Appendix

Appendix I
NCSD High School Graduation Cohorts - Totals

Appendix II
Customer Satisfaction Survey
Business and Facilities Division

Appendix III
Customer Satisfaction Survey
Curriculum and Instruction Division

Appendix IV
Customer Satisfaction Survey
Human Resources Division

Appendix V
Summary of Schools' Strategic Plans
Schools' and Departments' Quarterly Reports
### Appendix I

<table>
<thead>
<tr>
<th></th>
<th>KWHS (graduates/total)</th>
<th>MWS (graduates/total)</th>
<th>NCHS (graduates/total)</th>
<th>RHS (graduates/total)</th>
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<tr>
<td>2009-10</td>
<td>302/337</td>
<td>25/30</td>
<td>328/432</td>
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<td>2010-11</td>
<td>310/394</td>
<td>13/16</td>
<td>296/393</td>
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<td>2011-12</td>
<td>341/431</td>
<td>14/18</td>
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<td>2012-13</td>
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<td>10/15</td>
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<tr>
<td>2013-14</td>
<td>321/400</td>
<td>16/19</td>
<td>369/485</td>
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<tr>
<td>2014-15</td>
<td>363/462</td>
<td>11/17</td>
<td>344/428</td>
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<td>2015-16</td>
<td>316/416</td>
<td>11/13</td>
<td>349/432</td>
<td>27/57</td>
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</table>
Appendix II 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 III 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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<tr>
<td>Yes</td>
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<td>No</td>
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Total: 17
Specific Feedback

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>
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<tbody>
<tr>
<td>Yes</td>
<td>86.67%</td>
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<tr>
<td>No</td>
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Total 30
## Specific Feedback

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<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
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<tbody>
<tr>
<td>This department or office communicated effectively.</td>
<td>51.72%</td>
<td>31.63%</td>
<td>0.00%</td>
<td>17.24%</td>
<td>0.00%</td>
<td>29</td>
<td>4.17</td>
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<tr>
<td>I received courteous service.</td>
<td>66.37%</td>
<td>17.24%</td>
<td>13.79%</td>
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<tr>
<td>The service I received was timely.</td>
<td>55.17%</td>
<td>34.48%</td>
<td>3.45%</td>
<td>6.90%</td>
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<td>I received a quality product and/or service.</td>
<td>58.62%</td>
<td>27.59%</td>
<td>6.90%</td>
<td>3.45%</td>
<td>3.45%</td>
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Student Support Services

Satisfaction
Are you satisfied with the services provided?

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<tr>
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Total 69
Specific Feedback

Percentage of Respondents

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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
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<tr>
<td>This department or office communicated effectively.</td>
<td>82.61%</td>
<td>11.55%</td>
<td>2.90%</td>
<td>1.45%</td>
<td>1.45%</td>
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<tr>
<td>I received courteous service.</td>
<td>88.41%</td>
<td>10.14%</td>
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<td>0.00%</td>
<td>1.45%</td>
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<tr>
<td>The service I received was timely.</td>
<td>85.51%</td>
<td>10.14%</td>
<td>2.90%</td>
<td>0.00%</td>
<td>1.45%</td>
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<td>I received a quality product and/or service.</td>
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<td>13.04%</td>
<td>1.45%</td>
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<td>1.45%</td>
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<td>4.78</td>
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Teaching and Learning Department
This department had fewer than 10 responses.
Appendix IV 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?

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Specific Feedback

Risk Management Services
This department had fewer than 10 responses.

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

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<th>Lit</th>
<th>Math</th>
<th>Safe &amp; Healthy</th>
<th>ABL and/or 21st Century</th>
<th>Science</th>
<th>Grad Rate</th>
<th>Part Act &amp; Ath</th>
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</tbody>
</table>
Bar Nunn

Mission: We exist to create a motivational learning environment at Bar Nunn School for everyone, everywhere, and all the time.

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

Goal: 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:

<table>
<thead>
<tr>
<th>Actual NWEA Reading</th>
<th>Targets</th>
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</thead>
<tbody>
<tr>
<td>May 2013= 65% Proficient</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 72% Proficient</td>
<td></td>
</tr>
<tr>
<td>May 2015= 73% Proficient</td>
<td>May 2015= 75%</td>
</tr>
<tr>
<td>May 2016= 73%</td>
<td>May 2016=78%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 78%</td>
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</tbody>
</table>

PAWS – 2016 – Reading = 52%

State Accountability Model

<table>
<thead>
<tr>
<th>May 2015 – Not Meeting Expectations</th>
<th>May 2016 – Partially Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth – Below Targets – 39</td>
<td>Meeting - 45</td>
</tr>
<tr>
<td>Equity – Below Targets – 30</td>
<td>Meeting -47</td>
</tr>
<tr>
<td>Achievement – Below Targets – 35%</td>
<td>Below- 46%</td>
</tr>
</tbody>
</table>

May 2014 – Partially Meeting Expectations

<table>
<thead>
<tr>
<th>Growth – Meeting Targets – 50.5</th>
<th>Equity – Exceeding Targets – 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement – Below Targets – 46%</td>
<td></td>
</tr>
</tbody>
</table>

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

Timeline: 10/2014 - 5/2017

Focus this quarter: We updated our strategic plan with the new data. The Reading and Math Goal Teams combined to discuss our school-wide plan and establish academic priorities for this year. This week they will meet to discuss spelling programs being used and decide how to bring consistency to spelling instruction. They will also review where each grade level is on our writing alignment document.

Results: In 2015, our school was not meeting expectations on the state accountability plan. Our 2016 data moved us back into partially meeting expectations. Our achievement level is at 46% and we need to reach 52%. Our Leadership Team and Goal Teams continue to work on specific items to help increase our achievement score.

Next Steps: The Reading / Math Goal Team will be working on items in their action plan.

Goal: By May of 2019, Bar Nunn School will increase the percentage of our students, K-5, reaching math
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

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:** Actual – NWEA Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
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<tbody>
<tr>
<td>May 2013</td>
<td>68%</td>
</tr>
<tr>
<td>May 2014</td>
<td>76%</td>
</tr>
<tr>
<td>May 2015</td>
<td>75%</td>
</tr>
<tr>
<td>May 2016</td>
<td>82%</td>
</tr>
<tr>
<td>May 2017</td>
<td>82%</td>
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</tbody>
</table>

PAWS 2016 – Math = 39%

Accountability Data listed with Goal 1.

**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:** We updated our strategic plan with the new data. The Reading and Math Goal Teams combined to discuss our school-wide plan and establish academic priorities for this year. This week they will meet to discuss spelling programs being used and decide how to bring consistency to spelling instruction. They will also review where each grade level is on our writing alignment document.

**Results:** In 2015, our school was not meeting expectations on the state accountability plan. Our 2016 data moved us back into partially meeting expectations. Our achievement level is at 46% and we need to reach 52%. Our Leadership Team and Goal Teams continue to work on specific items to help increase our achievement score.

For Math, all classrooms are implementing the Number Corner Program.

**Next Steps:** The academic team will survey teachers at the end of the first semester to determine progress on Number Corner implementation and next steps to support that work.

**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 team believes the stakeholder perceptions reflected in our 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.
3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students’ needs.
4. We have consistently positive parent and staff survey data with usually 70-80% survey return.

**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
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

Timeline: 10/2014-5/2019

Focus this quarter: The Effective and Efficient Operations Goal Team focused on establishing a process with Andrea Nester to train the students in the ALICE protocol. The team also worked on our building wide quarterly celebrations and increasing academic recognition.

The Parent Goal Team has focused on working with the district Community Relations Dept. to build PR and an assembly to honor our school for receiving the PTA School of Excellence Award. They have updated the parent communication bulletin board.

Results: In 2015, our school was not meeting expectations on the state accountability plan. Our 2016 data moved us back into partially meeting expectations. Our achievement level is at 46% and we need to reach 52%. Our Leadership Team and Goal Teams continue to work on specific items to help increase our achievement score.

Next Steps: Set dates for student ALICE Trainings
Set date for our Celebration Assembly
Organize the Academic Recognition Board

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013= 47 MGP</td>
<td>May 2015= 56 MGP</td>
</tr>
<tr>
<td>May 2014 = 55 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015= 46.5 MGP</td>
<td>May 2016= 57 MGP</td>
</tr>
<tr>
<td>May 2016= 49</td>
<td>May 2017= 58 MGP</td>
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<tr>
<td>May 2017=</td>
<td>May 2018= 60 MGP</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2019= 62 MGP</td>
</tr>
</tbody>
</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/a 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 were in a bit of a holding pattern waiting for data. We get to speak with Dr. Gilbar soon. Instead we took a deeper look at the WDE PAWS blueprints and how to use the resources on their website to look for practice assessments and to get ideas about how to write multiple choice questions for our current curriculum and novel sets. We also looked at the WDE proficiency scales and saw how the state views proficiency for each standard at the 6th grade level. We also used this time to have discussions about vertical articulation in our building with an emphasis on what students are expected to know going into a new grade. We talked primarily about how we need to scaffold writing about literature more efficiently as well as building reading stamina. In addition, we went over some ideas for how to make our accelerated courses meet the needs of our advanced students since those are typically the students we are having trouble growing.

Finally, a good chunk of each meeting dealt with our building’s new I/E time and ELA labs. These are new concepts to our teachers, and we are learning as we go. We are looking for specific student level data that will help guide lab teachers in how to address gaps, and we are still looking for ways to quickly progress monitor (that aren’t Aims Webb).
Results: Teachers were able to use the resources from WDE and adapt them for their classrooms. Teachers were able to share ideas for I/E time. Teachers were able to see where they could better prepare their students to move to the next grade.

Next Steps: Our most important next step is meeting with Dr. Gilbar soon to review data and see what we can do to help students be successful. Another step is to keep teaching our curriculum with fidelity and to keep our expectations high for all students. And we will continue to look for assessments to help us progress monitor for our intervention times.

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

Data: Actual             Targets

May 2013= 40.5 MGP
May 2014 = 39 MGP
May 2015= 38.5 MGP     May 2015= 46 MGP
May 2016= 48           May 2016= 52 MGP
May 2017=              May 2017= 56 MGP
May 2018=              May 2018= 60 MGP
May 2019=              May 2019= 62 MGP

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: The math goal team focused on multiple areas this quarter. Both CCA and FMS teachers were trained in the implementation of the new District Assessment System in order to administer and report within the prescribed timelines. We revisited the equity list with its interventions to see if we needed to modify those for any students. We started the discussions surrounding I/E and how students will be moved out of interventions. Dr. Gilbar presented a plethora of ways to tackle data as a building and as a goal team. We were able to get a general feel from some of the data presented but need to decide exactly how we want to proceed now knowing what is available.

There was much articulation within the department sharing and purchasing resources with an updated budget, discussing student goal sheets, offering support for 9th graders in math tech, and with respect to curriculum. Specifically, we looked at a sample of a revamped 7th grade accelerated course from another school. We would like to incorporate a true accelerated curriculum across both 6th and 7th grade instead of trying to complete 2 years in 7th grade accelerated. Additionally, we are wondering if the common core and materials adoptions have been in place long enough to apply that acceleration to a majority of our 6th graders. We decided we definitely need time for curriculum mapping within the team.
Results: Students on the equity list continued their indicated interventions, and we will revisit the list again in the future. Our heads were spinning from all of the data presented by Dr. Gilbar. Our principal will inquire with other middle level principals with regards to the accelerated curriculum ideas and plans that we would like to start implementing. Math Giraffe Bundle is ordered.

Next Steps: The next steps include:
1. Decide what data we would like to examine more closely and in what format.
2. Find out what our principal learned with regards to accelerated curriculum.
3. Establish specific criteria for homeroom intervention time - being placed in and being taken out.
4. Share the new resources.
5. Revamp the student goal sheet for next year.
6. Discuss ways to address a potential absence of student textbook resources in future years.
7. Curriculum map.

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 (May)</th>
<th>Targets (May)</th>
</tr>
</thead>
<tbody>
<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:** Teachers focused on Collective Responsibility, Collaboration, Concentrated Instruction (focus on learning) during Teaching Tuesdays and Wednesdays (10/11 and 10/12, 10/25 and 10/26, 11/15 and 11/16, 11/29 and 11/30) this quarter to support our RtI work and Eagle Block efforts. Staff also met during professional development opportunities on 10/5, 11/2, and 12/7.

**Results:** Language Arts teachers worked together on 12/14 all day to identify essential standards and begin to develop "fence posts" that will help measure students' understanding.

**Next Steps:** We are in the process of adjusting the calendar for 2017-18 that will increase students opportunities to access interventions and enrichments. Fence post work is continuing during regular collaboration time.

---

**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 (May)</th>
<th>Targets (May)</th>
</tr>
</thead>
<tbody>
<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>

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

**Timeline:** 9/2014 – 5/2019
Focus this quarter: Teachers focused on Collective Responsibility, Collaboration, Concentrated Instruction (focus on learning) during Teaching Tuesdays and Wednesdays (10/11 and 10/12, 10/25 and 10/26, 11/15 and 11/16, 11/29 and 11/30) this quarter to support our RtI work and Eagle Block efforts. Staff also met during professional development opportunities on 10/5, 11/2, and 12/7. One math teacher from each grade level and one IF attended a Math PLC conference and brought specific ideas back for math improvement.

Results: Math teachers worked together on 12/1 all day to identify essential standards and begin to develop "fence posts" that will help measure students' understanding. On 12/16 a team consisting of our IFs, math and language arts goal team chairs, and the principal attended a meeting with a team from the Wyoming Department of Education to do a root cause analysis for school improvement. They identified our need to improve our low math scores as well as possible solutions.

Next Steps: The math team that attended the PLC conference have identified specific strategies and will work on one new one every month during goal team meetings. Our root cause analysis plan will be shared at the January math goal team meeting to come up with an implementation plan.
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. In the area of achievement, 69% of students will be proficient or advanced in math, reading, and science. In the area of equity, 60% of students within this group will make adequate growth to reach proficiency by the eighth grade. In the area of growth, 60% of students will exceed the School Median Student Growth Percentile.

In order to progress from partially meeting to meeting, emphasis needs to be placed on the area of growth. In order to progress, student growth percentile needs to increase from 43 to 45 or above. Within the area of growth, math is a building-wide focus.

**Data:** May 2013 = Meeting
May 2014 = Meeting
May 2015 = Partially Meeting: Growth (40) Equity (52.5) Achievement (49)
May 2016 = Partially Meeting: Growth (43) Equity (54) Achievement (54)

**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 have continued to have monthly walkthroughs using the Engagement Continuum (classroom management, expectations, pacing, engagement and rigor) in order to increase student engagement. All certified staff have received feedback from walkthroughs. This feedback includes indicators observed, percentages of students showing characteristics of being on-task and reflection questions. Engagement continuum indicators are also being embedded in classroom observations allowing for a more in-depth conversation. Walkthrough and observation indicators are differentiated to achieve incremental growth in the area of teaching and learning.

This quarter we have also continued to focus on challenged and supported students. This goal team is working on creating a menu of community options and training staff on indicators within the tenet of challenged and supported.

**Results:** Classroom teachers have received individual feedback on classroom engagement. Initial contract teachers have completed the mid-year evaluation process. During these conferences, professional goals were reviewed. Walkthrough data continues to show growth in the areas within the engagement continuum (classroom management, expectations, pacing, engagement and rigor).

**Next Steps:** The walkthrough format will continue to be refined to improve student engagement. All certified staff will participate in annual evaluation conferences with a focus on engagement. Professional development will occur in which staff will receive further instruction in examples and non-examples of engagement.
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In order to progress from partially meeting to meeting, emphasis needs to be placed on the area of growth. In order to progress, student growth percentile needs to increase from 43 to 45 or above. Within the area of growth, math is a building-wide focus.

**Data:** NWEA Growth Data (Percentage of Students Meeting Projected Growth Goals in Math and Reading)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading 3rd Grade</th>
<th>Reading 5th Grade</th>
<th>Math 3rd Grade</th>
<th>Math 5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>R66% (3)</td>
<td>R53% (5)</td>
<td>M57% (3)</td>
<td>M38% (5)</td>
</tr>
<tr>
<td>May 2014</td>
<td>R63% (3)</td>
<td>R53% (5)</td>
<td>M43% (3)</td>
<td>M36% (5)</td>
</tr>
<tr>
<td>May 2015</td>
<td>R39% (3)</td>
<td>R42% (5)</td>
<td>M49% (3)</td>
<td>M42% (5)</td>
</tr>
<tr>
<td>May 2016</td>
<td>R43% (3)</td>
<td>R59% (5)</td>
<td>M72% (3)</td>
<td>M28% (5)</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Crest Hill’s instructional facilitator has met with each extended grade level team to ensure differentiated instruction in the areas of math and reading. The focus of these meetings has been on targeted group instruction and meaningful collaboration between team members.

All students have been fluidly placed in intentional groups to intervene and/or enrich in the areas of reading and math. Intervention resources have been purchased and implemented under the guidance of our instructional facilitator.

Students have been assessed building-wide in literacy and math. Results from the assessments are being used to further provide information on targeted instructional levels.

**Results:** All extended grade level teams have met and developed plans which address: skill acquisition, flexible grouping and communication. All extended grade level teams completed a professional development opportunity in math in which vertical alignment was analyzed. The project contained elements of standard based instruction, common vocabulary and consistency. In a culminating activity, a gallery walk occurred and staff feedback and questions were collected. Feedback indicates that staff understands the importance of consistency and vertical alignment.

**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.

The process of intervention and enrichment will continue to be refined with the purpose of closing the achievement gap and increasing proficiency for identified students.

**Goal:** By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model. In the area of achievement, 69% of students will be proficient or advanced in math, reading and science. In the area of equity, 60% of students within this group will make adequate growth to reach proficiency by the eighth grade. In the area of growth, 60% of students will exceed the School Median
Student Growth Percentile.
In order to progress from partially meeting to meeting, emphasis needs to be placed on the area of growth. In order to progress, student growth percentile needs to increase from 43 to 45 or above. Within the area of growth, math is a building-wide focus.

Data: 21st Century Skills Survey Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>NA</td>
</tr>
<tr>
<td>May 2014</td>
<td>NA</td>
</tr>
<tr>
<td>May 2015</td>
<td>NA</td>
</tr>
<tr>
<td>May 2016</td>
<td>2.67 out of 5.0</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter**: This quarter our 21st Century Skills goal team is focused on creating an improved survey that will provide them with results necessary to move forward with implementation of 21st Century Skills. Instructional facilitators have led workshops to show classroom teachers additional ways to incorporate 21st Century Skills into classroom work.

All grade levels are completing at least one Project Based Unit this semester. These units must include all the components of Project Based Learning. Units are expected to be completed collaboratively with grade level teams as well as the inclusion of art, music and PE when appropriate.

**Results**: A survey has been completed and is ready for staff in January.

Instructional Facilitator workshops have been conducted in the area of 21st Century Skills.

Project Based Learning units are being completed and community members have been involved in their completion. Reflection components are being utilized by grade level teams upon the completion of a unit.

**Next Steps**: Survey results from the 21st Century team will be analyzed and action items will be created in response to this data.

Classroom teachers will complete a second Project Based Learning unit this school year. Teachers will be given the opportunity to meet with PBL teachers from other schools to share ideas and reflect upon current units.

**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**: NWEA Achievement Data (Percentage of Students Scoring Above the 40% in Reading and Math)

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading (3); Math (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>79%; 77%</td>
</tr>
<tr>
<td>May 2014</td>
<td>80%; 85%</td>
</tr>
<tr>
<td>May 2015</td>
<td>81%; 71%</td>
</tr>
<tr>
<td>May 2016</td>
<td>76%; 83%</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: The building intervention team has met with all teachers to determine the individual needs of all students. Students are being identified for tiered support in reading, math and behavior. Students have also been identified as part of the Wyoming Department of Education Early Literacy Plan. These students are being given target instruction in their areas of deficit. Students are also being progress monitored for data based improvement.

All students have been placed into groups for reading and math. The purpose of these groups is to intervene and enrich students that are above or below grade level.

Results: All students at Crest Hill have been assessed in order to target individual needs. Needs are being addressed through small group instruction, one-on-one tutoring, and other means of intervention. Human resources have been allocated to ensure small group size and targeted instruction in reading and math.

Students in grades three through five that are scoring below the 40% in reading and/or math have been invited to the extended day program. These students are working on individual goals in reading and math during this time.

Next Steps: The building intervention team will continue to meet every eight weeks to monitor progress and adjust interventions.
CY Middle School

_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 recently approved 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. CY science teachers are cross-walking the current, integrated science curriculum (pilot) with the new standards to make certain that everything is covered.

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### Goal:

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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### Goal:

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

### Goal:

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
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: Actual Targets
May 2013 = 76.5%
   May 2014 = 54%
   May 2015 = 48%
   May 2016 = 56%
   May 2017 =
   May 2018 =
   May 2019 =

May 2019 = 100%

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 continued to focus 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 worked in their intervention classes – 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 worked in a cohort study group focusing 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 continued with their 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 rolled out the third year of the Integrated Science Pilot and Buck Institute Problem Based Learning. The Wednesday PD afternoons include 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.) Additionally, another cohort of study, Standards-Based Assessment is taking place via Google Hangout, led by IF, Cynthia Porter, in the evenings so that participants can be involved from the comfort of their own homes. The November PD day included time for middle level teachers to meet with other schools to discuss standards and assessment implementation. 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 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 teacher continue working 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 works with Language Arts, Social Studies and electives that naturally connect to literacy standards. The IFs have created a PD University website that links all resources and cohort study materials in one easy location for all CY staff. The Google Hangout Cohort of Study, Standards Based Assessment, is new this quarter.

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 observation and evaluation conferences with principals include discussion regarding embedding, where appropriate, work related to the focus areas. There is also discussion regarding growth,
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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></td>
</tr>
<tr>
<td>May 2014 = 80</td>
<td></td>
</tr>
<tr>
<td>May 2015 = 39</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2016 = 57</td>
<td>May 2016 = 90</td>
</tr>
<tr>
<td>May 2017 = 57</td>
<td>May 2017 = 95</td>
</tr>
<tr>
<td>May 2018 = 57</td>
<td>May 2018 = 97</td>
</tr>
<tr>
<td>May 2019 = 57</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 attend 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. Some students who had fallen behind academically, benefitted from Academic Focus to get caught up on their work and show progress toward the standards.

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 Wednesday PD sessions include training from Ted Hanson and Lori Cetak on grading and assessing BASE students and inclusion. There has also been time devoted to Family Math Night Planning. 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.

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

**Data:** Math Achievement

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>70.2%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>41%</td>
<td>58%</td>
</tr>
<tr>
<td>May 2016</td>
<td>41%</td>
<td>70%</td>
</tr>
<tr>
<td>May 2017</td>
<td></td>
<td>80%</td>
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<tr>
<td>May 2018</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Strategy:** 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.
- 8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

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 continue to use the PAWS Blueprint and released items for student practice and they continue to expose students to practice with geometry and statistics. Tutoring students were exposed to Geometry concepts when tutors embedded the concepts in skills-based activities. They 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 worked with math and science classes and electives that naturally connect to math standards. The November PD day created time for middle level teachers across the district to work together on standards and assessment implementation.

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!)
6th - 73%
7th - 64%
8th - 63%

NWEA Data:
% of CYMS students at or above grade level on 2015-2016 NWEA Math:
2015 Math 2016 Math
6th - 72.22% 6th - 65.43%
7th - 59.18% 7th - 61.73%
8th - 71.55% 8th - 64.43%

Next Steps: 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 began this fall and it includes peer collaboration and observation with a focus on math standards. Another cohort is scheduled to begin in January.

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>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
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<td>May 2014</td>
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<tr>
<td>May 2015</td>
<td>41.5</td>
<td>85</td>
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<td>May 2016</td>
<td>42</td>
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<td>May 2017</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>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 will focus on the total development of each child: Physical, Intellectual, Emotional and Social.

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

Data: https://goo.gl/gAV27z Dean Morgan ‘15-’16 School Performance Report

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

Strategy: Bi-monthly meetings with NCSD School Improvement Director Rick Skatula with principal

- WDE: Root Cause Analysis Training with Math and Language Arts Representatives
- Christi Kasa -- Differentiated Instruction Techniques
- Dr. Charlotte Gilbar, NCSD Assessment Director -- Assessment???
- PLC Rubrics: The Professional Learning Communities at WorkTM Continuum: Building a Collaborative Culture Through High-Performing Teams, The Professional Learning Communities at Work™ Continuum: Habit #3: Acting Purposefully While Gathering Data
- Collaboration time spent on Grade Distribution List to identify students in need of Tier 1 interventions.
- Awareness for ELA Goal team members of “Possibly Proficient” students (correlation of Growth Assessment to PAWS)

Timeline: 11/2/16 - 1/10/17

Focus this quarter: - Develop action steps towards “possibly proficient students”
- Use of grades to define effective strategies to use Comet Block time to implement strategies to improve learning--Develop Grade Distribution and Assessment Profile Lists
- PLC Rubric work

Results: - Identified students for interventions - four cycles of services for students in 6th and 7th grade (60 - 85 students per cycle). 8th Grade in the process developing system for their grade level (10-15 students).
- Through rubric, collaborative teams assessed their team culture and data literacy

Next Steps: - Implement instructional intervention in Comet Block in all grade levels in more content areas including behavior and elective classes
- One common assessment per quarter - Status check of all content areas of common assessments and proficiency scales
- Continue to develop action steps to move “possibly proficient” students to “proficient or advance”

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: - Teachers enter Math Proficiencies in DAS (District Assessment System) for first semester
- Bi-monthly meetings with NCSD School Improvement Director Rick Skatula with principal
- WDE: Root Cause Analysis Training with Math and Language Arts Representation
- Christi Kasa -- Differentiated Instruction Techniques
- Dr. Charlotte Gilbar, NCSD Assessment Director -- Assessment
- PLC Rubrics: The Professional Learning Communities at Work™ Continuum: Building a Collaborative Culture Through High-Performing Teams, The Professional Learning Communities at Work™ Continuum: Habit #3: Acting Purposefully While Gathering Data
- Collaboration time spent on Grade Distribution and Assessment Profile List to identify students in need of Tier 1 interventions
- Awareness for Math Goal team members of “Possibly Proficient” students (correlation of Growth Assessment to PAWS)

Timeline: 11/2/16-1/10/17

Focus this quarter: - Continued 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
- Develop action steps towards “possibly proficient students”
- Use of grades to identify those students in need of remediation and align them with the most effective strategy to use during Comet Block.
- Develop Grade Distribution Lists and Assessment Profiles
- PLC Rubric work
- Resources were given for differentiation strategies

Results: - Identified students for interventions - four cycles of services for students in 6th and 7th grade (60 - 85 students per cycle). 8th Grade in the process developing system for their grade level (10-15 students).
- Through rubric, collaborative teams assessed their team culture and data literacy.

Next Steps: Create common assessments (proficiencies) per quarter
Continued support in Co-Teaching
Finalize Comet Block Intervention Schedule to implement academic support in Math
- Implement instructional intervention in Comet Block in all grade levels in more content areas including behavior and elective classes
- One common assessment per quarter - Status check of all content areas of common assessments and proficiency scales
- Continue to develop action steps to move “possibly proficient” students to “proficient or advance”
Evansville

Empowering students to succeed in academics, attendance and citizenship.

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

**Data:** PAWS

<table>
<thead>
<tr>
<th>Reading</th>
<th>Evansville</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>52%</td>
<td>59%</td>
</tr>
<tr>
<td>4th</td>
<td>68%</td>
<td>66%</td>
</tr>
<tr>
<td>5th</td>
<td>53%</td>
<td>62%</td>
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**NWEA**

(\% proficient)

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<tr>
<th></th>
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<tbody>
<tr>
<td>K</td>
<td>94%</td>
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<tr>
<td>1</td>
<td>76%</td>
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<tr>
<td>2</td>
<td>80%</td>
</tr>
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<td>3</td>
<td>86%</td>
</tr>
<tr>
<td>4</td>
<td>82%</td>
</tr>
<tr>
<td>5</td>
<td>71%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 2016-2017

**Focus this quarter:** We have been evaluating and analyzing our successes in math and looking for deep implementation strategies there that can be implemented as we pursue increased excellence in reading. Additionally we have been working to engage an outside consultant to support our reading instruction.

**Results:** We are an "Exceeding Expectations" school that has a strong desire to continually improve our reading instruction.

**Next Steps:** As we learn more about "Best Practices," engage an outside consultant and implement new Language Arts resources we look for increased achievement in this area.

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

**Data:** PAWS Results:

<table>
<thead>
<tr>
<th>Math</th>
<th>Evansville</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>4th</td>
<td>84%</td>
<td>56%</td>
</tr>
<tr>
<td>5th</td>
<td>73%</td>
<td>57%</td>
</tr>
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</table>

**NWEA results**

(\% proficient)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100%</td>
</tr>
<tr>
<td>1</td>
<td>74%</td>
</tr>
<tr>
<td>2</td>
<td>92%</td>
</tr>
</tbody>
</table>

Evansville Page 1
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

3  82%
4  88%
5  76%

**Strategy:** The focus for next quarter will continue be true implementation of math practices and student driven lessons.

**Timeline:** 2016-2017

**Focus this quarter:** The math goal team planned, prepared and hosted a family night in October with a focus on solving story problems. The team has also updated our Action Plan, agreed upon data collection at specific grade levels, collected data from the beginning of year to date, added a link for access to the data into the action plan, started the talk of observation norms for our building, created a math observation look for, and set the final norms for building observations.

**Results:** The family math night was successful and we have a plan that will be implemented next quarter for peer observation and data collection.

**Next Steps:** We will complete peer observations and data collection on formative assessments.

---

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

**Data:** Conventions was the lowest area at most grade levels.

**Strategy:** New rubrics will be used to analyze student writing.

**Timeline:** 2016-2017

**Focus this quarter:** We implemented our writing rubrics that we made last Spring, and found our weakest areas in all grade levels (see data above).

**Results:** The rubrics are in there implementation phase and we look to collect several data points as we make decisions about our writing instruction.

**Next Steps:** The new rubrics is being implemented and data is being collected on student writing progress. We have had one collection of data and will collect again on another genre of writing this quarter.

---

**Goal:** Increase student engagement in citizenship and attendance.

**Data:** Our attendance was 96.66% in the first quarter. The highest percent in the last six years. Also all four quarters last year we had the highest attendance percentages we have had in the last three years. Our attendance exceeded 95% every single quarter last year. This was the first time in the last three years that we have accomplished this milestone.

**Strategy:** Evansville awards Eagle Cup points for attendance and citizenship to classes to support engagement. We also are communicating with parents through a "State of the School" report delivered three times a year. Finally we have begun to implement "Soaring Eagles” club which recognizes our top students in citizenship.

**Timeline:** 2016-2017

**Focus this quarter:** Eagle Pride has been continually monitoring and collecting attendance data weekly, collected quarterly behavior data, and completed the first quarter of nominating and awarding our first Soaring Eagle student recipients. The annual K-5 Evansville Elementary Hope Survey has been scheduled for this school year, reviewed and updated per grade level.

**Results:** Soaring Eagles and the State of the School report along with all the other strategies we are doing are improving our behavior statistics and our attendance continues to improve.

**Next Steps:** We will continue to implement the strategies we have listed.
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:** 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:**

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

**Strategy:**

Strategy 1: Alignment to and implementation of Common Core State Standards, with vertical alignment discussions from grade to grade to follow.

Strategy 2: Utilize a tiered system of interventions (i.e. tutor, special education, tier 2 classroom interventions) for students in that cohort of need.

**Timeline:** 10/2016-1/2017

**Focus this quarter:** Reviewing purpose math task force has moved beyond geometry and is looking at ways to improve student work on higher rigor work where students need to engage in conceptual thinking about math.

**Results:** Grade level representatives are comparing practices where students engage in conceptual thinking and problem solving related to math standards.

**Next Steps:** The task force will continue looking at how we are addressing the 8 mathematical practices when we teach geometry, and in all areas of math instruction. The task force is looking at each practice and how to better implement.

---

**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:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>May 2015= 62 MGP</td>
<td>May 2015= 59 MGP</td>
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<tr>
<td>May 2016= 60 MGP</td>
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<td>May 2017=</td>
<td>May 2017= 61 MGP</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 62 MGP</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019= 63 MGP</td>
</tr>
</tbody>
</table>

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

**Timeline:** 10/2016-1/2017  
**Focus this quarter:** Auditing how we currently support at-risk students with ELA.  
**Results:** Last quarter the team planned for better collaboration between ELL, Tutors, SPED and classroom teachers. A collaboration schedule was developed. Also the team spent time reviewing how we currently support at-risk students.  
**Next Steps:** 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.

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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:**
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>
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<tbody>
<tr>
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</tr>
<tr>
<td>May 2015</td>
<td>27%</td>
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<tr>
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<td>May 2017</td>
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<td>May 2017</td>
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<tr>
<td>May 2018</td>
<td>87%</td>
<td>May 2018</td>
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<tr>
<td>May 2019</td>
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<td>May 2019</td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** During collaboration, we have had more discussion about common assessments. Since 7th grade is shared between two teachers, this has been a more relevant topic. This also aids in clearer guidelines for identifying kids for the Home Den proficiencies. With this, we have also identified a need to develop a system to place 7th and 8th grade students who are not proficient in both Math and Reading. Additionally Sharon Carlson from Central Services has been coming in to facilitate co teaching between resource teachers and classroom teachers as well as tutors and classroom teachers. This has helped with differentiation and meeting all students’ needs. We have also had training from Eric Freeman on Snap and Read which helps with text accessibility in the classroom for all students. Furthermore, we continued our testing of all students in the SRI. We continue to monitor and move students in and out of ELA labs as needed. Lunch and Learn for students failing 2 or more classes continues.

**Results:** For our Home Den Proficiencies in 2nd quarter, we have had an average of ten 7th graders and seven 8th graders for each three week period. We are finding the same students in need of reteaching. Additionally, there has been the need to repeat a proficiency standard for another three weeks with the same group of students. Will add the SRI data upon completion by all grade levels.

**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 (as time allows--this is a problem solving issue) 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. We have taken to leadership the idea of having a solution based goal team to work on the Home Den proficiency placements (what to do when they are not proficient in Math and Reading)
Goal: By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming Accountability model in Math as measured by PAWS results.

Data: Actual Targets
May 2014 = 25% May 2015= 40%
May 2015= 15% May 2016= 55%
May 2016= 18% May 2017= 70%
May 2017= May 2018= 87%
May 2018= May 2019 = 100%

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

Timeline: 9/2014 – 5/2019
Focus this quarter: Math teachers revisited the blended learning model and decided to continue using the model moving forward. The model is designed to allow greater differentiation in the classroom by giving time for small groups and individualized instruction without compromising instruction time. Grading is focused on mastery of standards based on common assessments. To improve student experience with this we have focused on:
Tracking proficiency on standards - data walls and data binders
Instructional strategies - small group, hands-on (manipulatives), skill practice
Interventions - Home Den, Math Labs, Lunch and Learn and in-class interventions have been utilized. We are focusing on standards in the Number System as that is where the data shows the most need from previous years and as these standards provide the foundation for other skills.
Motivation - both intrinsic and extrinsic

Teachers continue to use 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.

The first district assessments were taken by 7th and 8th graders. 6th graders will take them by the end of the quarter. Further review into district data, and specifically PAWS data, suggests that our focus should be on growth and equity.

Results: 7th and 8th graders have taken the district assessments which are in the process of being graded. Specific data will be added and reviewed, but initial results suggest that most students in the general mathematics classes are not proficient on those standards tested. 6th graders will take their first assessment by the end of the quarter.

Next Steps: More time will be spent on the blended learning model to see if it is effective. Specific data on proficiency per standard will be compiled and reviewed. We will gather measureable data so that we can have a more objective review of the strategies being used in class and in interventions. Per problem solving
sessions at the district data review, we will look for schools with similar populations to ours that have raised scores to see what strategies they used. As planning for next year begins, we will discuss and revise the math labs for next year to more fully fit our objectives of growth and equity. In light of multiple problem-solving models across the school, we feel that the UPS check model needs to be revisited and either revised to match some of the other processes or given more focus as we continue forward.

**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>
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</tr>
<tr>
<td>May 2015= 17%</td>
<td>May 2015= 41%</td>
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<tr>
<td>May 2016= 13%</td>
<td>May 2016= 56%</td>
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<td>May 2017=</td>
<td>May 2017= 71%</td>
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<tr>
<td>May 2018= 87%</td>
<td>May 2018=</td>
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<tr>
<td>May 2019 =</td>
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</tbody>
</table>

**Strategy:** Strategy 1: Science Achievement – Implement Standards Based Science Curriculum  
Strategy 2: Science Achievement – Implement STEM Units  
**Timeline:** 9/2016 – 5/2019

**Focus this quarter:** *STEM Fridays during Home Den school wide continue this quarter.  
*We are continuing standards based lesson planning while integrating the new science standards.

**Results:** *Our November/December STEM Friday challenge was building a balloon racer for a clothes pin shuttle in Home Den and our school wide competition was December 16th.

**Next Steps:** *We are continuing to work on lesson and unit planning while integrating new science standards.  
*STEM Fridays have been planned and will be implemented for the entire 2016-17 year.  
*January’s STEM Friday challenge is to build a paper airplane designed for accuracy to fly through a given target.

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

<table>
<thead>
<tr>
<th>Data: Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>May 2015= 60%</td>
<td>May 2015= 65%</td>
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<tr>
<td>May 2016= 52%</td>
<td>May 2016= 73%</td>
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<tr>
<td>May 2017=</td>
<td>May 2017= 85%</td>
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<tr>
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<td>May 2018=</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
</tr>
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</table>

**Strategy:** Implement school wide Positive Behavior Supports Program with fidelity.  
**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Quarter 1 PD was offered to staff on August 29th, 2016. The entire staff was not present, but the training was an opportunity for all to attend. Also, H&S Team requested additional PD days for ongoing
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training. Those dates have yet to be confirmed by leadership. 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. We will be looking at data from the Gallup Survey during our February 2017 meeting.

**Results:** The focus for the Health and Safety goal team has shifted to oversight of Tier I school-wide intervention. For this school year, we will continue to utilize the Gallup Climate Survey as a measurement indicator.

**Next Steps:** The H&S team will evaluate the quarterly student services data. The H&S team will also evaluate Gallup Survey information and make recommendation for action if need be.
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 targets at 56% for all. In May 2016, our PAWs Reading Achievement data target is 64%. In 2016 our Reading Achievement data was meeting targets with a score of 53% for all.

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: 10/2014-5/2017

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. We have created a common, school-wide document containing comprehension questions for each grade level. Our focus this quarter will be for each grade level to implement the comprehension questions with the outcome that it coincides with and will assess as it is taught. This will be a school wide expectation 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, K-1’s focus area will be foundational skills. 2nd-5th grade’s focus area will be Vocabulary. We will analyze Winter NWEA data to determine if growth has been made in the focus areas.

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 implementing 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 become 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.

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**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 schoolwide 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 focus this quarter has been to start to expand school-wide common math assessments. Common assessments have been completed for fluency school wide using Reflex Math. Due to its lack of alignment to kindergarten standards, we are measuring fluency in rote counting and number recognition at the kindergarten level. All grade levels are creating common formative assessments for math using Mastery Connect. In addition to fluency, we are now shifting to number structuring after analyzing data in the intermediate grade levels. Advantage testing has been used to identify areas of need in structuring numbers in grade 3-5. Grades K-2 hope to start using the universal screener to identify needs. Our instructional facilitator has created the math crates for individual grade levels, and we will complete the training during a discovery day December 16th.
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**Results:** In the last month, we’ve had an increase of at least 9% at every grade level (1-5) in fluency, according to Reflex Reports.

**Next Steps:** We will continue to create common formative assessments school-wide for math. The universal screener will be used to identify areas of focus for grades K-2. Grades 3-5 will continue to use Advantage Testing to identify areas of focus and use this data to drive instruction. We will complete the math crate training on Friday, December 16th during a discovery day with floating subs. Grades K/1, 2/3 and 4/5 will be grouped together for the two hour training on how to use the math crates in the classroom.

**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”, Dojo, 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 next Set Evaluation will be given Spring 2017. Results will be recorded as they are available in the third quarterly report.

The second quarter caught ya’s will be calculated at the end of the second quarter. The current number of office referrals for Winter 2017 as of 1/9/2017 is 39 (25 for physical aggression), (8 for lunchroom violation), (4 for theft), (1 for vandalism), and (1 for habitual behavior matrix violation). After looking at the office referrals we have determined that 90% of the physical aggression is happening on the playground during recess times. The lunch violations are for throwing food. The incidence with theft have to do with stealing prizes. Vandalism is from writing in the bathroom with markers. The habitual behavior was for chronic classroom disruptions.


**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,” office referrals, and Dojo’s.

Strategy for goal 1:
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- 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 over a 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.
- We will improve school culture through tracking caught ya’s, office referrals, and Dojo. 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- Spring 2019
Focus this quarter: For Winter 2017, 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. Our focus as a team will be to continue to ensure the safety and well-being of each stakeholder.

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 Spring 2017. The universal screeners will also help with finding and implementing interventions that will benefit the students.

Next Steps: Fall 2016
1). Our Spring Set Evaluation will be conducted in Spring 2017
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 (to be completed in February).
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.
6). Monthly Dojo points will continue to be collected and analyzed.

Goal:
Data:
Strategy:
KWHS
Preparing All Students for their Next Step by creating High Expectations, Academic Rigor, and Personal Responsibility.

WE VALUE Character, Integrity, Respect, and Accountability.

Goal: By 2019, KWHS will increase the four-year graduation rate to 85%.

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

Data: Four-year graduation rate as released by the WDE.

Yearly High School Performance Report as released by the WDE.

Strategy: Focus on the at-risk process and maintaining clean, accurate records.

Timeline: 9/2016 - 5/2019

Focus this quarter: Trained teachers in the Wyoming School Accountability model. Focused on individual student results and providing interventions to fill student gaps according to the ACT College and Career Readiness Standards. Taught and refocused non-core teachers in Literacy Standards for technical subjects.

Results: This is a new focus for KWHS and the results will be determined at a later time.

Next Steps: Teachers will continue to monitor individual student results as measured by the Aspire result (ACT predictor) and adjust interventions for students. Professional development will continue for staff in order to provide stronger tier-one instruction, interventions and enrichment opportunities for students, and data analysis.
Lincoln E.S.

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

**Goal:** Goal #1: At-Grade Level Readers. By May of 2019, 85% of our students will read at grade level as measured by the NWEA assessment. *75% at GL in May 2017*

**Data:** In the Spring of 2016, 72% of K-5 students at Lincoln ES were reading at grade level on the NWEA assessment. In the Fall of 2016, 59% of our students (Grades 1-5) were reading at grade level on the NWEA assessment. [Kinders were not tested in Fall on NWEA].

**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:** ELA blocks, time allotted for reading and writing instruction, are established in all classrooms via master schedule. Lesson plans are collected weekly. Alignment of planning and instruction is checked informally through walkthroughs, analysis of lesson plans, and full observations.

Teachers continue to monitor progress on skills progression using Literacy First assessments. They are using Literacy First and Mastery Connect data to guide instructional groupings in classrooms during WIN/EI time - a component of our new building master schedule.

Our Tier I interventionist continues to work with students in targeted groups who do not qualify for tutoring, yet are showing difficulties in the classroom. Our FOCUS meetings drive out her caseload and she collaborates regularly w/ tutors.

Our reading goal team began seeking out alternatives to the Literacy First Reading Comprehension assessment, which is no longer required by the district. They wanted an assessment that did not require 1-on-1 administration and provided adequate data. 3 teachers are currently piloting the STAR 360 reading comp test. Reading goal team is recommending it to be purchased and used in grades 2-5 to monitor comprehension in these upper grade levels.

**Results:** We look forward to collecting baseline data from this new assessment tool soon, as well as analyzing Winter NWEA data next quarter.

**Next Steps:** Refine PLCs and planning of classroom instruction and WIN time.

Determine sustainability of our Tier I interventionist position in light of future budget cuts.
Purchase STAR 360 assessment for Grades 2-5. Create a timeline and building-level expectations for administration and data reporting.

**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.

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:** Teachers are implementing components of the Marilee Sprenger vocabulary PD we received August 2016. Jingles are being taught school-wide. Mrs. Sprenger provided follow-up training to teachers, where she delivered model vocabulary lessons and collaborated with grade level teams on planning of vocabulary instruction and strategies that can be used.

Our grade-level teams continue to refine their guaranteed word lists and integrate words into their unit planning.

Teachers continue to use a variety of CCSS-aligned instructional materials in their planning and delivery of instruction, to include Motivation Reading.

Mastery Connect is the management platform we are using for formative assessments. Teachers are using this data in their team PLCs /collaboration times at various levels to determine who needs reteaching. Our IF, Deanna Brownell, has been supported this work.

I attended a 2-day Solution Tree "RtI at Work" institute in Denver to gain understanding and assist in leading changes in our at-risk processes.

**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:** Our long term plan was to bring vocabulary trainer, Marilee Sprenger, back to Lincoln ES to observe vocabulary instruction and provide feedback to teachers. Our BLT has decided to not bring her back - potential benefits do not seem to justify the costs at this time.

Looking into attending MasteryCon 2017 conference in Park City, UT. Sent a team of 3 last summer, that returned with expanded knowledge base of Mastery Connect and excitement about shifts in practice and using formative assessments. Considering sending small team next summer.

Bringing 2-day Solution Tree "PLC at Work" training to Lincoln ES in August 2017 for all staff.

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**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.

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:** Master schedule has provided time for math block. Some grade levels have incorporated Number Corner into this time; other grade levels have added time for Number Corner.

Our grade-level teams continue to refine their guaranteed word lists and integrate words into their unit planning, and deliver explicit vocabulary instruction in math.

Teachers continue to use My Math, supplemented with a variety of CCSS-aligned instructional materials in their planning and delivery of instruction, to include Motivation Math and Number Corner.

Data from formative math assessments is being tracked via Mastery Connect. Again, teachers use this data in...
their team PLCs /collaboration times to determine who has attained mastery and who needs reteaching.

Number Corner is all classrooms in grades K-3 & 5th. One 4th grade teacher will pilot Number Corner in her grade level this spring. At least three different grade levels have been collaborating with Laurie Kiltz re. delivery of Number Corner, questioning sequences, and differentiating instruction via math stations. **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. Currently, teachers are delivering vocabulary instruction and using Mastery Connect at expected levels.

**Next Steps:** Our long term plan was to bring vocabulary trainer, Marilee Sprenger, back to Lincoln ES to observe vocabulary instruction and provide feedback to teachers. Our BLT has decided to not bring her back - potential benefits do not seem to justify the costs at this time.

Looking into attending MasteryCon 2017 conference in Park City, UT. Sent a team of 3 last summer, that returned with expanded knowledge base of Mastery Connect and excitement about shifts in practice and using formative assessments. Considering sending small team next summer.

Bringing 2-day Solution Tree "PLC at Work" training to Lincoln ES in August 2017 for all staff.

**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:** Delivering BaW program w/ fidelity, to include the grammar portion.

**Results:** Writing instruction is occurring. Writing GT is tabulating data at this time.

**Next Steps:** Continue to seek options for quality writing assessments and ways to systematize our writing assessment system at Lincoln ES.
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: All Manor Heights students will be successful readers and writers, and prepared mathematical thinkers, as measured by meeting or exceeding proficiency standards based on multiple data points.

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

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<th>Target</th>
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<tr>
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Strategy: Strategy 1: ELA and math instruction aligned to the NCSD curriculum.
Timeline: 8/16 – 6/19

Strategy 2: Common formative assessments through a systematic approach.
Strategy 3: Integrate technology at individual instructional level and create and apply understanding of a concept.
Timeline: 8/14 – 6/19

Strategy 4: Participate in research-based, tiered interventions, as needed.
Timeline: 8/14 – 6/19

Timeline: 8/2014 - 6/2019

Focus this quarter: Our school-wide and grade level PLC teams have completed the revisions to our school improvement goals and strategies. Defining each of the strategies and how we will measure with a timeline will be the focus for this next quarter.

Our grade level PLC meetings are dedicated to intentional work in mathematics. Currently, we have administered the fall BVSD Universal Screener to all students and will administer the winter screening in the next few weeks. 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.

Results: Math Universal Screener Data
Fall

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<th>Grade</th>
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NWEA GT Above Grade On Below At Risk
Reading (95% +) (+ 3 RIT) Grade Grade (Below25%)

Fall 2016

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<tr>
<th>Grade</th>
<th>GT X</th>
<th>Above Grade X</th>
<th>On X</th>
<th>Below X</th>
<th>At Risk X</th>
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Strategic Plan Quarterly Update  
Quarter 2 - 2016-17

NWEA GT Above Grade On Below At Risk
Math (95% +) (+- 3 RIT) Grade Grade (Below25%)

Fall 2016
Kindergarten  X  X  x  X  X
First 1 38 5 5 2
Second 0 29 6 7 7
Third 1 22 16 8 6
Fourth 2 21 13 6 8
Fifth 0 24 11 8 4

Lexia School Wide Reading Data

<table>
<thead>
<tr>
<th></th>
<th>September 10</th>
<th>November 10</th>
<th>January 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td>18 (7%)</td>
<td>30 (9%)</td>
<td>49 (17%)</td>
</tr>
<tr>
<td>On</td>
<td>99 (35%)</td>
<td>127 (40%)</td>
<td>130 (46%)</td>
</tr>
<tr>
<td>Below</td>
<td>183 (58%)</td>
<td>143 (45%)</td>
<td>85 (30%)</td>
</tr>
</tbody>
</table>

Next Steps: One of our next steps is to finalize our school improvement goals and action steps. We will analyze data, including math screener, DAS proficiency, NWEA and Lexia, to determine 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:
Midwest

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>By May 2019, Midwest School will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>Grades 3 - 8 Did not meet expectations on the WDE school performance report. Grades 9-12 Did not meet expectations on the WDE school performance report.</td>
</tr>
<tr>
<td>Timeline</td>
<td>8/2016-5/2017</td>
</tr>
<tr>
<td>Focus this quarter</td>
<td>Continued PD around rigorous instruction. We are digging deeper into data to determine needs in instructional practices.</td>
</tr>
<tr>
<td>Results</td>
<td>Identified areas that need support around instructional practices to improve achievement.</td>
</tr>
<tr>
<td>Next Steps</td>
<td>Work with Charlotte to get a better understanding of the data we have and how to use it to improve instructional practices.</td>
</tr>
</tbody>
</table>

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:
Mills

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

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

**Data:** Achievement Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 45%</td>
<td>May 2015 = 55%</td>
</tr>
<tr>
<td>May 2015 = 46%</td>
<td>May 2016 = 56%</td>
</tr>
<tr>
<td>May 2016 = 44%</td>
<td>May 2017 = 56%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2018 =</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 =</td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
</tr>
</tbody>
</table>

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:** 10/6/16 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.

1/5/17 Chose tipping point kids. Tweaked it by looking at kids making low growth regardless of achievement band, some are tipping point kids. Holding an expectation to move kids above the 60th %.

**Results:** 10/6/16 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. 1/5/17 Model has become more inclusion-based. Tutors are providing services in classrooms to ensure more exposure to grade level material. Inclusion time is during core time and Tier 3 time is not. Mini lessons are taking place immediately. Connections with different subjects in different classrooms are supported through tutors support.

**Next Steps:** 10/6/16 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. 1/5/17 We are collapsing to allow all grade levels to be represented in core subject area goal teams to get vertical alignment.

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

**Data:** NWEA

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 76%</td>
<td>May 2015 = 78%</td>
</tr>
<tr>
<td>May 2014 = 71%</td>
<td>May 2016 = 83%</td>
</tr>
<tr>
<td>May 2015 = 80%</td>
<td>May 2017 = 85%</td>
</tr>
<tr>
<td>May 2016 = 83%</td>
<td>May 2018 =</td>
</tr>
</tbody>
</table>

Mills Page 1
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

May 2019 =                                May 2019 =
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.

**Syfr strategies**
PBL and PLC support

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

**Focus this quarter:** 10/6/16
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. 1/5/17
A focus has been placed on the story problems in number corner in order to be responsive to our data.

**Results:** 10/6/16
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. 1/5/17
Fall data supported tipping point kids and students are showing improvement in understanding through number corner assessment compared to the baseline. Tutor support with inclusion is showing positive results.

**Next Steps:** 10/6/16
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. 1/5/17
We are collapsing to allow all grade levels to be represented in core subject area goal teams to get vertical alignment.

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

**Data:** Student Gallop

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2012 = 29%</td>
<td></td>
</tr>
<tr>
<td>Nov 2013 = 46%</td>
<td></td>
</tr>
<tr>
<td>Nov 2014 = 54%</td>
<td>Nov 2015 = 60%</td>
</tr>
<tr>
<td>Nov 2015 = 48%</td>
<td>Nov 2016 = 60%</td>
</tr>
<tr>
<td>Nov 2016 = 50%</td>
<td>Nov 2017 = 60%</td>
</tr>
<tr>
<td>Nov 2017 =</td>
<td>Nov 2018 =</td>
</tr>
</tbody>
</table>

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

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

**Strategy:** 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 (BIESY). 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:** 10/6/16
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. 1/5/17 House meetings are focusing on students understanding, demonstrating, and teaching pillar words to the school community. Refocus Room teacher continues to check in multiple times daily. The Whole child goal team is working towards alignments on all behavior systems ie: refocus document, office referral, class dojo, and building matrix and non academic standards, PBIS.

**Results:** 10/6/16 Based on numbers of Infinite Campus office referrals, our building has one of the lowest incidences of behavior referrals. 1/5/17 Our Gallop results show improvement in both the hope and engagement index.

**Next Steps:** 10/6/16 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. 1/5/17 Improvements are noted in hope and engagement from 2015-2016 we will continue with the processes in place and third grade pilot in MTSS work.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Mountain View

Inspiring Success

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

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

Strategy: Utilize peer observations and walk throughs to foster growth in ELA framework and instruction.

Timeline: Sept. 2015-May 2020

Focus this quarter: The focus this quarter was doing guided building walks to look at the standards and instruction that is happening in the building. With guidance from the IF in our building they have walked the building with certain look fors then followed up with debrief time.

Results: The instructional framework is continuing to grow in the building for students success and consistency but there is a lack of engagement at times with students. There is also a lack of best practices. Teachers are growing with their comfort of collaborating and being able to share what is happening in their classroom. This is strengthening the PLC work around students growth in classrooms.

Next Steps: Utilizing student discourse as a support to the instruction that is happening. This will increase student engagement and not just compliance of student. We will also be looking at the tasks and activities that teachers are using to support the content.

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 to state accountability model.

Strategy: Consistent implementation of RtI building wide focused on students' needs and supported by collaboration.

Timeline: Sept. 2015-May 2020

Focus this quarter: We are continuing our focus on PLCs to ensure that the discussion around instructional strategies are supporting the tier 1 and standards at each grade level in addition to looking at students and their progress.

Results: Most PLC teams are at a very early stage and not yet digging into hard conversations based on the standards and students needs.

Next Steps: Implement a best practices PD imbedded in January and review the PLC purpose and norms for each team. These will also be supported in our building walks and carry into the professional learning conversations after.

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

Data: At semester last year we had 265 office referrals and currently we have 126. We are down with referrals and behaviors are improving.

Strategy: Implementation of behavior expectations school wide with the support of professional development.

Timeline: Sept. 2015-May 2020

Focus this quarter: Our focus based off the MTSS checklist is tier 1. We are currently focusing on tier 1 in the building and focusing as a team on next steps to make our tier 1 more solid. The PD that has been provided is a continuation of last year of Fred Jones and in addition to this we are focusing on self regulation of students.

Results: Our results are we need more time. Over this year we have been focused on keeping kids in the classroom and supporting their behavioral needs but we are digging deeper into the cause of the behavior. Looking at sensory to support kids and being proactive instead of reactive.
Next Steps: Continue with more PD and support of the BIS and counselor in the zones and self regulation in order to give students skills to sustain their behavior without a lot of teacher support. We will be focusing on our tiered behavior triangle as a team to look at what defines our building and how we support kids.

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

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

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

**Data:** Wyoming Accountability Data

**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:** 12/2016 – 05/2021

**Focus this quarter:** NCHS will continue to improve out 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.

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.

In light of the need for more reading remediation, we have been documenting which students need further help through, adjusting Credit Recovery Enrollment as well as enrollment in Read 180. This Spring, we will be adding two sections of Read 180.

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

Mustang Connections has received positive reviews. Students are utilizing the time to stay on task and reduce the amount of late/homework. This class is functioning well to, also, monitor attendance- increasing 2% points from last year.

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

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

**Data:** Attendance continues to increase from previous years. Currently, we have grown over 2% from last year thanks to efforts to decrease unexcused absences, as well as monitor excessive absences from parents.

**Strategy:** Continue to monitor attendance on a weekly basis.

Continue working with Credit Recovery students to capture lost credit and better prepare students for
graduation.

**Timeline:** 12/2016 – 05/2020

**Focus this quarter:** Continue implementing the revised attendance policy and accompanying regulations.

Continue implementing, reviewing and revising 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 instituted over 50 attendance contracts for students with parents help.

We have successfully helped over sixty students recapture lost credit, totally close to 119 credits. and move closer to graduation. The following is a breakdown by subject and number of students that have recovered credit to this point:

Science- 30  
PE- 15  
English Language Arts- 19  
Math- 40  
Social Studies- 15

Alignment with Pathways and other district programs continues to be a priority as we prepare the enrollment guide and sign students up for classes at PIC.

**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: Please see data from Quarter 1 report. We have decided to test K-5 all students in reading and math during the NWEA test window beginning Jan. 18. Math Benchmark testing is also taking place.

Strategy: We have increased math instructional time thirty minutes in grades 3-5 and have been searching for supplements to meet CCSS. We selected Eureka math from engage ny to help us raise student scores. We brought in at no cost, a math consultant to show us different math strategies blending the programs into one to meet the CCSS. She will be returning in early February.

Timeline: 1/10/17-6/7/18

Focus this quarter: PLC’s are focusing on math in order to raise student achievement. We continue to utilize our tutor and small groups for additional instructional time. District Math Benchmarks will be given next week in addition to NWEA testing.

Results: Oregon Trail was Meeting Expectations for the 2015-2016 school year.

Next Steps: We will analyze math benchmark and growth test results when they become available the last week of January.

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

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Goal:
Data:
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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 2 - 2016-17

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: Meeting expectations on 2016 report

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.

Using PLC to develop and use common grade level assessments and use the data to guide instruction (using Mastery Connect as a tool).

Timeline: February 2015–June 2017

Focus this quarter: - Understand the district proficiency assessments
- Align common strategies in K-5

Results: We are seeing some inconsistencies in reading and math instructional strategies. Through goal teams, we will re-establish the agreed upon strategies and components of instruction. Principal walk through will reflect these agreed upon tools/strategies.

Next Steps: begin to look at the resources for ELA adoption.

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 using Genius Hour.

Strategy: Strategy 1: Implement the ISTE standards to increase staff and student knowledge with the use of technology

Timeline: February 2014-May 2019

Strategy 2: Continue to implement professional development for teachers on effective use of technology to enhance instruction and learning.

Strategy 3: Teachers trained in and implement XBL (problem based, project based, cobblestone) units.

Timeline: August 2014 – May 2019

Focus this quarter: Revisit ISTE standards progression for our building
Discuss Genius Hour Support/PBL support -
Genius Hour moving to community resource goal team

** Vertical Plan- what should we be focused on at each grade level/ expected for each grade level for PBL
** Where do presentations start? What technology when? What skills should each grade level be responsible
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

for?
*** New ISTE standards at each grade level
** “Ultimate goal” for our grade level in PBL
*** Log in to Google Chrome whenever you are researching- school expectation

**Results:** Students developing the skill needed to create and problem solve using 21st century skills

**Next Steps:** In January we will discuss the survey we did in 2012 and 2016 to compare the impact of our work related to technology integration. Lynda emailed us the data to us to look at and we will review it individually and discuss it.

**Action Items:**
Look at survey’s from Lynda
Read eBook “ISTE standards for Students” to figure out how to use the information for our continuum.

**Communicate**

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

**Data:** A majority of teachers do not use the community to enhance learning opportunities.

**Strategy:** Strategy 1: Identify interested community members/organizations and how they can support learning.

**Timeline:** August 2016-May 2019

**Focus this quarter:** Genius hour supplies/ resources
Communication to families about what we are doing and what we need
Link on AW’s email
Michele can attach to our website
Supplies wanted: Help wanted signs on the bulletin board

**Results:** resources and community members are beginning to work directly with students on projects.

**Next Steps:**
Make a survey to give to teachers- Google surveys
Possibly a Discovery Day K-2/ 3-5
Can we make some sort of link and AW connects it to his emails- list in a spreadsheet?

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**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.

---

Goal: By May of 2017, Park school will improve overall student achievement by at least 10% over May 2016 data as reported by 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 professional learning communities with increased structure to support grade-level instruction and increase student learning

Timeline: 9/2016 - 6/2017

Focus this quarter: Selection of power standards in math by grade level resulting in formative assessments that will be used to monitor student learning resulting in immediate remediation/enrichment of concepts

Results: Grade level teachers have identified power standards in math to prioritize instructional time. Frequent use of developed formative assessments will provide teachers with instructional feedback of student learning. Remediation/enrichment of concepts can be immediate and frequent based on student learning data.

Next Steps: Identification of power standards in ELA, development of summative assessments and formative assessments.

---

Goal: By May of 2017, Park school will improve overall student achievement by at least 10% over May 2016 data as reported by 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:** MasteryConnect is being piloted at Park to determine if it will aid our school in monitoring student learning.

**Timeline:** 11/16 - 3/17

**Focus this quarter:** Selected faculty have received basic training in the use of Master Connect. These teachers have agreed to utilize the program to provide feedback of it's value to Park in increasing student achievement.

**Results:** Three-hour video conference training has been completed, volunteer teachers (one per grade level) have begun use of MasteryConnect to monitor student learning.

**Next Steps:** Continue use of MasteryConnect this quarter to determine if we will continue use building-wide next year.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Pathways Innovation Center

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

Goal: By May of 2019, the Pathways Team 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 NCSD Standards process, ACT College & Career Readiness Standards, the Graduate Profile, and the Industry Standards provided by our community partners.

Data: ACT

Graduation Rate

Credits Earned

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, CTE, Science)

b. Implementing Academies

c. ACT Alignment

Results: 100% of teachers at the Pathways Innovation Center participated in PLCs in which the focus was building systems that resulted in Project-Based experiences. Special attention to standards alignment and ACT alignment were the focus.

100% of teachers implemented PBL strategies and experiences for students.

Next Steps: Continue to focus on:

1. ABL implementation
2. PBL implementation
3. ACT Alignment
4. Standards Alignment
5. PLCs

Goal: 

Data:
Pineview Math 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 implement our 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 is 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 shows which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework. This data is based on common formative assessments and Wyoming accountability data, which has been drilled down to levels for each student.
Strategic Plan Quarterly Update  
Quarter 2 - 2016-17

Next Steps:  -Staff book study on researched strategies and techniques for teachers in the classroom has been completed. Teachers will begin January book study on building better common formative assessments.  
-Continue personal Growth Goals - Action Research - focused on improvement of Best Practices in the classroom for each teacher.  
-Continue grade level collaboration with leader and IFs  
Primary and Intermediate collaboration with leader and IFs  
-Continue professional learning on building common formative assessments during collaboration  
-Continue 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.  
-Continue 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:

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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 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:**
- Continue analyzing Accountability data by the reading goal team, IFs and leader. A comprehensive review of reading data is shared with all teachers and support staff.
- Continue using Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.
- Continue professional development is designed to improve learning for students and address instructional deficiencies.
- Continue providing differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
- Continue 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 continue to use pre-assessments and grade level developed formative assessments for math.
- Continue curriculum alignment 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 continue to implement our 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.
- Continue to use framework, which supports growth in planning, collaboration, and professional learning.
- Teachers continue 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 continues to focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
- IFs continue providing leaderships and mentoring for teachers and fostering the learning community to impact learning.
- Reading Goal team continues 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 shows which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework. This data is based on common formative assessments and Wyoming accountability data, which has been drilled down to levels for each student.

**Next Steps:**
- Staff book study on researched strategies and techniques for teachers in the classroom has been completed. Teachers will begin January book study on building better common formative assessments.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

-Continue personal Growth Goals - Action Research - focused on improvement of
Best Practices in the classroom for each teacher. -Continue grade level collaboration with leader and IFs
Primary and Intermediate collaboration with leader and IFs -Continue professional learning on building
common formative assessments during collaboration
-Continue 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. -Continue
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 School

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

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

Data: May 2013 = 64%
May 2014 = 72%
May 2015 = 68%
May 2016 = 73%

Target
May 2017 = 90%
May 2018 = 95%
May 2019 = 100%

Strategy: Consistently utilize high yield strategies school-wide.

Timeline: 1/2017 - 9/2017

Focus this quarter: Data summit with Charlotte Gilbar.
Established non-negotiable learning targets in each classroom.
Spent an afternoon training on Mastery Connect.

Results: No updated data to report

Next Steps: PD - 10 hours
January - Establish non-negotiables, goal setting for students, teaching strategies
February - Data Drill Down (Root Cause Analysis), Observation checklist
March - Lesson Design

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: 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: Consistently utilize high yield strategies school-wide.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

Timeline: 1/2017 - 9/2017

Focus this quarter: Data summit with Charlotte Gilbar.
Established non-negotiable learning targets in each classroom.
Spent an afternoon training on Mastery Connect.
Used math universal screener to group students for IE and fill gaps in achievement.

Results: No new data to report

Next Steps: PD- 10 hours
January- Establish non-negotiables, goal setting for students, teaching strategies
February- Data Drill Down(Root Cause Analysis), Observation checklist
March- Lesson Design
Continue to use universal screener to work with students on math strategies and group for IE

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

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

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

Non-Negotiable

*Unrelenting focus on high school graduation and future goals

*Positive behavior

*Personal wellness

*Positive, healthy relationships

*Academic excellence

Goal: By May of 2019, 100% of our students will meet or exceed school level performance expectations as measured by the Wyoming Accountability Model.

Data: We were pleased to see our overall ACT data improve this year. We are not satisfied with our consistent low performance in all areas.

Strategy: Continued our focus on implementing and teaching an aligned curriculum in ALL content areas.

Timeline: Sept. 2016-June 2017

Focus this quarter: As a teaching team we conducted a deep study of our ACT data. In addition, we looked at the ACT standards associated with each area tested. Content area PLC's took their specific data into their work time to devise strategies inter classrooms to improve results in specific areas.

Results: TBD in the spring following our ACT suite testing window.

Next Steps: We will incorporate practice questions into daily lessons in each classroom, in an effort to expose students to a range of questions and strategies for solving problems and seeking out the best answer to ACT questions.

We will continue to implement the aligned curricula as they come on line. Our teachers will actively engage in the vetting process for their curriculum.

Goal: By May 2019, as a school, we will have completely implemented the new state accountability model for alternative high schools.

Data: One element of the pilot model focuses on student engagement. We took the first engagement survey this fall. The survey focused on High expectations, Respect, Support, Trust. In the area of High Expectations, 89% of students responded favorably. In the area of Respect, 65% of students responded favorably. In the area of Support, 76% of students responded favorably. In the area of Trust, 74% responded favorably.

Strategy: After studying this report, we are going to create some strategies to improve our score in the "Respect" category. Our study of the student responses indicate that students feel respected by teachers but are far less satisfied with the lack of respect exhibited student to student.

Timeline: 16-17 school year

Focus this quarter: We will be adding new students Jan. 20 for the second semester. We will build some activities and conversation around respect into our semester 2 orientation day. This will be a focus for the semester. We will take the survey again in April.

Results: TBD

Next Steps: We will build strategies to support respectful communication in the classroom. These conversations and plans will be built during PLC time.
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 our 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 expectation on the Wyoming School Accountability Model in all 4 areas in 2015-2016.

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

**Timeline**: 5/2016

**Focus this quarter**: 1.) Reviewing strategic plan strategy and goal, moving to focus on goal 2 in the near future. Would like to review reading proficiency with an emphasis on instructional strategies and approaches.

2.) Researching universal reading screeners to assist identifying at-risk readers more efficiently. Currently using MAP and Lit-First. Would like to find a more efficient method to replace more time consuming assessments.

3.) Create a survey to provide feedback to the ELA SAC team to help in preparation for adopting ELA resources and practices.

**Results**: 1.) Review with leadership, transition in effect with continued monitor of goal 1.

2.) Requesting trial period of FAST from company for each grade level to trial.

3.) Goal leaders are gathering feedback from grade level, tutor and resource on ELA needs and wants.

**Next Steps**: 1.) Aligning with new strategy, building consensus in the building on what is our ELA practice. What resources do we need to use and is there a framework for which we follow?

2.) Obtain, organize and monitor use of FAST as a universal reading screener in comparison to what we use.

---

**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 in all 4 areas on the 2015-2016 Wyoming School Accountability Model.

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

**Timeline**: 5/2017

**Focus this quarter**: The team has monitored grade level completion of essential learning outcomes and completion of Math Benchmarks. The team continues to review math Rigor.

**Results**: Math Benchmarks are not yet completed at each grade level (timelines vary.) Teachers continue to revisit and clarify grade level essential learning outcomes and bring cross grade level conversations to the goal teams.

**Next Steps**: Seek validation and feedback on district grade level benchmarks. Align instructional strategies and vocabulary across grade levels.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

**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 in all 4 areas on the 2015-2016 Wyoming School Accountability Model.

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

**Timeline:** 5/2017

**Focus this quarter:** 1.) The team is aligning the building behavior pilot work with MTSS and defining how this fits the at-risk process for behavior.

2.) The team is reviewing tier 2 changes for academics and clarifying processes and practices in the RTI framework.

**Results:** 1.) Questions the team is seeking to resolve on the behavior at-risk process include, what are office managed vs. staff managed behaviors? How and when do we move a student to tier 2? What data is used to support behavior responses? The team is building consistent responses and systematic steps in conjunction with the behavior pilot team.

2.) The academic side is truly seeking consistency in tracking re-teaching of grade level standards. Clarification and conversation continues to happen at a building level. The team is sharing and asking grade levels to support students in the "sub-group" for Equity identified from the accountability model.

**Next Steps:** 1.) Behavior at-risk will align universal screening with academic universal screening. In addition they will clarify the components of MTSS that need updated and revised in the building.

2.) Monitor At-Risk including students in the equity subgroup. In addition need to identify and clarify interventions at the tier 2 level.
Southridge Elementary
Standing for excellence through growth and kindness.

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

**Data:** Actual
- May 2014 = 60.4
- May 2015 = 60.4
- May 2016 = 77.8

**Targets**
- May 2015 = 55
- May 2016 = 65
- May 2017 = 75
- May 2018 = 85
- May 2019 = 100

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

**Timeline:** 10/16-10/19

**Focus this quarter:** The vertical alignment of standard mastery levels through our partnership with the University of Wyoming.

**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. The literacy team will begin the process of selecting literacy resources during the 3rd quarter.

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**Goal:**
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. The literacy will begin the process of selecting literacy resources during the 3rd quarter.

**Data:**
- May 2014 = 64.2
- May 2015 = 47.2
- May 2016 = 68.5

**Targets**
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

May 2015 = 45
May 2016 = 60
May 2017 = 80
May 2018 = 90
May 2019 = 100

Strategy: Math Growth – Understand and Implement the Wyoming State Math Standards
Timeline: 9/2014 – 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: Actual
2016 – 209
2017 -
2018 -
2019 -

Target
2017 – 188
2018 – 167
2019 - 146

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.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

**Results:** The rate of office citations has been reduced dramatically from previous years. On our current pace, we should have a 50% reduction in behavior referrals for the 2016-2017 school year.

**Next Steps:**
1. The new Intervention Team at Southridge is in the process of revising the system of Behavior Interventions to intervene with students more effectively.

2. The implementation of a benchmark system is currently on hold until the district selects a tool as part of the behavior ad hoc committee.

3. Continue a volunteer program for father figures called Watch D.O.G.S. (Dads of Great Students).

---

**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:** 100% of Star Lane teachers collaborated in PLCs to align to ACT College & Career Readiness Standards.

100% of Star Lane teachers implemented Writing strategies that focus on ACT improvement.

ELA standards continue to be implemented.

**Next Steps:** Review effectiveness of writing strategies by comparing growth over multiple writing assessments that focus on ACT readiness.

Continue to align to ACT College & Career Readiness Standards

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: This quarter continued to focus on growing each and every student in all grades K-5. Teachers in grades 3-5 have reviewed WAEA growth and equity reports for individual students to become better informed about implications for instruction. WAEA Targets were reviewed and the decision to leave 'as is' was made since current targets keep Summit at meeting targets and moved Summit to exceeding targets in one-to-one years.

All teachers in grades K-5 are engaged in bi-monthly professional development from Summit's instructional facilitator in how to teach math effectively and in the implementation of Eureka Math and Summit's K-5 'journey-of-the-child' approach to teaching math. All teachers are implementing Mastery Connect as a tool to share and track common assessments.

Results: In 2015, Summit was Partially Meeting Expectations. In 2016, Summit is MEETING Expectations. In addition, the number of equity students is substantially lower for the 2016-2017 school year than in previous years.

Next Steps: Summit teachers are meeting on February 2 and 3 to spend time reviewing the current growth of each student. To that end, teachers will analyze NWEA Winter results in reading and math, learning cycle data in reading and math, NWEA Summary Quadrant Reports in reading and math, and data in Mastery Connect to determine if students are making satisfactory learning progress in reading and math and to establish needed interventions for those who are not.

Teachers have shared that they are at different comfort levels in the implementation of reports from Mastery Connect so the Discovery Day on January 31 will be used to give teacher's hand's on experience with the power of Mastery Connect reports, test bank items, math assessments, exit tickets, etc. -- all aligned to measure progress toward reaching proficiency on math standards. This training will be grade-level specific and facilitated by a Summit staff member and teachers and the principal from Sagewood Elementary.
product will be common reports generated by grade level regarding the growth of students to better inform classroom instruction and I/E time (PLC process.)

**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

<table>
<thead>
<tr>
<th></th>
<th>Spring 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72%</td>
<td>75% (+3%)</td>
</tr>
</tbody>
</table>

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>

Summit students in grades K-5 will be assessed on the NWEA in reading and math during the Winter, 2017 window. Results will be used to provide data in regard to growth to inform the MTSS process on February 2 and 3.

**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:** The focus for the second quarter mirrored the focus for quarter one:
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 identified additional resources that they needed to ensure that high-achieving students are growing at high levels and those reading materials have been purchased and are being implemented in classrooms.

**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>
</tbody>
</table>

Summit Elementary Page 2
Strategic Plan Quarterly Update
Quarter 2 - 2015-16

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<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%
Grade 5: 84%

Next Steps: Winter NWEA results will be analyzed in February to determine if the trend of increased achievement in reading as evidenced by the NWEA results noted in the fall (from year to year) is continuing as evidenced by Winter NWEA results. Next steps will be determined depending upon the findings of the data.

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 (+4%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>First Grade</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>70%</td>
<td>55%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>51%</td>
<td>55%</td>
</tr>
</tbody>
</table>

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

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

Timeline: 10/2015 - 5/2019

Focus this quarter: The focus for the second quarter mirrored the focus for quarter one:
Students performing below the STATE RIT are being monitored and the use of the NWEA Learning Continuum supports instruction and intervention for them. Implementation of Eureka Math and the ongoing bi-monthly professional development in teaching math effectively facilitated by the instructional facilitator is ongoing. Grade-level PLCs are focusing on math. All teachers in grades K-5 are engaged in bi-monthly professional development from Summit's instructional facilitator in how to teach math effectively and in the implementation of Eureka Math and Summit's K-5 'journey-of-the-child' approach to teaching math. All teachers are implementing Mastery Connect as a tool to share and track common assessments.

Peer coaching was implemented in the fall. The number of teachers taking the opportunity to observe a peer was disappointing. The Common Core (CCSS) Goal Team is currently collecting data from teachers to

Summit Elementary Page 3
determine what the challenges / barriers were that prevented more from participating. Based upon findings, the CCSS Goal Team will make recommendations / tweaks to increase participation.

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>First Grade</td>
<td>58%</td>
<td>72%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>69%</td>
<td>81%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>55%</td>
<td>68%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>49%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**Next Steps:** Winter NWEA results will be analyzed in February to determine if the trend of increased achievement in math as evidenced by the NWEA results noted in the fall (from year to year) is continuing as evidenced by Winter NWEA results. Next steps will be determined depending upon the findings of the data.

PLCs will continue with a focus on math. Mastery Connect professional development will occur in January. Peer coaching will continue to be monitored and tweaked to increase participation and value.
**University Park**  
*Every Child, Every Day…Whatever It Takes!*

**Goal:** By June 2017, 100% of University Park students will be kind and caring citizens as measured by climate surveys, discipline data and attendance.

**Data:** Attendance Data  
<table>
<thead>
<tr>
<th>2015-2016 1st Qtr</th>
<th>2nd Qtr</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>95%</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-2017 1st Qtr</th>
<th>2nd Qtr</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Office Referrals  
<table>
<thead>
<tr>
<th>2015-2016 1st Qtr</th>
<th>2nd Qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-2017 1st Qtr</th>
<th>2nd Qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td>16%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Parent Engagement  
- Fall PT Conferences: PreK-5th 90% attendance  
- Book Fair: $3,300 (sales down from last year by $1,200).  
- Fundraisers to Date:  
  - Cookies/Pies: $5,000 (down $3,000-$11,00 from previous years)  
  - Holiday Hustle: 55 students and parents, $225  
  - Donuts for Dads: 66 Dads, $450  
  - Muffins for Moms: 85 Moms, $700

This is our first year having the parent fundraisers and the turnout was incredible!  
**Strategy:** Implement and monitor UP Core Values.  
**Timeline:** August 2016-June 2018

**Focus this quarter:** Since June of 2016, University Park’s focus has been on improving the culture and climate. We established 15 Core Values which encapsulate the correlates of the Ron Clark Academy’s Essential 55. This is evidenced in the creation and deployment of specific houses at University Park composed of mixed grades of engaging teams where the focus is building community and fostering character throughout our building. Bully proofing and community building curriculum are encompassed within the University Park House framework. Students engage in in-depth essential learnings that promote community, collaboration, tolerance and character. Various students are recognized each quarter during the Leader of the Pack assembly for living the Core Values.

This we also changed our focus to have more attention on parent engagement (the amount of parents that support their child) versus parent involvement (the amount of parents that attend the PTA meetings).  
**Results:** In 2015 University Park’s school performance rating was "partially meeting expectations." In 2016 the school’s performance rating remained at "partially meeting expectations", but there was noted improvement in equity and growth.

See Data above.

**Next Steps:** This year we will continue to monitor the implementation of the 15 Core Values and the impact this has had on our overall culture and climate, as well as attendance and behavior. At the end of the year, we will revisit the Core Values and make revisions as needed.
The crafted culture and atmosphere established has laid the foundation for quality learning and academic prowess for students at University Park. For next year, our goal is to focus on quality Tier I and Tier II 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 I instruction is to improve the level of rigor for all students to meet or exceed the expectations of Wyoming's Content Performance Standards.

---

**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:
Verda James

*Updated: School Mission to align better to PLC work in the building.*

In order to achieve our mission, we function as a professional learning community. The policies, programs, and practices of Verda James Elementary School reflect its shared commitment to helping all students learn at high levels.

**Part of the why the update to our VJ Mission.**

As a result of that shared commitment:

- We work together, interdependently, in collaborative teams to set and achieve common goals based upon the NCSD curriculum (e.g.: grade level, vertical, goal team, leadership teams).
- We seek out the best practices to improve student learning on a continuous basis (e.g. co-teaching, looping, teaching and learning strategies, short-term learning cycles, enrichment and remediation).
- We ensure the academic success and general well-being of each student.

---

**Goal: Math Goal Team: - Aligned to our Strategic Focus too.**

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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>NWEA Low</th>
<th>Low Avg.</th>
<th>Avg.</th>
<th>High - Avg.</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>7%</td>
<td>21%</td>
<td>28%</td>
<td>28%</td>
<td>15%</td>
</tr>
<tr>
<td>First Grade</td>
<td>6%</td>
<td>11%</td>
<td>21%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>5%</td>
<td>11%</td>
<td>26%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>6%</td>
<td>18%</td>
<td>27%</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>12%</td>
<td>14%</td>
<td>23%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>5%</td>
<td>10%</td>
<td>22%</td>
<td>33%</td>
<td>30%</td>
</tr>
</tbody>
</table>

After reviewing the Fall NWEA data, the results are as follows in alignment with our goal of scoring at the 60% or above.

- Kindergarten: 43%
  - 1st Grade: 63%
  - 2nd Grade: 59%
  - 3rd Grade: 49%
  - 4th Grade: 52%
  - 5th Grade: 63%

We do have some work to do as a building to meet our goal in this area.

We also took a look at PAWS to validate the Data:

According to our PAWS data, 56% of all our students who take this assessment were proficient or advanced in the Spring of 2016.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

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

Do Note The 4-5 teams will be looping so the 4th grade team is now a 5th grade team and the 5th grade team is now a 4th grade team when we look at PAWS data in the spring of 2017.

Strategy: It was determined that each grade level will utilize pieces of the 21st Century Assessments provided by the My Math Program. These assessments increase the rigor and expose students to a variety of questions including, selected response and constructed-response items, which are all aligned to the Common Core State Standards.

We will also use Mastery Connect to progress monitor math progress at the individual student level and reteach as needed to insure what is tested in the My Math Curriculum is also learned.

Tier Time is allocated to small groups in every classroom as well as the use of IXL to support the learning of the My Math Lessons.

Timeline: 2016 - 2017 Ongoing

Focus this quarter: The focus this quarter will be 21st Century Assessments provided by the My Math Program. As well as an ongoing commitment to tracking student data using MasteryConnect software and reteaching items as needed on an individual basis.

Results: Ongoing - We will be looking at Spring to Spring Data in both NWEA and PAWS. We will also look at the NWEA Winter testing data for our at risk population too.

Next Steps: We will progress monitor students as we prepare for the upcoming testing season.

Goal: 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.

Data is collected using Literacy First Software (My Data First) and assessments tools.

We did establish our baseline for Fluency and are working with classroom teachers to establish best practices as teams review the data at their grade level for individual students.

Note: - Link contains individual student scores!
https://docs.google.com/spreadsheets/d/1MtrsVO1AuiS1cs0F0U2oOADXQbInBvNQz_Jtq6W_7zA/edit#gid=0

Strategy: Each teacher will commit to 10 minutes of fluency practice per day.

1st quarter expectations completed by- October 31st!
These expectations are according to "on grade level", which is between 50-75%ile. If the student is below the 50%ile, they are below grade level. If they are above the 75%ile, the student can go on to try the next grade level fluency text because they are beyond grade level.

Grades K & 1 – being measured by Literacy First High Frequency Words
Grades 2 - 5 - being measured with Literacy First Fluency Assessment

Baseline Data from September 2016
K - 3-5 sight words 66/71 students 93%

Verda James Page 2
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sight Words/1st</th>
<th>WPM/2nd</th>
<th>WPM/3rd</th>
<th>WPM/4th</th>
<th>WPM/5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st - 50</td>
<td>59/72 students</td>
<td>59/72</td>
<td>59/72</td>
<td>59/72</td>
<td>59/72</td>
</tr>
<tr>
<td>2nd - 51</td>
<td>41/64 students</td>
<td>41/64</td>
<td>41/64</td>
<td>41/64</td>
<td>41/64</td>
</tr>
<tr>
<td>3rd - 75</td>
<td>31/66 students</td>
<td>31/66</td>
<td>31/66</td>
<td>31/66</td>
<td>31/66</td>
</tr>
<tr>
<td>4th - 98</td>
<td>41/77 students</td>
<td>41/77</td>
<td>41/77</td>
<td>41/77</td>
<td>41/77</td>
</tr>
<tr>
<td>5th - 111</td>
<td>62/76 students</td>
<td>62/76</td>
<td>62/76</td>
<td>62/76</td>
<td>62/76</td>
</tr>
</tbody>
</table>

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

Data was shared in link placed in the Data Section.

Timeline: September 2016-May 2017

Focus this quarter: Strategy Adjustment: Created a spreadsheet that identified all students below grade level on the fluency assessments, included NWEA data as additional information. See spreadsheet - Link in Data section.

Results: We see positive results on our Tier Tracker as we continue to progress monitor each student.

Next Steps: Monitor Growth and determine successful interventions for students identified on fluency tracker.

Work with our FLT Goal team to engage parents in literacy initiatives at home - including but not limited to our "One School Two Books" project.

Also, Teachers will continue to send home word lists as part of the weekly Classroom New and we will also post these on our Verda James Web page to be assessable electronically as well.

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

* Explicitly teach 8 Keys of Excellence
* Weekly HOPE lunches to reinforce positive behavior
* Recognize 4 BE’s/8 Keys Behavior Monthly

(Be Respectful, Be Responsible, Be Safe and Be Nice)

Data: Data:
September – 95% of students met monthly recognition!
October – 93% of students met monthly recognition!
November - 93% of students met monthly recognition!
December (as of Dec. 15th; 4 of 6 grade levels reporting) - 94% of students met monthly recognition!

Track school Data using this link: This is October -December Data - we do one for every month - this has replaced a notebook and provides us data for Tier Behavior conversations beyond what we see in IC.

October Link -
https://docs.google.com/spreadsheets/d/1kU4tW-aFOBbP7Dbz2t0edu31djs5a9JRl1ZKe8W91b8/edit#gid=0

November Link -
https://docs.google.com/spreadsheets/d/19-enSDJoXmwxbcpeZIYNYeX-Y8gKXl8F4ayYrz_Jd_k/edit#gid=0

December Link -
https://docs.google.com/spreadsheets/d/1tK3bl5nNmWCd92-dRI9M7r5HrBJP5M9mcYmC23TUEPM/edit#gid=
**Strategy:** Implement weekly 8 Keys Lessons (on Google calendar)
Implement staff rotation for HOPE lunch Tuesdays beginning October 2015
Implement Recognition/Re-teaching, monthly, and as a grade level (on Google calendar)

After Break - Revisit School rules - 8 Keys + 4 Be's for new students and as a reminder for all students. As we look at trend data January and February have been our highest referral months as a school.

**Timeline:** September 14, 2015 – June 1, 2016

**Focus this quarter:** Created dates for recognition/re-teaching, 8 Keys, School Store, Monthly Charms to promote positive behavior.
Continued grade level rotations and selected students to attend weekly HOPE lunches to promote positive relationships.

After Break - Revisit School rules - 8 Keys + 4 Be's for new students and as a reminder for all students. As we look at trend data January and February have been our highest referral months as a school.

**Results:** See recognition data above. Will continue the plan of explicit teaching of the 8 Keys. Created new school-wide evacuation maps and distributed for them hanging in every room. Posted 4 Be's outside and inside lunch room too.

**Next Steps:** Continue the plan, as indicated above.
Review HOPE lunch students and determine when changes are needed.
Complete fire inspection paperwork.
Work with Dennis Bay for traffic – parent group.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
Willard
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:** PAWS 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></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></td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>Exceeding</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Reading Achievement –
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:
Read Alouds
Word Work
Guided Reading
Differentiated Student Centered Workstations
Vocabulary Development
Alignment of CCSS within our whole group reading instruction
Common Formative Assessments

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

**Focus this quarter:** This quarter we have continued our work with Catapult Learning with a differentiated focus for each grade level. Our K-1 teachers are working on shared writing opportunities within a whole group setting. 2-5 grade teachers are continuing their work to create engaging student centered activities for small group reading. We are also continuing our work in whole group reading with alignment to CCSS and providing multi-sensory approach to our instruction in order to meet the needs of all students.

We have worked with our district assessment director in helping us analyze our data further. This work has helped us focus our instruction and pulling in different strategies to continue the growth of our students.

**Results:** With the work that we have completed during quarter two have seen continued growth in our students. We have worked hard to monitor and adjust our instruction in order to meet the needs of all students. We will be completing the NWEA winter assessment in January and are looking forward to seeing continued growth of our students.
Next Steps: We will continue to look at student data to help form our instructional strategies. Our staff will continue to work with Catapult Learning at a differentiated level in order to meet teachers where they are within the learning process. Grade level collaboration teams will continue their work at analyzing student data and forming instruction around student growth opportunities.

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: PAWS Math Data:

<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% - Partially Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>48% - Meeting</td>
<td>63% - Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>Exceeding</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
- Common Formative Assessments
- Identification of math Power Standards

Timeline: 10/2014 - 05/2017

Focus this quarter: This quarter we have focused on providing differentiated learning centers for students in the area of math in grade K-1. Our staff has started the work of creating and using common formative assessments that will help drive the instruction within each classroom. Our grade level and primary/intermediate collaboration teams have focused on identifying and aligning math power standards.

Results: Because we are transitioning to adopt the same framework that we use in reading into math, our students are receiving instruction in math at their grade level and their instructional level. Students are showing growth on classroom assessments and will be taking NWEA winter assessments at the end of January.

Next Steps: Our staff will continue to work on identifying power standards and then will transition to creating common formative assessments aligned to those identified standards. We will continue our work with the district assessment director in area of how to proficiently write aligned common formative assessments.

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

Data: NWEA Reading Data:

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Strategy:** Strategy 1: Reading Achievement –
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:
Read Alouds
Word Work
Guided Reading
Differentiated Student Centered Workstations
Vocabulary Development
Alignment of CCSS within our whole group reading instruction
Common Formative Assessments

**Timeline:** 05/2015 - 05/2017

**Focus this quarter:** This quarter we have continued our work with Catapult Learning with a differentiated focus for each grade level. Our K-1 teachers are working on shared writing opportunities within a whole group setting. 2-5 grade teachers are continuing their work to create engaging student centered activities for small group reading. We are also continuing our work in whole group reading with alignment to CCSS and providing multi-sensory approach to our instruction in order to meet the needs of all students.

**Results:** With the work that we have completed during quarter two have seen continued growth in our students. We have worked hard to monitor and adjust our instruction in order to meet the needs of all students. We will be completing the NWEA winter assessment in January and are looking forward to seeing continued growth of our students.

**Next Steps:** We will continue to look at student data to help form our instructional strategies. Our staff will continue to work with Catapult Learning at a differentiated level in order to meet teachers at where they are within the learning process. Grade level collaboration teams will continue their work at analyzing student data and forming instruction around student growth opportunities.

---

**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

**Strategy:** All staff will implement the use of PBIS and the behavior matrices that we created as a staff.

**Timeline:** 9

**Focus this quarter:** On January 17, 2017 Willard school will under go a SET evaluation. This evaluation will be conducted by our district behavior interventionist. It will include staff, student, and administration interviews, observations in classrooms, playground, and unstructured areas around the school. From this SET evaluation we will then receive a report of our strengths and opportunities for growth. We will then work with our behavior
team to select and create professional development that will help in managing the
difficult behaviors that we are continuing to see at Willard Elementary.

**Results:**

**Next Steps:** Analyze the data from our SET evaluation and begin the work to select and create professional
development and a behavior framework that will be adopted school wide.
Woods Learning Center

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

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

**Data:**

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

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

**Timeline:** 8/2016 to 5/2019

**Focus this quarter:** Based on current data, Woods Learning Center was meeting expectations in the area of Reading. We have rewritten our goal to exceeding expectations by May 2019.

**Results:** Just beginning new goal, so no results shown yet.

**Next Steps:** Meeting with Charlotte Gilbar and identifying goals for reading team. Grade level PLC's are breaking down data to individual student level to identify which ELA strands students need to improve upon. Focus will be on students falling into our Equity group as well as those students who fall between the 40th - 60th percentile in NWEA reading growth assessment.

---

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

**Data:**

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

**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 - 5/2019

**Focus this quarter:** K-5th grades continue to implement the Investigations Math Program.

Math goal team and K-8 teachers during PLC will look at NWEA to identify students in the 30th-50th percentile range. We will identify low domains and strands to differentiate teaching using the student profile on the NWEA website.
Teachers in 4th - 8th grades will compare NWEA data to PAWS data.

**Results:** Grades K-5 are still in first year of implementing the Investigations Math Programs. It is too soon to see results, but we are beginning to see gaps that students had after using My Math.

M.S. 6th-8th grade increased math block time. The added time has allowed teacher to address gaps and develop a deeper mathematical thinking that was not addressed with My Math or shorter math blocks.

**Next Steps:** Math goal teams will identify students who fell in the basic area on PAWS. We will focus on how to move these students to proficient, which will shorten the gap between elementary and middle school proficiencies.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
District Athletics/Activities

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

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

Data: Secondary Student participation in co-curricular activities

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

Data:

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

Timeline: 10/2014 – 6/2019

Focus this quarter: Collected mid year data reflecting secondary student engagement in co-curricular activities from August 15 to December 15, 2016. The data has been shared with all secondary schools with comparison data in 2015 at this same time period. The AD and AAF meeting to discuss the results of data is on January 18, 2017. The goal of the meeting is to discuss the results, pros & cons, barriers, identify barriers, identify how the goal of 79% overall participation rate will be achieved by June 15, 2017.

Results: The data collected shows a definite weakness in student participation or in efforts to collecting the data at the middle level. Overall at the ML the data is behind last year's results at the same time of year. The high school participation results are encouraging in relation to a year ago but lagging behind the 16-17 goal of 79% student participation rate in at least one co-curricular activity.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

Next Steps: The meeting on January 18 will focus heavily on the results reported and determine steps to be implemented at each secondary school to get back on track of growing secondary student participation in co-curricular activities.

During the upcoming semester a new intramural secondary archery club is beginning at Centennial. The ML swimming team will have a team this spring with the completion of the KW pool. ML Intramural soccer teams are expanding. We are seeing a stronger participation rate at the high schools so far in 16-17 than we experienced in 15-16.

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:
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, Business Services 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:**
Quarter 1 results:
- Accounts Payable – Satisfaction 100%
- Accounting – 100%
- Payroll – 100%

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

**Timeline:** 1/2015– 5/2019

**Focus this quarter:** Continued rollout of the credit card program with an effort to train all schools/departments in credit card usage protocol.

Continued implementation of the timecard online program. We scheduled all junior high and high schools. This is the final wave of trainings for full implementation.

We scheduled a Business Process Review with Sungard, our financial software parent company. They will analyze our HR/Payroll processes for maximum use of the software capabilities. They will make recommendations for improvements for increased efficiency and accuracy. In addition, we are reviewing a proposal from an external consultant who can help automate some Accounts Payable processes for increased efficiency.

**Results:** From July 1, 2016, over $2.5 million has been spent by 688 employees using the district purchasing card program. The district has earned over $25,000 in cash back rewards since July 1, 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.

All teams within the Business Services Department are consistently receiving high satisfaction ratings and we are meeting our goal of over 80% satisfaction.

**Next Steps:** Conduct the Business Process Review to identify areas of need in the HR/Payroll process and prioritize future improvements.

Determine the value of an external consultant to modify existing A/P processes to maximize efficiency.

Begin designing and implementing Subtracker, an electronic method for capturing and recording substitute time.
Department of Differentiation and Early Childhood

**Collaboration with educators and community members to create and implement actions that promote school readiness in young children and differentiated learning opportunities for students in need.**

---

**Goal:** Strategic Goal: By 2019, the Differentiation and Early Childhood Department will develop and fully implement a system (including implementation, monitoring and adjusting) for differentiated instruction in the areas of English as a Second Language, Multi-Tiered Systems of Support for At Risk Learners and Early Childhood Education, in order to engage students in learning aligned to Wyoming's nine content-area standards as measured by AdvancEd Customer Satisfaction Surveys. (Teaching and Assessing for Learning, Indicator 3.1)

**Data:** AdvancEd Customer Satisfaction Surveys. (Teaching and Assessing for Learning, Indicator 3.1)

<table>
<thead>
<tr>
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<th>Targets</th>
<th>Actual</th>
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</thead>
<tbody>
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<td></td>
</tr>
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<td>2017= 80%</td>
<td>2017=</td>
<td></td>
</tr>
<tr>
<td>2018= 80% or higher</td>
<td>2018=</td>
<td></td>
</tr>
<tr>
<td>2019 = 80% or higher</td>
<td>2019 =</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: School Readiness

Action: Accredited Preschool Programs

Action: Collaboration with Community Early Childhood Agencies (NCECA)

Action: WE READ

**Timeline:** 7/2016 - 6/2019

**Focus this quarter:** School Readiness:

Accredited Preschool Programs – Preparation for preschool accreditation visits from NAECY accreditors continues. Intent to Renew and Renewal Materials have been submitted to NAECY for all Title I Preschools. Preschool teachers and principals have worked collaboratively to complete NAECY Accreditation Classroom Portfolios. NAECY Accreditation Program Portfolios have also been completed. NAECY is currently reviewing submitted documents and planning for site visits at all NCSD Preschools. Teachers are using this process as a continuous improvement model. They meet monthly for collaboration. All preschool classes are full at this time. Preschool registration processes are being reviewed.

Collaboration with Community Early Childhood Agencies (NCECA) – The Natrona Early Childhood Alliance is composed of members from NCSD, CDC, Head Start, Casper College, United Way, CWCC, private childcare/preschool providers and faith based childcare/preschool providers. In monthly meetings we discuss current issues with young children in our community. Our focus this past two months has been on Kindergarten Screenings/Registration and Homeless Education. Our mission is to promote a focus on early childhood education in Natrona County and to foster the development of the whole child as providers and families prepare young children for success in school and in life. To that end we provide quarterly Round Table Discussions for Preschool and Childcare providers. This past quarter the topic was Early Literacy. Local experts present a variety of topics at these well-attended events. Two Family Nights were also provided for families who have children attending Head Start, CDC and our Natrona County Preschools.

WE READ – The process for ordering and distributing WE READ books to K-3 students in our district has changed this year to allow the purchase of all 12 months of books at one time instead of purchasing 3 months of books each quarter. Local vendors continue to provide half of the books and a national vendor provides the other half. NCSD Teachers continue to write for the My Trib student newspaper that is part of the Casper Star.
Results: School Readiness:
Accredited Preschools – 315 students currently attend half-day preschool programs in our Title I Preschools. These schools are prepared for NAEYC accreditation visits, which will happen sometime during the second semester of school. Monthly collaboration provides preschool teachers opportunities to study new processes that have been put in place for example the new common assessments and report cards that were created by the preschool teachers this past summer.

Collaboration with Community Early Childhood Agencies (NCECA) – 64 preschool and childcare providers attended the Early Childhood Round Table in October. Their comments afterward showed that they had great interest in the topic of Early Literacy and that they left with ideas that they could use with their students right away. The two Family Nights sponsored by members of the NCECA in November included free dinner, a celebrity reader, books to take home and food bags full of lots of nutritious items to help families through the holidays. These were well attended with 15 to 20 families at each event. Local preschool and childcare providers are sharing information about kindergarten registration and screenings with their families.

WE READ- 49,932 books have been purchased for the 3161 students in grades K-3 in Natrona County. Half of those books have already been distributed to children. The second set of books are packed for distribution to schools in January. The WE READ App has hit some bumps as it launched. Members of the WE READ team from both the NCSD and the CST continue to work with the creators of the app to improve processes. Currently approximately 400 people have accessed the app.

Next Steps: School Readiness:
Accredited Preschools- Natrona County Preschools will participate in NAEYC Accreditation site visits. The feedback from the visits will be used to write goals for the 2017-18 school year. Registration for 2017-18 preschools will begin on May 1, 2017. Parents will be able to pick up packets at any Title I school and take the completed packets with documents required to the school that is their first choice for preschool for their child. Title I and TANF guidelines will be followed as registration takes place. Parents will be notified by the first week of June about preschool placement.

Collaboration with Community Early Childhood Agencies (NCECA) – The Natrona County Early Childhood Alliance will continue to meet monthly. Current plans include another Early Childhood Round Table in February with the topic of Music and Development. Casper College has created an Early Childhood Workshop Course for preschool teachers that would allow learning in all areas of Early Childhood and provide an opportunity for preschool teachers to earn up to three recertification credits. Family events are being planned for April during the Week of the Young Child.

WE READ – In light of the current budget situation, members of the WE READ team will review the WE READ budget and look for ways to reduce spending. The final set of WE READ books will be packed for distribution to schools. A search for additional teachers to write for the My Trib Student Newspaper will begin. The WE READ team will look closely at the new app and plan for the future.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

Data: See data on page 1.

Strategy: Strategy 2: Differentiated Learning Opportunities
Action: Differentiated Kindergarten (Classic K, Traditional K, Advanced K)
Action: ESL HUB/SIOP Programming
Action: Multi-Tiered Systems of Support (Academic/Behavioral)
(Tutoring, Behavioral Interventionists, Foundations, Co-teaching, ABLE)
Action: SPED Support
Action: Library Services support
Action: Begin implementation of ESSA 2017-18

Timeline: 7/2016 - 6/2019

Focus this quarter: Strategy 2: Differentiated Learning Opportunities:
Differentiated Kindergarten (Classic K, Traditional K, Advanced K)- A new NCSD Early Childhood Leadership Team, composed of Teachers, Principals, an IF, a SPED Coordinator and a Director, has begun to meet monthly. Their assignment is to discuss and make recommendations for Early Childhood Programs in our district. This team submitted a request for a new system for Kindergarten Screenings this year. After revisions, the new process was put into place. To be more efficient and cost effective, this year incoming kindergarten students will be screened upon parent request only. The communications team helped get the word into the community through our website, our Facebook page, school newsletters and the CST. Preschool registration processes are being reviewed.

ESL HUB/SIOP Programming – A new NCSD ESL Leadership Team, composed of Teachers, Tutors, Principals, an IF, the ESL Program Leader and a Director, has begun to meet monthly. Their assignment is to discuss and make recommendations for ESL programs in our district. Study has shown that ESL students attend many schools in our district, not just our ESL Hub schools. Each school has an ESL teacher or uses Tutors for specialized instruction for English Language Learners. Training for classroom teachers is necessary. Sheltered instruction training has been provided and currently a new ASCD online course is available to provide ideas for teachers with ESL students in their classrooms. During the online enrollment process in January, students will be identified who are in need of ESL screening before school begins in September of 2017.

Multi-Tiered Systems of Support – Three elementary schools are in the beginning stages of using the MTSS framework provided by WDE. An MTSS Coaching team is composed of the Director of Special Services, the Director of Differentiation and Early Childhood and the At-Risk Program Director. Webinars are available monthly to support the MTSS framework in schools.

Special Education Support – This information will be available in the Special Services Quarterly Report.

Library Services Support – Library Services has moved to the Central Services Facility and continues to support all school libraries with two very experienced classified employees. A study, including a Library Services Survey, is currently taking place to determine the needs of our Library Media Specials (LMSs) and Techs. (LMTs). Planning for future needs is necessary because of the vacancy in the Head Librarian Position and in light of current budget situation.

Results: Strategy 2: Differentiated Learning Opportunities:
Differentiated Kindergarten (Classic K, Traditional K, Advanced K)- Differentiated Kindergarten is currently being provided to 61 students in the NCSD, 43 students in Classic Kindergarten and 18 students in Advanced
Kindergarten. Parents are much more informed about these opportunities for children than in years past. During the first day of online enrollment, 50 families requested screenings for one of the differentiated kindergarten programs. The Classic K End of the Year report showed the 2015-16 Classic K class was ready for Traditional Kindergarten with on grade level or higher scores on the NWEA assessment. The new Early Childhood Leadership Team helped to create the new, more efficient system for Kindergarten Screenings held in January.

ESL HUB/SIOP Programming - 23 educators are registered for the online ASCD ELL in the Mainstream course beginning in January. The new ESL Leadership Team will be exploring topics such as ESL primary resources and high school course paths for students.

Multi-Tiered System of Support – As a result of the beginning MTSS work on behavior supports, schools are beginning to have discussions in schools about school-wide discipline. Schools are attending a one-day workshop with Diana Browning-Wright about using behavior supports in a tiered system in the classroom in January. The MTSS leaders will continue to support these efforts.

Library Services Supports: - A Library Services Survey was created to gather input from LMTs and LMSs in school libraries about their current needs for training and for support. This survey will close on Monday, January 9. The results of the survey will be reviewed by the Director of Differentiation and Early Childhood and then shared to promote discussion with the LMTs and LMSs at their meetings in January.

**Next Steps: Strategy 2: Differentiated Learning Opportunities:**

Differentiated Kindergarten (Classic K, Traditional K, Advanced K)- The Early Childhood Leadership Team will monitor and discuss the new process for Kindergarten Screenings. Adjustments will recommended to C&I Leadership for next year if necessary. The next task of the team will be to research and recommend a Universal Screener for kindergarten students to be given in the fall to all students. This assessment is required by the WDE and should fit the needs of our teachers for informing instruction in their classrooms. The team will also look at the first week of kindergarten in our district and determine a recommendation for schools to use that is in compliance with ADM requirements. These recommendations will be submitted to C&I Leadership in the Spring.

ESL HUB/SIOP Programing – The ESL Program Leader will identify and screen all new students who register online indicating a language other than English spoken in the home. Families will be given information about HUB and SIOP programming in schools to enable them to make good decisions about school choices for their children. The ESL Leadership team will continue to explore and make recommendations to C&I Leadership about primary resources and course pathways.

Multi-Tiered Systems of Support – MTSS District Leaders will meet with the three early adopter schools to discuss the MTSS checklist provided by WDE to see where the schools are in the process and if they are ready to take on the full program or if work needs to be done around systems and buy in first. This will happen during the third quarter of school so that during the fourth quarter plans can begin around the 2017-18 school year.

Library Services Support – The next steps will be to review the surveys, take feedback from the librarians to create a recommendation to C&I about the future role of Library Services. This recommendation must include
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

impact on staffing, budget and services provided.

---

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. The current collection charges are 23,110.37.

**Strategy:** The Food Service Dept. will reduce carry over charges to less than $20,000.00 by the end of the 16/17 school year.

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

**Focus this quarter:** To keep reinforcing the new charging regulation on the proper way to collect debts. Be certain that the alternative meals are served, and no student is denied a meal.

**Results:** At the end of school year 2016 we $230,000 of debt accrued by students. $203,000. was turned over to a collection agency to collect. We will continue to look for new strategies to reduce student debt.

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

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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:**

---
Human Resources 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></th>
<th>Actual Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>84.5%</td>
</tr>
<tr>
<td>May 2016</td>
<td>80%</td>
</tr>
<tr>
<td>May 2017</td>
<td>85%</td>
</tr>
<tr>
<td>May 2018</td>
<td>90%</td>
</tr>
<tr>
<td>May 2019</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Actions completed from October 1 – December 30

Monitoring Implementation

**Results:**

Monitoring Implementation

**Next Steps:** Monitoring Implementation. End of year review will occur in next quarter.

---

**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 October 1 – December 30

A job review for the Administrative Manager position was completed this fall. As a result of the job review Administrative Managers will now be required to maintain and lead the CPR/First Aid/AED and Mandt job-required training for employees in the organization. Administrative Managers received their trainer certification courses during the month of November. They will transition to the lead trainer role beginning in January 2017.

NCSD has created an automatic email notification send to employees to remind them if their CPR/First Aid/AED and Mandt are expiring within the next 180 days. These reminders are designed to give employees sufficient notification to get enrolled in a training session prior to their expiration date(s).

**Results:** Administrative managers are beginning to lead the CPR/First Aid/AED and Mandt job-required training for employees in the organization.

**Next Steps:** Continued delivery of job-required CPR/First Aid/AED and Mandt for district employees. An ad-hoc has been formed to discuss training structures for the 2017-2018 academic year.

---

**Goal:** Above
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

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 October 1 – December 30
Continued monitoring of the substitute fill rate and ongoing hiring of substitutes to increase the available substitute pool.

Results: Total fill rates continue to hover around 88%.

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: NCSD Substitute Services continues to study the fill rate for substitutes. A Substitute Services Update report will be given to the Board of Trustees on Monday, January 9, 2017 during the Board work session. This update will include some recommended changes to increase the size of the available substitute pool and increase overall fill rates.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
The mission of the Information Technology Department is to provide dependable access and support to technology resources for the benefit of students, staff and stakeholders through innovation, evaluation and timely 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: Activity from Work Request System

Strategy: The IT Department will review and improve the work request system to facilitate better communication, deliver more accurate and timely resolution of issues and improve the customer experience.

Timeline: 01/2015-12/2016

Focus this quarter: The work order system in particular a dashboard has been developed to deliver operational statistics for IT-Support and Network Department.

Data and Enterprise management group maintain their own logs of parent contact and completed projects.

The focus this quarter was to make staff aware of the dashboards and how the metrics should be used to govern their work.

Results: We are able to pinpoint problem areas with devices and with locations enabling proactive discussions and good remedies.

Next Steps: IT Support goal team will review the data for the last year and describe how they do and don't use it, and discuss any final changes they would like to have made before this goal is finalized.

Goal: The information technology department will seek and participate opportunities to collaborate, coordinate and support district and divisional goals by providing coordinated support, sufficient infrastructure (need clear definition) and properly maintained devices as measured by customer satisfaction and project reviews.

Data: Device aging reports for each school.

Bandwidth Utilization
Rolling Infrastructure

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: Cull inventories at schools of non-functional devices and review age of devices for alternatives to replacement and repurchase.

Coordinate with state to take advantage of increased bandwidth opportunities offered.

Results: The IT Support department has culled devices from school inventories to accurately reflect what is on hand. Based on the inventory, some schools were able to economically upgrade by purchasing memory instead of purchasing new devices.

The network department has connected all district buildings to increased bandwidth provided by the state including rural schools. During the year schools were upgraded to nearly 10 times bandwidth over prior year.
district bandwidth was increased 5 times.

Feedback from user surveys has not offered much guidance with the exception of communication. This will be an area for further consideration.

**Next Steps:** Continue to review adequacy of devices at school levels to determine if there are further upgrade opportunities.

Rolling upgrades to individual school infrastructure as budget and supplemental funding allows.

---

**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:** Completed projects, revised systems and customer interaction

**Strategy:** The IT department will work with stakeholders to identify and remove older software/hardware that is outdated and is no longer meeting the needs of the district to allow for the introduction of newer applications and devices which are more suitable

**Timeline:** 2016-2019

**Focus this quarter:** Roll out Laserfiche forms

Move from district hosted to cloud hosted email system.

Implement new registration process.

Work with departments and schools to identify other areas where efficiencies can be identified.

**Results:** Laserfiche forms in place and in use include travel and RSF forms. Effective Jan 2017 the district will move to electronic supplemental pay forms. Credit card receipt submission forms are now emailed to card holders with pre-filled transaction information.

Students have been moved to new email system. Staff are being trained and infrastructure is being designed to best support movement to new system.

Infinite Campus online registration will be implemented for the 2017 - 2018 school year.

Timecard and Credit Card elements of financial system are well along with being fully implemented.

**Next Steps:** Focus on Online Registration to determine if it will yield efficiencies. Bring other work including Facility infrastructure to a self maintaining state. Look at security structure arrangement to determine what needs to be done to make sign-on to the district systems a simpler process.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**
Maintenance

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

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

Data: Our customer climate survey rating at the end of FY 15/16 exceeded our goal was 86.70%.

Outstanding work order percentages:
As of 12/31/16
0-30 days: 52% 31-60 days: 12% 61-90 days: 6%
91-120 days: 18% 120+ days: 12%

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

As of 09/30/16
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: %
91-120 days: 1% 120+ days: 11%

Number of outstanding work orders:

Maintenance Page 1
### Strategic Plan Quarterly Update

**Quarter 2 - 2016-17**

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<th>Date Range</th>
<th>Work Orders Completed</th>
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<th>Work Orders Submitted by Maintenance</th>
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<td>3,425</td>
<td>1,511</td>
<td>1,914</td>
</tr>
<tr>
<td>01/01/16 thru 03/31/16</td>
<td>2,381</td>
<td>1,361</td>
<td>1,020</td>
</tr>
<tr>
<td>01/01/15 thru 03/31/15</td>
<td>2,672</td>
<td>1,433</td>
<td>1,239</td>
</tr>
</tbody>
</table>
**Strategy:** The Maintenance Department will develop strategies where our outstanding work orders do not exceed the following benchmarks:

Original Benchmarks: 10/14 - 6/16

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Benchmark Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 days</td>
<td>NA</td>
</tr>
<tr>
<td>31-60 days</td>
<td>15%</td>
</tr>
<tr>
<td>61-90 days</td>
<td>10%</td>
</tr>
<tr>
<td>91-120 days</td>
<td>5%</td>
</tr>
<tr>
<td>120+ days</td>
<td>10%</td>
</tr>
</tbody>
</table>

Revised Benchmarks: 7/16 - 6/19

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Benchmark Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 days</td>
<td>NA</td>
</tr>
<tr>
<td>31-60 days</td>
<td>12%</td>
</tr>
<tr>
<td>61-90 days</td>
<td>8%</td>
</tr>
<tr>
<td>91-120 days</td>
<td>4%</td>
</tr>
<tr>
<td>120+ days</td>
<td>9%</td>
</tr>
</tbody>
</table>

**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 (e.g. Encourage and support staff who have interest in obtaining additional certifications or licenses so they can assist other departments in emergencies, broaden our service capabilities within the Department by encouraging staff to obtain licenses so we can have more than one person certified (e.g. NRPA playground inspectors, etc.) to complete the work.

We continue to explore alternative work order systems that enhance our reporting capabilities, communication updates on outstanding work orders to our customers, and that will reduce annual costs associated with our current work order system.

**Results:** Work order systems that we continue to evaluate include:

1. School Dude
2. rSchool Today - NCSD is currently using this software for activities and athletic scheduling.
3. Partner with IT in developing a work order system.

**Next Steps:** We are finalizing a matrix that identifies the needs that both the Maintenance Department and our customers need in a work order system by 1/31/17.

We will meet with IT again the first week in February and review the matrix to see if a system can be designed around our interests in a work order system.

We will have a decision made no later than February 28, 2017.

**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 continue 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%  
2016: 93%
Strategy: The Maintenance Department will collaboratively develop and implement strategies that will enhance operational efficiencies; identify and resolve life, health, and safety concerns in our facilities.

Timeline: 10/2014 - 6/2019

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

Results: Overtime was reduced by 85.97% this quarter compared to the same quarter in 2015.

We continue to scan the following documents and store 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, 3 year management reports and abatement project information
b. District property information
c. Building operation and maintenance manuals
d. Building plans

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

Staff has scheduled Friday each week as the day to scan the documents mentioned above and re-organize our plan room.

We are developing processes to further enhance our grounds management program (e.g. communication plan to our customers when work will occur, further collaboration with Principals on grounds enhancement projects, assistance on site based irrigation and turf inspections, a calendar when the work will begin, etc.)

We will be purchasing an additional truck bed sander in January in effort to improve vehicle traction and reduce falls from staff on ice on building drive entrances and parking areas.

We will be sharing an update Paint, Floor and Wall Covering protocol. The revision includes an expanded color pallet that includes new colors that are being used in our new buildings, and input from our customers as to changes in our current paint color palette.

We also plan to release an updated access management protocol that strengthens to the process of returning keys and computer lock (CL) credentials, and the recording who received keys and CL credentials.

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
Strategic Plan Quarterly Update  
Quarter 2 - 2016-17

**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. John Frantz and James Stovall attended National Electrical Code classes in order to retain their electrical licenses on 10/13/16 and 10/14/16.

2. Cooper Baalhorn and Irone Evans attended the National Recreation and Parks Association playground safety inspector training in Salt Lake City, UT from 11/1/16 thru 11/4/16.

Both passed the national board certified 4 hour exam to obtained their playground safety inspector certification license.

**Next Steps:** We will continue to identify areas where additional certification and/or licenses that would benefit both our staff and our customers that will enhance our abilities.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
SESC

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

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

Data: For WDE, Special Education programs is monitored 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. Cottonwood and Paradise Valley have continued with support each month from Christi. Implement district assessment system for all special populations. Work has begun on Alt assessment system for Alternate assessment students.

Timeline: 2014-19

Focus this quarter: Continued work at Cottonwood and Paradise Valley for Co-teaching support and implementation. Provided after school support for IF's at SESC from all schools to hear about co-teaching/ Q and A. Began work on assessment system for ALT students. Working through K-5 options and work-group to develop assessments.

Results: ALT assessment workgroup is ready to begin building system in spring or next summer.

Next Steps: Continue to analyze co-teaching data.

Build assessment system for ALT assessment students.

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.

Transition facilitators worked with high schools to determine students who are on track for graduation and who are not. Data will be shared once semester grades are in.

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

Next Steps: Transition facilitators will continue to meet with high school teams to do a student audit of courses, information, and graduation trajectory for students with disabilities.
Strategic Plan Quarterly Update
Quarter 2 - 2016-17

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 end of this quarter, 52 students had active tier 3 status.
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: 2014-15

Focus this quarter: The Behavior Interventionists have been providing support across buildings: So far this year they have provided 34 schoolwide trainings, done 4 SET evals with an elementary, visited 346 individual teachers, and performed 27 Functional Behavior Assessments.
Elementary Behavior Adhoc formed and began working through process.

Results: There has been a slight reduction in students at Tier 3.

Next Steps: Continued work with Elementary Behavior Adhoc. PD provided for elementary Teams that elected to participate.
Continued support from BI's across all schools.
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.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td></td>
<td>Baseline = 1/9</td>
</tr>
<tr>
<td>2015= 3/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016= 5/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 =</td>
<td></td>
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Strategy: Strategy 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 1/2015-6/2019

Focus this quarter: Principals and Instructional Facilitators continued to support teachers as they implement the ELA and Health Curriculum, as well as the Social Studies, Physical Education and Fine and Performing Arts Draft Curriculums. Teachers are in the midst of teaching and providing feedback (through the validation process) on the draft curriculums. Subject Area Committees in Foreign Language and Career and Vocational are established and have begun developing draft curriculums for their content area by May 2017.

Results: 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.

November 1, 2016 PD - Overall Data

Did you develop a deeper understanding of the NCSD Curriculum(s) (Outcomes and Components) as a result of today's PD? (508 responses) Yes - 81.1% No - 19.9%

Did you have an opportunity today to apply curriculum knowledge through reflection, validation, and/or planning? (508 responses) Yes - 93.9% No - 6.1%

On February 17, 2017, I would prefer to: (508 responses)
53.5% - Keep today's format and learning targets the same as today
21.7% - Keep today's format and change the learning targets
10.2% - Change the format and continue the same learning targets
14.6% - Change the format and change the learning targets

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

Physical Education, Social Studies Fine and Performing Arts – Natrona County School District teachers are implementing and validating the draft curriculums.

Foreign Language – A 19-member Subject Area Committee completed Wall Work on November 8 and 9, 2016.

Career and Vocational Education - A 30-member Subject Area completed Wall Work on November 10 and 11, 2016.
Health Subject Area Committee – Resource selection begins on January 9, 2017.
Curriculum read through February 6-7, 2017.
Physical Education Subject Area Committees – Phase 1 of validation on Jan 12th.
Social Studies Subject Area Committees – Phase 1 of validation on Jan 10th.
Fine and Performing Arts Subject Area Committees - Phase 1 of validation on Jan 11th.

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: Data: | Actual | Targets |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Baseline = 1/9</td>
<td></td>
</tr>
<tr>
<td>2016= 5/9</td>
<td>2016= 5/9</td>
</tr>
<tr>
<td>2017=</td>
<td>2017= 7/9</td>
</tr>
<tr>
<td>2018=</td>
<td>2018= 9/9</td>
</tr>
</tbody>
</table>
| 2019 = | 2019 = start 2nd cycle

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 continues to lead the four half-time Standards’ Leads and building-based Instructional Facilitators as well as the monthly principal cohort. All work will be grounded in the strategic plans of each building and district efforts toward implementing a guaranteed and viable curriculum. 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 were on November 4th, December 2nd and January 6th. Principal Cohort Meetings happened on November 17th and December 15th. Both November meetings focused on reflections of the November 1, 2016 District PD Day for future implementation of the curriculums. In December, IFs continued to build core competencies. The December principal cohort agenda topic was engagement strategies.

IF Semester 1 Data
https://docs.google.com/a/myncsd.org/spreadsheets/d/19wVQtS7QYycGWrtcGx0cKiagoe7VebyhTp8p2-NJg/edit?usp=sharing


IF Learning Fridays and Principal Cohort will continue monthly.
**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>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Baseline Year</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>74%</td>
<td>2016=74%</td>
</tr>
<tr>
<td>2017</td>
<td>80%</td>
<td>2017= 80%</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td>2018= 84%</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>2019 = 88%</td>
</tr>
</tbody>
</table>

**Strategy:** 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 ad hoc and smaller ad hoc 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 – Articulation Meetings have been established and communicated through Admin and Staff News. 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. Math met on 9/28 and 11/30, Health on 10/19, and English Language Arts met on 10/26 and 12/14.

**Results:** Coaching – Data has not been collected at this time. Articulation Committees – Math met on 9/28 (attendance – 2) & 11/30 (attendance – 6) .

Health 10/19 (attendance – 0) English Language Arts met on 10/26 (attendance – 1) & 12/14 (attendance – 0). Agendas, sign-in sheets and minutes are kept.

**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 administrator and IF meetings to monitor progress and make adjustments along the way.

Articulation Committees – Math will meet on 1/25 and 4/26. Health dates are 2/15 and 5/24. English Language Arts will have an opportunity to get together on 2/15 and 5/24. Articulation Meetings will continue to be communicated through Admin and Staff News.