possible first check point. 2016 Fall NWEA results indicate a higher percent of students at or above the State RIT in READING compared to 2015 Fall NWEA data. Results are promising:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>First Grade</td>
<td>61%</td>
<td>69%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>63%</td>
<td>71%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>71%</td>
<td>78%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>61%</td>
<td>72%</td>
</tr>
</tbody>
</table>

It is interesting to note that Fall NWEA results in READING for students in grades 3 and 5 AT THE 40th %ile (District Goal) are:

- Grade 3: 86%
Next Steps: Summit's Leadership Team will monitor Winter and Spring K-5 NWEA results to determine trends, possible correlation to PAWS and to make needed adjustments.

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

Data: Percent of K-5 Students Meeting the Spring STATE RIT in Math

<table>
<thead>
<tr>
<th></th>
<th>Spring 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62%</td>
<td>66% (+4%)</td>
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Grade-level cohort targets and actual (goal of 5% increase) results for Spring 2016 are:

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<tbody>
<tr>
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<td>80%</td>
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<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>51%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Strategy 3: Implement student goal setting and tracking of math progress in grades K-5.

Timeline: 10/2015 - 5/2019

Focus this quarter: Summit teachers and IF are analyzing NWEA data to determine if students who are scoring very high on the NWEA (above the 85-90th %ile) in Math are also advanced proficient in math on PAWS. Students performing below the STATE RIT are being monitored and the use of the NWEA Learning Continuum and Bridges Intervention supports instruction and intervention for them. Also, all teachers are teaching Eureka Math to increase rigor and alignment to the CCSS. All teachers are implementing Mastery Connect in grade-level math PLCs. In addition, all teachers are participating in monthly math professional development led by Summit's IF during two planning times.

Results: Fall 2015 and Fall 2016 NWEA results in MATH (State RIT) are being analyzed to track starting points for K-5 students. Summit's leadership team is interested in lessening the 'summer drop' by teaching the CCSS with appropriate levels of rigor and is monitoring this data as a possible first check point. 2016 Fall NWEA results indicate a higher percent of students at or above the State RIT in MATH compared to 2015 Fall NWEA data. Results are promising:

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<td>61%</td>
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Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Next Steps: Summit's Leadership Team will monitor Winter and Spring K-5 NWEA results to determine trends, possible correlation to PAWS and to make needed adjustments. Professional development and Eureka Math implementation will continue. Mastery Connect in Math PLCs will continue. In addition, peer coaching will be implemented on a voluntary basis (beginning in October) for teachers who wish to observe and learn effective teaching strategies from one other.

---

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: Goal: By June 2017, 100% of University Park students will be kind and caring citizens as measured by climate surveys and discipline and attendance data.

Data: Climate Survey
100% of the parents surveyed during Math Night reported they feel their child is safe at school and that they feel welcome by our staff. Similar results were reported by the students with 97% stating they feel connected to the staff and that they feel welcome by the staff each day. In addition, 100% of the staff surveyed report they ensure school is a supportive and inviting place for students and parents and they make their colleagues feel welcome each day.

Discipline Data
After the first 30 days of school, 95% of the students have not received an office write-up or citation.

Attendance Data
Attendance for first 20 days of school is 96.01% which is comparable to past 5 years.

Strategy: Implement and monitor UP Core Values.
Timeline: Sep. 2016-June 2017

Focus this quarter: Since June 2016, University Park's focus has been on improving the climate and culture of our school. We established Core Values which encapsulated the correlates of the Ron Clark Academy's Essential 55. This is evidenced in the creation and deployment of specific house at University Park mixed grades of engaging teams where the focus is building community and fostering character throughout our building. Bulling proofing and community building building curriculum are encompassed within the University Park Elementary House framework. Students engage in in-depth essential learnings that promote community, collaboration, tolerance and character.

Results: In 2015 University Park's school performance rating was "partially meeting expectations." In 2016 the school's performance rating remained at "meeting expectations, but noted improvement in equity and growth. Next Steps: The crafted culture and atmosphere established has laid the foundation for quality learning and academic prowess for students at University Park. Our next steps are to focus on quality tier one and tier two instructional frameworks that promote engaging and academic excellence for all students with regards to the learning continuum. UP's goal is to focus on instructional strategies that gradually release the tangible skills of learning and skill acquisition to that of the student. This process will be evidenced in a workshop model of instruction for all core subjects, which equates to the deployment of increased expectations and the improved quality of instructional questioning. The focus on quality tier one instruction is to improve the level of rigor for all students to meet or exceed the expectations of Wyoming's Content Performance Standards.
Verda James

**BLT Mission:** The Verda James Building Leadership Team will collaboratively guide the staff in making decisions for the academic and social well being of all students on life’s journey.

I thought I would use the Building Leadership mission as this group drives the goal team work in our building.

---

**Goal:** ELA Goal Team:
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, 2017.

**Data:** We are collecting data 3 times this year. We will collect fluency scores in October, February and May. - Just finishing our first set of data.

**Strategy:** Each teacher will commit to 10 minutes of fluency practice per day. This is to be done with every student either individually or in small groups.

**Timeline:** September 2016-May 2017

**Focus this quarter:** Collect data from my Data first, determine baseline. Then have conversations about the data collected to best support all students as we move forward with our fluency work.

**Results:** We do not have support data collected yet this is ongoing.

**Next Steps:** Gather the data (Oct., Feb., May) and adjust the strategy as needed based on the data.

Look at individuals needs and provide targeted instructions based on needs of individuals.

---

**Goal:** 100% of Verda James students will be at or above the 60th percentile in math as measured by NWEA and proficient or advanced according to the Wyoming State Assessment by the end of the current school year.

**Data:** According to our PAWS data, 56% of all our students who take this assessment were proficient or advanced in the Spring of 2016.

- 3rd grade: 60%
- 4th grade: 62%
- 5th grade: 50%

At this point, the math goal team has not finished collecting data concerning Spring 2016 or Fall 2016 NWEA data.

We have data in a comparison chart that I was unable to add to his document.

**Strategy:** As a goal team, we will be looking at grade level formative assessments to ensure that they have enough rigor for our students to be successful on state and district assessments.

We have also work with Charlotte Gilbar to help us identify opportunities for improvement so we can align instruction and work on vertical alignment as a building too.

**Timeline:** 2016-2017 school year

**Focus this quarter:** The focus of the math goal team this quarter will be analysis of our school wide formative assessments.

**Results:** Ongoing - Just now looking at NWEA results.

**Next Steps:** Work on the identified areas

---

**Goal:** Ensure that we teach our behavior expectations to all students.
8 Keys of excellence and 4 B’s to support school expectations and minimize distracting behavior.
Not part of the primary goal, but we have also completed phase one of our student ALICE Training which also is part for Goal Team Three - Safe and Heathy Schools work.

**Data:** We created a Google Doc to be completed monthly to track behavior in the classroom and on the playground. Here is the link to this document for September.

https://docs.google.com/a/myncsd.org/spreadsheets/d/1firwmyCCcDtDngBREzNSKJxxyZ9uSZMgsvKsjxDChWo/edit?usp=sharing

You will notice 97% of our students are being successful using the ladder system.

**Strategy:** Implement the new matrices, school-wide, for all areas of the building. Posted and explicitly taught how to Be Safe, Be Responsible, and Be Respectful.

Continue to progress monitor using data from IC and Google doc listed above

**Timeline:** Ongoing 2016 - 2017

**Focus this quarter:**
1. Implement 8 Keys instructional calendar.
2. Implement recognition/re-teaching opportunities.
4. Implemented school-wide tracking of behavior in Google Docs.
5. Posted and continue teaching the Behavior Matrices for all areas of the school.
6. Trained staff in ALICE procedures. Began training students.

**Results:** Tally the total results of those behaviors above that resulted in not meeting recognition for the month of September. Reteach any part of the matrix that falls below 90%.

**Next Steps:**
- Continue ALICE training for students.
- Implement HOPE lunch strategy for those who receive counseling and social work services.
- Continue tracking behavior and implementing the 8 Keys plan.
- Look at social skills needs from survey last spring and confirm or intervention is aligned to needs identified and tracking data addresses areas from survey.
Willard Elementary, Succeeding Today, Soaring Tomorrow!

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: Reading Data

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>57.7%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>49% - Partially Meeting</td>
<td>44% - Partially Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>44% - Partially Meeting</td>
<td>44% - Partially Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>55% - Meeting</td>
<td>50% - Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Strategy: • E.L.A. Common Core State Standards
- Grade Level Collaboration Team Meetings using the P.L.C. model
- Intermediate and Primary Collaboration Team Meetings using the P.L.C. model
- Inclusion
- Professional Development with Catapult Learning focusing on research-based reading instructional strategies such as:
  o Read Alouds
  o Word Work
  o Guided Reading
  o Differentiated Student Centered Workstations
  o Vocabulary Development
  o Alignment of CCSS within our whole group reading instruction


Focus this quarter: Continued training for teachers with a Catapult Learning Consultant. These trainings included two days at the beginning of the school year, implementation time and walk through with Consultant in October.

Analyzing data - PAWS, NWEA, and classroom assessments in order to align our instruction to best meet the needs of our students.

Continued training within the Professional Learning Communities model - 7 staff members have attended the district provided PLC training. These staff members are bringing their learning back and sharing with the rest of the staff during our designated whole group collaboration times.

Results: In 2016, our school was meeting expectations in all areas. Our leadership team will continue to work with the NCSD assessment office in order to continue our learning around Willard data and instruction within classrooms.

Willard Page 1
**Next Steps:** Leadership will be meeting NCSD Assessment Director to continue to analyze Willard data. We will then take this learning and continue it at a leadership team level and primary/intermediate team level, and grade level team. Our next steps will also include to begin identifying grade level power standards to align vertically Kinder through 5th grade.

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>80.9%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>43% - Partially Meeting</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>39% - Partially Meeting</td>
<td>52%</td>
</tr>
<tr>
<td>May 2016</td>
<td>48% - Meeting</td>
<td>63%</td>
</tr>
<tr>
<td>May 2017</td>
<td>74%</td>
<td></td>
</tr>
<tr>
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<td>85%</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 2: Math Achievement
- Math Common Core State Standards
- District Provided Math Learning Progressions
- Differentiate Math Instruction
- School-wide Fact Fluency Focus
- Grade Level Collaboration Team Meetings using the P.L.C. model
- Intermediate and Primary Collaboration Team Meetings using the P.L.C. model
- Inclusion

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

**Focus this quarter:** Training teachers on the district math assessment system.

Teachers will continue to participate in Math Crate Training provided by our Instructional Facilitator. This provides teachers with the tools to provide differentiated small group math instruction focusing on individual student needs.

Analyzing data - PAWS, NWEA, and classroom assessments in order to align our instruction to best meet the needs of our students.

Continued training within the Professional Learning Communities model - 7 staff members have attended the district provided PLC training. These staff members are bringing their learning back and sharing with the rest of the staff during our designated whole group collaboration times.

**Results:** In 2016, our school was meeting expectations in all areas. Our leadership team will continue to work with the NCSD assessment office in order to continue our learning around Willard data and instruction within classrooms.

**Next Steps:** Leadership will be meeting NCSD Assessment Director to continue to analyze Willard data. We will then take this learning and continue it at a leadership team level and primary/intermediate team level, and grade level team. Our next steps will also include to begin identifying grade level power standards to align vertically Kinder through 5th grade.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

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

Data: Date       Actual Targets
May 2013             74%
May 2014             74%
May 2015             63%   79%
May 2016             72%   84%
May 2017             89%
May 2018             94%
May 2019             100%

Strategy: • E.L.A. Common Core State Standards
• Grade Level Collaboration Team Meetings using the P.L.C. model
• Intermediate and Primary Collaboration Team Meetings using the P.L.C. model
*Professional Development with Catapult Learning focusing on research based reading instructional strategies such as:
  o Read Alouds
  o Word Work
  o Guided Reading
  o Differentiated Student Centered Workstations
  o Vocabulary Development
  o Alignment of CCSS within our whole group reading instruction

Timeline: 10/2015-05/2017

Focus this quarter: Continued training for teachers with a Catapult Learning Consultant. These trainings included two days at the beginning of the school year, implementation time and walk through with Consultant in October.

Analyzing data - PAWS, NWEA, and classroom assessments in order to align our instruction to best meet the needs of our students.

Continued training within the Professional Learning Communities model - 7 staff members have attended the district provided PLC training. These staff members are bringing their learning back and sharing with the rest of the staff during our designated whole group collaboration times.

Results: In 2016, our school was meeting expectations in all areas according to Wyoming Accountability. When we look at the targets that we have set for Willard on the NWEA we did not meet our goal. Our leadership team will continue to work with the NCSD assessment office in order to continue our learning around Willard data and instruction within classrooms.

Next Steps: Leadership will be meeting NCSD Assessment Director to continue to analyze Willard data. We will then take this learning and continue it at a leadership team level and primary/intermediate team level, and grade level team. Our next steps will also include to begin identifying grade level power standards to align vertically Kinder through 5th grade.

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 Stages

Willard Page 3
Strategy:
Timeline: 09/2017 - 05/2019

Focus this quarter: Willard Behavior Team with the help of our Behavior Interventionist and school counselor are looking at our Tier 1 behavior system. There work this year will consist of researching Tier 1 behavior systems for staff and parent consideration.

Results: Beginning stages of research

Next Steps: Once this team has narrowed their focus they will be asked to share their findings with the staff, so we can move forward together in learning about how to best support of our students in the area of behavior.
Woods Learning Center

To foster 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: Reading

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2014</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2015</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2016</td>
<td>Partially Meeting Expectations</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2017 Meeting/Exceeding</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2018 Meeting/Exceeding</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: 8/2016-5/2017

Focus this quarter: Teachers K–3 will implement the café strategies of The Daily 5 and Café framework in order to strengthen comprehension and individual differentiation in reading.

Teachers in 4th and 5th grade are meeting with special education teachers weekly and co-teaching with special education teachers on a regular basis. They are incorporating more choice based reading to support research-based engagement strategies. Mini-lessons will be taught on specific comprehension skills. 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 weekly, as well as co-teaching ELA core instruction. Currently the middle school teachers are implementing comprehension strategies from research-based RTI materials.

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 the area of comprehension.

Next Steps: K-3 teachers will observe café strategies and conference reading with students through on-line webinars or observations of other teachers in the NCSD district who are currently using Daily Five Café.

To strengthen and scaffold support with Informational text, Newslea will be added in grades 4 and 5.

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: Math

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

Woods Learning Center Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

May 2017 = Meeting/Exceeding
May 2018 = Meeting/Exceeding
May 2019 = Exceeding

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

Timeline: 9/2016 - 5/2017

Focus this quarter: K-5 Investigations program was purchased and teachers attended a training on August 25, 2016 as part of their professional development. Teachers in these grades are teaching Investigations to support their math curriculum.

Middle School Math 6-8th grades will increase math blocks to 90 minutes to increase time on task and ability to go deeper into concepts. Math blocks will also be co-taught to reduce student to teacher ratio and increase differentiation for individual students. Middle school will also use district priority standards in math to help focus and align instruction, while still maintaining an appropriate pace of instruction for each student.

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

Next Steps: K-8 teachers will monitor and assess curriculum standards through use of Mastery Connect.

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

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

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

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

Data: Pending Quarter 1 data:
Quarter 4, 2015-16 Data:
Accounts Payable – Fewer than 10 responses
Accounting – Fewer than 10 responses
Payroll – 95%

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: Continued rollout and training for the credit card program. Several schools were trained during their management days prior to the start of school. Several others were trained outside of the school day or in blocks of unassigned time. Continued work was done to improve the reconciliation process.

Continued implementation of the timecard online program. All elementary schools were trained and went live. Continued work was done to revise and improve payroll process.

We implemented a system called EPARS which uses a third party to remit all 403b deductions for employees. This reduces the number of monthly checks sent by payroll/accounts payable by 21. In addition, funds are sent electronically to vendors which decreases the wait time for contributions to post to employees’ investment accounts. This process will allow funds to be posted to accounts within 2 business days of being remitted by payroll.

Results: From July 1, 2016 over $1.1 million has been spent by 143 employees using the district purchasing card program. The number of Purchase Orders issued by the district has been reduced by half from August of 2015 to August of 2016. The district has earned over $15,000 in cash back rewards since the implementation of the program in May, 2016.

Timecard online is improving efficiency and accuracy for the payroll department. Many of the manual calculations and checks have been automated in the new timecard system. At the user level, the system has been received with great ease and readiness. There are still questions as user become accustomed to the new system; however, with continued training and communication those will get clear.
All teams within the Business Services Department have received an aggregate rating of over 80% for the 2015-16 year.

**Next Steps**: Continued development of the credit card system and rollout to more users as sites solidify and standardize their internal processes in alignment with district expectations. Goal is to have cards in the hands of all employees who need to purchase by the end of the 2016-17 fiscal year and to virtually eliminate Local Purchase Order usage.

Continued implementation of timecard online to additional sites. Implementation will occur at the secondary school level during the months of October-December. The goal is to have all sites using timecard online with classified staff by the end of December 2016.

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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:**
**Strategic Plan Quarterly Update**
Quarter 1 - 2016-17

**Dist.Athletics/Activities**

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

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

**Data:** 12th Grade Participation Rate in at Least 1 Co-curricular Activity

<table>
<thead>
<tr>
<th>Data:</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>45%</td>
<td>May 2015=52%</td>
</tr>
<tr>
<td>May 2016</td>
<td>54%</td>
<td>May 2016=54%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017=56%</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018=58%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019=61%</td>
</tr>
</tbody>
</table>

**District Participation Rate 6-12th grades**

<table>
<thead>
<tr>
<th>Data:</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>67%</td>
<td>May 2015=75%</td>
</tr>
<tr>
<td>May 2016</td>
<td>70%</td>
<td>May 2016=77%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>May 2017=79%</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018=82%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 =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.

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

**Focus this quarter:** Collected and analyzed 4th quarter data regarding participation rates in co-curricular activities for secondary students. Collected data to determine graduation rates for 12 grade students involved in at least one co-curricular activity during their senior year versus 12 graders not participating in at least one activity during their senior year. Compared to previous years data and target rates set. Compared graduation rates to overall secondary co-curricular participation rates.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Results: The results continue to support students in co-curricular activities graduate at a 30% higher graduation rate than students not engaged in co-curricular activities during their senior year. In theory, if 85% of 12 graders participated in one co-curricular activity the district’s graduation rate would be 85%. In 2015-16, 54% of NCSD seniors participated in at least one co-curricular activity. The graduation rate for this group is 93% compared to 96% in 2014-15. The graduation rate for senior not participating in one co-curricular activity was higher in 2015-16 at 63% versus 57% in 2014-15. Our projection for the 2015-16 NCSD graduation rate is 77.8%

Next Steps: The next steps are to continue to monitor secondary students co-curricular activity participation rates two times per year. Support the activities maximizing student participation, share the results with schools as a means to improve participation rates. Provide direction and support to schools wishing to add a co-curricular, such the expansion of ML intramural soccer and golf during the 4th quarter of 2015-16. We are currently meeting with and training all elementary principals and staff in adding and using the new facility use software. After the facility use and in some case during the training we talk about and set strategy for improving the co-curricular offerings at each school. Also, we provide direction and support in the setup of a consistent method for tracking student participation in co-curricular activities in order to track elementary data regarding participation in co-curricular activities which is measured consistently throughout the district K-12 grades.

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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:
Food Services

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

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

Data: The carry over charges after those charges of over $50.00 being turned over to collections is $27,110.99

Strategy: The food Service Department will reduce this carry over to $20,000.00 by the end of the 15/16 school year.

Timeline: 7/2016 - 6/2017

Focus this quarter: To train all school staffs on the proper way to collect debts according to the new charging regulations. Be certain that the alternative meals are served, and no student is denied a meal.

Results: At the end of school year 2016 we had 230,000 of debt accrued by students. $203,000.00 was turned over to a collection agency to collect. we will continue to look for new ideas to collect debts.

Next Steps: We will analyze data at the end of the quarter to see if more strategies are needed to reduce debt.

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

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

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

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

Food Services Page 1
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>Data</th>
<th>Actual Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>May 2015= 80%</td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2016= 85%</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2017= 90%</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019</td>
<td>May 2019= 90%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 7/1/2016 - 6/30/2017

**Focus this quarter:** Actions completed from July 1 – September 30

Modifications for New Certified Faculty Induction have been made and currently being implemented. New Certified faculty have completed the new faculty induction week and are currently focusing on the fall 2016 induction plan with primary focus on supporting classroom routines and establishing positive classroom cultures.

**Results:** New Faculty Retention data has been updated to include our most recent data. NCSD continues to retain a high number of certified staff in their first three years. The most current chart including our the last seven cohorts are displayed on our strategic dashboard.

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:** Continued monitoring of implementation. Some programmatic adjustments are being made under the new NCSD coaching principals. In 2016-2017 Instructional Facilitators are now site-based. We are implementing a cohesive “hand-off” of faculty in their third year to be primarily supported by their building Instructional Facilitator.

**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:** 7/1/2016 - 6/30/2017

**Focus this quarter:** Actions completed from July 1 – September 30

Create a transition plan resulting from the elimination of the Training Specialist Position. The training plan required the training of new staff to lead CPR/AED/First Aid and Mandt training. That training has been completed and these new staff members are leading training this fall. With the elimination of the Training Specialist Position we no longer have the capacity to remind staff of their training expirations. HR
collaborated with IT to build an automated email reminder system based upon the expiration dates recorded in our HR software. The first batch of automated reminders was sent on 9/24/16 and will be sent monthly moving forward. The email notifications are sent to any employee whose certification expires in the next 6 months.

Results: Job-required training is taking place this fall as is required by the organization. Email notifications are now working and staff members are responding to notification by registering for upcoming training.

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: We are continuing to work on the transition activities created by the elimination of the Training Specialist Position. We will be training additional HR Generalists and HR Media Techs to become certified in CPR/AED/First Aid to create greater capacity in HR to lead this training and also reduce the burden created by having too few trainers. We are working on moving the tracking and data entry duties to HR clerical to ensure new/updated certification dates are entered in a timely fashion. HR will be exploring how upcoming Fair Labor Standard Act rules may also influence training capacity in the organization.

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 July 1 – September 30
Completed 20 sessions of the Annual Substitute Inservice to begin the school year. The half-day training provides our substitutes updates and reminders regarding substitute services, guidelines as we begin a new academic year, and time to complete the annual compliance courses. For the 2016-2017 academic year we changed the minimum substitute service guidelines from 2 days of service to 9 days of service during the academic year to remain an active substitute.

Results: The overall substitute fill rate for September 2016 (88%) was improved over the September 2014 (84%) and September 2015 (86%). As we reviewed the data we showed an improvement in the Classified Substitute fill rate and a decline in the Teacher fill rate. We will continue to monitor the fill rates as the year progresses.

Our data, including fill rates, 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: We are continuing to hire new substitutes on a weekly basis to rebuild the substitute pool that turns over significantly each year. Our trend is that we typically lose approximately 90-100 substitutes over each summer. We then have to refill that pool as the year progresses. We have been hiring substitutes weekly since July for this academic year. We will continue to hire more substitutes, monitor the substitute fill rates and look for trends that may help us get nearer to our goal.

Goal:
Data:
Information Technology

MISSION: The mission of the Information Technology Department is to provide dependable access and support to technology resources and quality service.

Goal: 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: Device aging reports for each school.
Infrastructure Age Dates for 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: Reviewed aged inventory for each school and determine many schools have retained very old, non serviceable devices. In many cases there are more devices than students. IT will implement a process to remove older devices from service as new device technology is purchased.

Reviewed infrastructure status of all schools in the district and prepared a goal list of schools appropriate for wireless infrastructure upgrade:

Infrastructure replacement 2016-2017  Centennial Jr. High
Wiring upgrades in preparation of infrastructure replacement and incremental upgrades this quarter: Bar Nunn, Park, 700 Wing

Move all schools to GeoMax/NAC wide area fiber which is provided by the state.
Results: Schools have had some older equipment removed from service which is awaiting recycling. During the calendar period Jan1 - June 30 schools have removed 969 obsolete devices from service.

3 elementary schools, 1 middle school, 3 high schools and 700 wing have had either entire or significant infrastructure upgrades.

18 out of 31 schools have been upgraded to 1gb Wide area connectivity.
Next Steps: Confirm removal from service guidelines with schools and IT support staff and assess school needs to make sure most current devices are available for start of school

Confirm E-Rate and budgets to continue infrastructure upgrades.

Coordinate with Century Link for WAN connectivity upgrades.

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: Number of students and staff using and amount of activity for Google use over the next year.
Strategy: Migrate the district from First Class Email to Google Mail and support expanded use of Google applications across the district
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Timeline: 2016-2017

Focus this quarter: Move all students onto Google from First Class and facilitate crosswalk for staff and administrators to work within both email systems.

Results: Reduced school accounts in First Class by 6,000 students. Reorganized school organizational units to better match structure of district use. Created automated synch. such that student and staff adds, moves and changes are automatically propagated nightly.

Next Steps: Facilitate greater use of Google apps and functionality for staff and students, bring additional functionality into Google domain, expose staff to new email capability.

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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:
Maintenance Department

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: FY 15/16 overall customer climate survey satisfaction rating: 86.70%

Outstanding work order percentages:

As of 09/30/16
0-30 days: 73% 31-60 days: 10% 61-90 days: 6%
91-120 days: 3% 120+ days: 8%

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 06/30/16
0-30 days: 62% 31-60 days: 14% 61-90 days: 14%
91-120 days: 2% 120+ days: 8%

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 03/31/16
0-30 days: 68% 31-60 days: 11% 61-90 days: 8%
91-120 days: 5% 120+ days: 8%

As of 03/31/15
0-30 days: 71% 31-60 days: 11% 61-90 days: 1%
91-120 days: 1% 120+ days: 11%

As of 12/31/15
0-30 days: 71% 31-60 days: 10% 61-90 days: 10%
91-120 days: 5% 120+ days: 4%

Number of outstanding work orders:
12/31/16: NA 12/31/15: 401 12/31/14: 575
09/30/16: 602 09/30/15: 488
06/30/16: 504 06/30/15: 606
03/31/16: 293 03/31/15: 405

Completed Work Order Data:
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

10/01/16 thru 12/31/16
Total number of work orders completed: NA
Work orders submitted by buildings: NA
Work orders submitted by Maintenance: NA

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

07/01/16 thru 09/30/16
Total number of work orders completed: 3,248
Work orders submitted by buildings: 1,533
Work orders submitted by Maintenance: 1,715

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

04/01/16 thru 06/30/16
Total number of work orders completed: 2,747
Work orders submitted by buildings: 1,300
Work orders submitted by Maintenance: 1,447

04/01/15 thru 06/30/15
Total number of work orders completed: 3,425
Work orders submitted by buildings: 1,511
Work orders submitted by Maintenance: 1,914

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

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

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

Original Benchmarks: 10/14 - 9/15
31-60 days: 15%  61-90 days: 10%  91-120 days: 5%
120+ days: 10%

Maintenance Department Page 2
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Revised Benchmarks: 7/16 - 6/19
31-60 days: 12%  61- 90 days: 8%  91-120 days: 4%  120+ days: 9%

Timeline: 10/2014 - 6/2019

Focus this quarter: Maintenance staff continues to identify and implement strategies that will help us achieve our outstanding work order benchmarks, reduce overtime, and enhance customer service delivery (e.g. flex or trade work hours, continue to encourage staff to acquire additional skill and licenses that allow us to be cross functionality between work units, etc.)

Results: Maintenance staff has fully embraced the use of credit cards to purchase products both locally and on-line. The new NCSD credit card is allowing us to receive materials sooner and often less expensive.

Next Steps: We are in the early stages of exploring less expensive work order software systems that deliver a streamlined work order management process particularly around communication updates to our customers on the progress of completing work orders.

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 since 2014 to submit monthly inspection reports and report any playground equipment or fall material safety concerns. Shown below are the inspection reports submission percentages.

2014: 53%  2015: 84%  01/01/16 thru 9/30/2016: 95.56%

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 will continue 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.

Results: We reduced overtime by 67.91% this quarter compared to the same quarter in 2015.

The Maintenance Department has asked all staff to take advantage of the Menard’s rebate program when purchasing items during the 11% rebate days. The Maintenance Department has received $1,263.65 since we implemented this program in late Spring of 2016.

District staff has shown great interest in viewing and taking advantage of the surplus furniture and other items that is stored at North Casper instead of purchasing new furniture, file cabinets, etc.

The Director of Maintenance has been collaboratively working with the Risk Management and Prevention team (RMPT) in developing a District wide Standard Operating and Safety procedural manual. This manual will be
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

shared electronically with all staff so NCSD’s operating and safety procedures are consistently followed throughout the District. The RMPT will develop and implement a training program for staff prior to the release of the manual.

We are scanning the following documents and electronically storing them on the CSF server to ensure we have an electronic back up in case the printed documents are lost or damaged.

a. Asbestos inspection reports and management reports
b. District property information
c. Building operation and maintenance manuals
d. Building plans

**Next Steps:** We will continue to identify areas throughout the District that will improve life, health and safety in our buildings and grounds, and enhance operational efficiencies.

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**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:** Training and/or additional certifications attended this quarter include:

1. Cameron Kelly, Electronics Technician, attended Notifier fire alarm training (8/29/16-9/2/16) and is now certified to work on these systems.

2. The following staff attended our annual asbestos re-certification classes (9/20/16-9/23/16)

3. Mike Dawson attended the Northern Rockies Tree School (9/29/16-9/30/16) in order to retain his Certified Arborist license.


6. Jason Long, HVAC Technician, obtained his Master plumbing license.
Next Steps: Scheduled training for this quarter includes:

1. John Frantz and James Stovall will attend National Electrical Code classes in order to retain their electrical licenses in Casper on 10/13/16 and 10/14/16.

2. Cooper Baalhorn and Irone Evans will attend the National Recreation and Parks Association certified playground safety inspector training in Salt Lake City, UT from 11/1/16 thru 11/4/16.
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

Research and Assessment Department

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

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: 41 visits to schools from July-September 2016

Strategy: Meet with building leadership teams to discuss data results, determine what it means, and how to use it

Timeline: 09/2015 - 05/2019

Focus this quarter: Working and coaching with school level colleagues about summative state assessment data and accountability to assist in focused school improvement planning

Results: Three schools that used the support of the Research and Assessment Department saw a change of two categories in the accountability rating system. Three schools saw a change of one category in the accountability rating system.

Next Steps: Continue to support schools in the balanced assessment system

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: Deployment of training and new math assessments using proficiency scales.

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

Timeline: 9/2015- 5/2019

Focus this quarter: Creating a clear process for writing district level assessments that are aligned to NCSD curriculum and best research practices.

Results: An NCSD process was developed for development of assessment in all nine content areas. The process is transparent and was determined through stakeholder input.

Link - https://docs.google.com/a/myncsd.org/document/d/1zfjGQhZHB4F9ggOCT-Q6c8IJJvJvNUtFUnJb_V1mlKM/edit?usp=sharing

Next Steps: Work the process and write ELA and Health District Assessments

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Research and Assessment Department Page 1
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 on progress on PAWS. The 2014-15 target for students with disabilities in reading was 100% for all grades. In grades 3-6, NCSD students scored at 19%, grades 7-8 scored at 13%, and grade 11 scored at 8%. In maybe the target was 100% proficiency for all grades. In grades 3-6, NCSD students scored at 20%, grades 7-8 at 11%, and grade 11 at 3%. Additionally, 9 schools have now had direct support from Christi Kasa for moving the school to co-teaching practices.

Strategy: Implement Co-teaching: provide school based training and programming for unique school/ student needs to ensure student access to general education.
Implement district assessment system for all special populations.

Timeline: 2014-19

Focus this quarter: This quarter, we provided training to two new schools in the co-teaching model: Cottonwood and Paradise Valley. Additionally, prior to school, we supported schools with additional co-teaching support: Verda James, DMJH.

With the 2014-15 report card, the department has met WDE expectations for LRE rate.
The new IEP form was rolled out this fall to all special education staff with training and follow up from IEP coaches. Each homogeneous group has been participating in their PD plans. FLS and BASE programming has participated in PD to support their specific skill set and populations.

Results: 9 schools have worked specifically with Christi Kasa to implement a co-teaching model. Special education will work with assessment office to look at longitudinal data that is now available to see impact. 23 schools have met state requirement for LRE.

FLS teachers trained on administering the CPAA for K-5 students.

Next Steps: Work with Assessment office to look at longitudinal data for co-teaching results.

Goal: BY 2019, 85% OF STUDENTS WITH IEPs WILL GRADUATE FROM HIGH SCHOOL (Aligns to District Strategic Goal 1)

Data: According to the 2014-15 report card from WDE, NCSD graduation rate for students with disabilities in the 4 year co-hort is 55.8%. The state target is 85%.

Strategy: Identify gaps in transition services and develop a plan to address student needs

Timeline: 2014-19

Focus this quarter: This quarter, the sped leadership team met with transition facilitators to begin to outline a process for course review and supporting buildings in looking at student trajectories for meeting graduation requirements (Student Audit).

Additionally secondary support staff attended training on writing appropriate transition plans for 16+ yr old students.

Results: Results (From Audit) will be forthcoming next quarter.

Next Steps: Transition facilitators will meet with high school teams to do a student audit of courses, information, and graduation trajectory for students with disabilities.
Goal: BY 2019, THERE WILL BE A REDUCTION IN THE NUMBER OF STUDENTS REQUIRING TIER 3 INTERVENTIONS TO ADDRESS DISRUPTIVE BEHAVIORS (Aligns to District Strategic Goals 1, 2 &3)

Data: At the completion of the 2015-16 school year, there were 59 students on Tier 3 behavior plans across the district. Historically the numbers are:
- 2014: 89
- 2015: 100 (The 89 & 100 are total served throughout the year, not necessarily active students at the end of the year).
- 2016: 71 (This includes the 59 students who were active tier 3 at the end of last year and the 12 new referrals this fall).

Strategy: *Provide options to meet the needs of all students with behavioral challenges
*Provide an interim alternative educational setting providing intensive, targeted behavioral interventions that will address personal/social needs, academic instruction and student interventions with positive behavior supports
*Provide training to staff who support students with behavioral challenges

Timeline: 2014-19

Focus this quarter: The Behavior Interventionists have been providing support across buildings: So far this year they have provided 12 schoolwide trainings, done 1 SET eval with an elementary, visited 82 individual teachers, and performed 8 Functional Behavior Assessments.

Results: Will continue to monitor referral to tier 3.

Next Steps: The Department wants to begin to look at data for schools where set evals have been performed and where training for structures have been put in place vs. schools without, and look at referral rates to tier 3.
Student Support Services

Student Support Services provides accurate information and technical assistance in a timely fashion and respectful manner in support of NCSD#1 students, staff, parents, and external entities.

**Goal:** By May 2019, develop a system (including implementation, monitoring/adjusting and sustaining) for differentiation of subgroups in order to engage all students in learning aligned to Wyoming’s nine content area standards.

**Data:** 2014-15 Baseline Data: NVL Full-time students = 28 (14 K-5 and 14 grades 6-12.)

2015-16 Summary Data: 1. NVL Full-time students = 53 (30 K-8 students attempted and completed 237 courses while 23 grade 9-12 students attempted 221 courses and completed 217.) 2. Individual OdysseyWare Graduation Requirement Courses = 31 students attempted 50 courses and completed 31.

2016-17 Quarter One Data:

<table>
<thead>
<tr>
<th>Grade</th>
<th># Students</th>
<th># Courses Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>2</td>
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<td>7</td>
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</tr>
<tr>
<td>12</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 47 students 254 courses

Note: 4 additional 9-12 students are enrolled in 8 OdysseyWare courses in addition to their "brick and mortar" courses to make a full schedule.

**Strategy:** Strategy 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which virtual learning (NVL) supports standards implementation.

**Timeline:** 2014-2019

**Focus this quarter:** Continue services to enrolled virtual students and add additional students as circumstances warrant.

**Results:** N/A at this time.

**Next Steps:** Continue services to enrolled virtual students and add additional students as circumstances warrant.

**Goal:** By May 2019, develop a system (including implementation, monitoring/adjusting and sustaining) for
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

differentiation of subgroups in order to engage all students in learning aligned to Wyoming's nine content area standards.

Data: May 2014 Baseline Data:
Elementary return rate = 26.2% Secondary return rate = 28.0%

May 2015 Results; Elementary return rate = 23.6%
Secondary return rate = 25.2%

May 2016 Results: Elementary return rate = 37.9%
Secondary return rate = 25.5%

Strategy: Strategy 2: Improve efficiency and effectiveness of operations for District Suspension Labs by a 10% annual reduction in the number of students returning two or more times the elementary and secondary short-term suspension labs.

Timeline: 2014-19

Focus this quarter: Continue to assist with the development, and practice of, strategies by students for their use upon return from short-term suspension labs to home schools.

Results: Quarter 1 2016-17 results:
Elementary return rate = 15% (2 of 13)
Secondary return rate = 13% (1 of 30)

Next Steps: Continue to assist with the development, and practice of, strategies by students for their use upon return from short-term suspension labs to home schools.

Goal: Goal 2: By May 2019, Student Support Services will have fully implemented an advanced system for improving efficiency and effectiveness operations at all levels as measured by scoring 80% or higher on the district climate survey

Data: 2015-16 Quarter Four Customer Satisfaction Survey for the period of 3 19 2016-6 17 2016:

Question: Are you satisfied with the services provided (by Student Support Services)?
Yes 95.74% (N=45)
No 4.26% (N=2)

Strategy: Analyze quarterly data from the CSF/Student Support Services Satisfaction Survey found at: https://www.surveymonkey.com/r/ncsdcustomerservice

Timeline: 2014-19

Focus this quarter: Analyze quarterly data from the CSF/Student Support Services Satisfaction Survey.

Results: Analysis of the four (4) specific subsection questions indicates:
Q. 1 This department communicated effectively. 43 of 45 respondents Agreed or Strongly Agreed; 1 Neutral; 1 Disagreed
Q. 2 I received courteous service. 45 of 47 respondents Agreed or Strongly Agreed; 1 Neutral; 1 Disagreed
Q. 3 The services I received was timely. 46 of 46 Agreed or Strongly Agreed
Q. 4 I received a quality product and/or service. 42 of 45 respondents Agreed or Strongly Agreed; 1 Neutral; 2 Disagreed

Next Steps: Continue to provide quality and timely service as we strive to do better still.
Teaching and Learning

The mission of the Teaching and Learning Department is to support the implementation of the district strategic plan through quality coaching and capacity building of instructional facilitators.

Goal: Goal 1 - By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming’s nine content area standards.

Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>2014</th>
<th>2015</th>
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<td>3/9</td>
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<td>5/9</td>
<td>7/9</td>
<td>9/9</td>
<td>start 2nd cycle</td>
</tr>
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</table>

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

Timeline: 10/2014 - 6/2019

Focus this quarter: August 2016, Principals and Instructional Facilitators trained teachers and began coaching on the implementation of the Draft Physical Education, Social Studies and Fine and Performing Arts Draft Curriculum. Coaching and implementation of the Proposed ELA and Health Curriculum continues.

Teaching and Learning Page 1

Teachers are expected to teach and provide feedback on the proposed and draft curriculums during the 2016-17 school year. Subject Area Committees in Foreign Language and Career and Vocational Education were formed and tasked with developing a draft curriculum for their content by May 2017.

Results: ELA and Health – Natrona County School District teachers are implementing the proposed curriculums.

Physical Education, Social Studies Fine and Performing Arts English Language Arts School-level staff (principals, instructional facilitators and subject area committee members) led professional development on new draft curriculum prior to September 1, 2016. Follow-up coaching in schools has begun. Standards’ Coaches led K-5 Art, Music and PE teachers’ professional development on August 28, 2016.

Foreign Language – A 19-member Subject Area Committee was formed through the established application process. Foreign Language Committee members met on October 4, 2016 and completed CLI training along with a content questionnaire, which was distributed on Oct 7th for teacher input. Information obtained on content questionnaires will be used during Wall Work on November 8 and 9, 2016.

Career and Vocational Education - A 30-member Subject Area Committee was formed through the established application process. CVE committee members met on October 5, 2016 and completed CLI training along with a content questionnaire, which was distributed on Oct 7th for teacher input. Information obtained on content questionnaires will be used during Wall Work on November 10 and 11, 2016.

Next Steps: November 1, 2016 NCSD Professional Development Day - Standards’ implementation in five content areas, ELA, Health, SS, FPA, and P.E. led by school staff in coordination with Curriculum and Instruction. The purpose of the PD is to facilitate discussion of teachers with grade level or content peers for deeper understanding of the curriculum and planning.

English Language Arts Subject Area Committee – Writing District ELA Assessments using proficiency scales on September 20th and 21st, October 18th and 19th, December 6th and 7th and February 22nd and 23rd.
Goal: Goal 1 - By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming’s nine content area standards.

Data:

<table>
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<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>2014</td>
<td>1/9</td>
</tr>
<tr>
<td>2015</td>
<td>3/9</td>
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<td>9/9</td>
</tr>
<tr>
<td>2019</td>
<td>start 2nd cycle</td>
</tr>
</tbody>
</table>

Strategy: Strategy 2 - Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-6/2019

Focus this quarter: The Director of Teaching and Learning is leading the four half-time Standards’ Leads and building-based Instructional Facilitators. All work will be grounded in the strategic plans of each building and district efforts toward implementing a guaranteed and viable curriculum. The following 2016-17 IF structure was established: IFs will meet the first Friday of each month to strengthen Core Competencies, attend the monthly Principal Cohort with their principal(s) and participate in collaboration with other IFs.

Results: IF Learning Fridays occurred on September 2nd and October 7th. The primary agenda item on September 2nd was 2016-17 "IF Kickoff". The main agenda item on October 7th was next steps in planning for the November 1, 2016 District PD Day.

Both Principal Cohort Meetings in September and October focused on planning and implementation for the November 1, 2016 District PD Day. Instructional Facilitators participated in collaboration on the various topics such as middle level math, early literacy, technology, induction...

Next Steps: Data will be collected on the November 1, 2016 District PD Day. The data will be used for next steps in coaching as well as planning for the February 17, 2017 District PD Day. New Instructional Facilitators will attend PEBC: Effective Mentoring and Coaching in December.

Goal: Goal 2: By May of 2019, the Teaching and Learning will have fully implemented an advanced system for improving efficiency and effectiveness of operations at all levels as measured by scoring 80% or higher on the climate survey.

Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>2016</td>
<td>74%</td>
</tr>
<tr>
<td>2017</td>
<td>80%</td>
</tr>
<tr>
<td>2018</td>
<td>84%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2016-17

2019 = 88%

**Strategy:** Strategy 1: Improve efficiency and effectiveness of operations for Library Services, We Read, course alignment, content-area resources and Elementary Art, Music and Physical Education (AMPE).
Timeline: 10/2014-5/2015
Strategy 2: Improve efficiency and effectiveness of operations for coaching services (IFs), Title 1, and Early Childhood Programs. Timeline: 7/2015-6/2016
Strategy 3: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards’ implementation.

**Timeline:** 7/2015-6/2019

**Focus this quarter:** Coaching Services – The AdHoc and smaller AdHoc completed their task in Spring 2016. “Guiding Principles for NCSD Instructional Coaching” is now a Standard Operating Procedure. Implementation of Guiding Principles has begun. The principles will be monitored in 2016-17 and each year after in order to adjust for improvements to this system.
Articulation Committees – Establishing K-12 Articulation Committees. Articulation Committees are an additional communication loop for teachers as an opportunity to engage in collaborative conversations and provide ongoing feedback regarding our NCSD curriculum (curriculum documents, resources, assessments, staff development, etc.) to the Subject Area Committees. Membership on this committee is open to all and voluntary. The committees will each meet four times this year.

**Results:** Coaching – The Principal and IF Learning Structure was shared with principals at the August 23, 2016 Administrator Meeting and also at the September 2, 2016 IF Monthly Meeting.
Articulation Committees – Dates for Math (9/28, 11/30, 1/25, 4/26), Health (10/19, 2/15, 5/24) and English Language Arts (10/26, 12/14, 2/15, 5/24) Articulation Meetings have been established and communicated through Admin and Staff News. The first Math Articulation Meeting was held on September 28, 2016, which included an agenda and minutes.

**Next Steps:** Coaching – A Leadership Team made up of stakeholders will be established by the end of first semester. The purpose of this leadership team is to guide, monitor and adjust the coaching process. Plus/Deltas will be taken at monthly administrator and IF meetings to monitor progress and make adjustments along the way.
Articulation Committees – The first Health Articulation Meeting will be held on October 19, 2016. The first ELA Articulation Meeting will be held on October 26, 2016. The second Math Articulation Meeting will be held on November 30, 2016. An agenda has been prepared and minutes will be taken.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

Teaching and Learning Page 3