Strategic Plan Quarterly Report
For the Quarter Ending
March 31, 2017

Appendix

Appendix I
Customer Satisfaction Survey
Business and Facilities Division

Appendix II
Customer Satisfaction Survey
Curriculum and Instruction Division

Appendix III
Customer Satisfaction Survey
Human Resources Division

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

Accounts Payable
This department had fewer than 10 responses.

Accounting
This department had fewer than 10 responses.

Facilities
This department had fewer than 10 responses.

Food Services
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 II Curriculum and Instruction Division

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

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

Enrollment Office
This department had fewer than 10 responses.

Grant Management
This department had fewer than 10 responses.

Special Education Department
This department had fewer than 10 responses.

Student Support Services

Satisfaction
Are you satisfied with the services provided?

Are you satisfied with the services provided by the Student Support Department?

Answered: 11  Skipped: 110

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
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<table>
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<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tr>
<td>Yes</td>
<td>100.00%</td>
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<tr>
<td>No</td>
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Total 11
### Teaching and Learning Department
This department had fewer than 10 responses.
Appendix III 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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<th>Responses</th>
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<tr>
<td>No</td>
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Total 43
### Specific Feedback

#### Risk Management Services
This department had fewer than 10 responses.

#### Substitute Services
This department had fewer than 10 responses.

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<th>Weighted Average</th>
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<td>This department or office communicated effectively.</td>
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<td>I received courteous service.</td>
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<td>The service I received was timely.</td>
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<td>I received a quality product and/or service.</td>
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<td>2.33%</td>
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## Appendix IV - Summary of Schools' Strategic Plans

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<th>Science</th>
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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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<td>May 2013 = 65% Proficient</td>
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<tr>
<td>May 2014 = 72% Proficient</td>
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</tr>
<tr>
<td>May 2015 = 73% Proficient</td>
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</tr>
<tr>
<td>May 2016 = 73%</td>
<td></td>
</tr>
<tr>
<td>May 2017 =</td>
<td></td>
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</table>

PAWS – 2016 – Reading = 52%

Accountability Model
May 2016 – Partially Meeting Expectations
Growth = Meeting - 45
Equity = Meeting -47
Achievement = Below- 46%

Strategy: To engage students in essential learning to effectively implement the ELA standards
Timeline: 10/2014 - 5/2017

Focus this quarter: The combined Reading and Math Goal Teams discussed the variety of spelling programs being used and decided to look at this in the process of reviewing and adopting new ELA materials for the building. They reviewed where each grade level is on our writing alignment document and developed a common instructional vocabulary list for writing. In March, the team reviewed the ELA adoption process, began developing our building look for needs in a new ELA resource, and established April 5 as our staff day to review the district approved resources. We are reviewing our current instructional practices in the ELA area and what we may need to add or discontinue based on research and our students’ needs.

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 with the staff on ELA resources adoption.

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

Data:

<table>
<thead>
<tr>
<th>Actual NWEA Math</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013 = 68%</td>
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Bar Nunn Page 1
May 2014 = 76%
May 2015 = 75%        May 2015= 80%
May 2016 = 78%        May 2016= 82%
May 2017 =

PAWS 2016 – Math = 39%
State Accountability Model
May 2016 – Partially Meeting Expectations
Growth – 45
Equity – 47
Achievement – Below- 46%

Strategy: Engage students in essential learning aligned to state standards and targeting Numbers and Operations, specifically Base 10 and Fractions.
Timeline: 1/2016 - 5/2018
Focus this quarter: The combined Reading and Math Goal Teams focused on writing and ELA resource adoption. See Goal #1. In addition the team surveyed teacher about their Number Corner implementation and will review those results in April.
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 review the Number Corner Survey to determine PD needs for next year in this area.

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

Strategy: Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:
a. Effective Crisis Management Drills
b. Effective Student Management Procedures
c. Effective Parent Involvement Activities

Timeline: 10/2014-5/2019
Focus this quarter: The Effective and Efficient Operations Goal Team established an April 6 do to train students in the ALICE protocol. The team established the Academic Recognition Board and finalized the teams for the 3rd quarter and 4th quarter behavior reward activities. The Parent Goal Team completed our PTA
School of Excellence Award Assembly on Feb. 22. They keep the parent communication bulletin board updated. They reviewed the end of year activities and assigned responsibilities. The team will focus on getting a high return on the AdvancEd Survey completion in April.

**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:** Promote parent, staff, and student completion of the AdvancEd Surveys. 2 staff are meeting with Community Relations to develop a new website for Bar Nunn. Complete the ALICE training with students. The Effective and Efficient Operations Goal Team will begin review of how crisis drills will change with the addition of the new building.
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.*

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**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>
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<th>Actual</th>
<th>Targets</th>
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<td>May 2013= 47 MGP</td>
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<td>May 2014 = 55 MGP</td>
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<td>May 2015= 46.5 MGP</td>
<td>May 2015= 56 MGP</td>
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<td>May 2016= 49</td>
<td>May 2016= 57 MGP</td>
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<td>May 2017= 58 MGP</td>
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<td>May 2018=</td>
<td>May 2018= 60 MGP</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019= 62 MGP</td>
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**Strategy:**

1. Students earning Basic and Below Basic on PAWS reading and students scoring below the 40th%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:** We ended up not having an opportunity to meet with Dr. Gilbar about data; however, we worked hard to look at our own data and determine how we can begin to create some in-building data to help guide decisions. In January our focus was looking at the NWEA Next Generation reports and goal setting tools to help with lab students, and we had a discussion about resource adoption. In February, resource adoption was our heavy focus thanks to the preview offered at CSF of the recommended materials. We also talked about what next year might be structured like in terms of 6th and 7th grade ELA by combining reading and writing students so that students could have one larger block with the same teacher. In March we discussed our reflections on the resource options, and then we began a discussion of power standards. In April, we selected two power standards.

**Results:** By the end of 3rd quarter, we have a tentative resource adoption plan; we have selected RL/RI.1 and RL/RI.2 as our power standards, and we have a firmer understanding of what we’d like next year’s classes to look like.
Next Steps: We need to see what our monetary allotment is for resources before we can finalize a plan; we need to create proficiency scales in student-friendly language; we need to allow the two 6th and two 7th grade teachers to plan for next year at least once before June and twice in the summer to alleviate stress and allow a smooth transition to our new set up.

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

Data:

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<td>May 2019</td>
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<td>May 2019= 62 MGP</td>
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</table>

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: We focused heavily on curriculum alignment with the upcoming change in 6th and 7th grade accelerated math. The accelerated students will be completing 6th, 7th, and 8th grade math standards in 6th and 7th grade now instead of completing 7th and 8th grade standards in 7th grade alone. We had to align those standards to make sure all were covered over the course of the 2 years. We will continue to work on that in order to get that finished - particularly the 6th grade component.

Operationally, we discussed the purchase of some (enrichment) materials with Scholastic magazine. We continue to examine the homework rubric and student goal sheets for the purpose of improving them. Vertical articulation included weighted grades, corrections, and homework policies. As a department, we are trying to refer to assignments and homework as (independent) practice to potentially alleviate a perceived stigma about homework. We discussed how to revamp the awards ceremony in May or June. It appears certificates and pins are not necessarily appreciated by students, therefore, we will consider other types of awards. We focused on the logistics of PAWS - grid paper, calculators, schedule, etc. - to make it go as smoothly and successfully as possible.

Results: We have an outline for the 6th and 7th grade accelerated courses. We still need to work on fine-tuning the document before implementation as well as during and after implementation to see what went well, what didn’t, and what needs to be changed. PAWS appeared to go smoothly and hopefully successfully.
Next Steps: The next steps include:
1. Finish the accelerated curriculum map
2. Finish a new student goal sheet for the 2017-2018 school year.
3. Continue discussions surrounding department continuity with respect to daily practices as well as classroom policies and procedures.
4. Articulate awards and criteria for each grade level.
5. Start looking at data for placement and interventions (lab, I/E, etc.) next year.
6. Coordinate NWEA schedules.
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: Data: PAWS Data

Actual Targets
May 2014 (Baseline) = 54%
May 2015 = 54%  May 2015= 60%
May 2016 = 53%  May 2016= 70%
May 2017 =  May 2017= 80%
May 2018 =  May 2018= 90%
May 2019 =  May 2019 =100%

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

Timeline: 9/2014 – 5/2019

Focus this quarter: Teachers’ focus during Teaching Tuesdays and Wednesdays was developing common formative assessments in language arts and developing instructional and assessment plans aligned to their fencepost work. Schedule Ad Hoc Committee worked on master schedule options that address capacity and uses student data within a model that has little to no increase in FTE for 2017-18 school year.

Results: All language arts teachers are refining their instructional and assessment plans as well as their common formative assessments. A new master schedule for 2017-18 school year has been developed that will include an additional semester of language arts in 6th and 7th grades.

Next Steps: Language Arts goal team will refine the language arts extension courses for 2017-18 school year that will target our fence posts (priority standards) as well as our areas in most need of growth determined by student data. We are developing our professional development plan that will focus on training all staff on the basics of professional learning communities so that we can strengthen our use of collaboration time with content partners.

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

Data: Mathematics Achievement

Actual Targets
May 2014 (Baseline) = 36%
May 2015 = 33%  May 2015 = 50%
May 2016 = 33%  May 2016 = 65%
May 2017 =  May 2017 = 80%
May 2018 =  May 2018 = 90%
May 2019 =  May 2019 = 100%

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

Timeline: 9/2014-5/2019

Focus this quarter: Teachers’ focus during Teaching Tuesdays and Wednesdays was developing common formative assessments in math and developing instructional and assessment plans aligned to their fence post...
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

work. Schedule Ad Hoc Committee worked on master schedule options that address capacity and uses student data within a model that has little to no increase in FTE for 2017-18 school year.

Results: All math teachers are refining their instructional and assessment plans as well as their common formative assessments. A new master schedule for 2017-18 school year has been developed that will include an additional semester of math in 6th and 7th grades.

Next Steps: Math goal team will refine the math extension courses for 2017-18 school year that will target our fence posts (priority standards) as well as our areas in most need of growth determined by student data. We are developing our professional development plan that will focus on training all staff on the basics of professional learning communities so that we can strengthen our use of collaboration time with content partners.

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

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

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

**Vision:** Cottonwood Elementary School exists to create responsible, independent students who have the knowledge and attitude to be successful in an ever-changing world.

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**Goal:** Goal 1 and 2

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

**Data:** There is currently no new data updates. We are awaiting PAWS and PAWS-Alt results

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** This quarter we continued to work with our inclusion specialist, Christy Kasa, on implementing best practice into our inclusion and co-taught times. We were able to meet with six co-teaching teams and participate in some deeper observations of planning, pacing and classroom systems. In all six teams we were able to determine next steps along with building a building wide next-steps (homework) plan.

- Both teachers comfortably participate in the presentation of the lesson, provide instruction and structure the learning activities.
- Cohesive and productive collaboration occurs among all team members.
- Teachers have an “our kids” attitude that is reflected in their ability to face problems as a cohesive team.
- Students address questions and discuss concerns with both teachers.
- Flexible small group instruction like station or parallel groups are the predominate configuration used for instruction. (This goal has been met)
- Multiple strategies, differentiated instruction, multiple intelligences, tiered lessons, and high engagement are embedded throughout the lessons regularly. (This has been a big part of our PLC focus).
- IEP goals are embeded using specially designed instruction in the general education classroom.

**Results:** Our current best data to report on this strategy is our Least Restrictive Environment percentages.

2015-2016 School year we had 26% of our students not included in general education classroom.

2016-2017 School year we had 100% of our student included in the general education classroom.

**Next Steps:** From this work we have been working as a school to identify action steps to reach these needs before our April 10th specialist visit. Professional Learning Communities have been working on ways to move to a Stage 3 in the inclusion model. PLCs have used this collaborative time to work on the following areas:
Strategic Plan Quarterly Update
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• In a few settings, we established a need to review and revise student grouping to ensure all students have the greatest access to their grade level curriculum.
• In a classroom, we will coach on different room configurations to support two professionals teaching to ensure the most effective use of time.
• Start the process for building wide review of tier 1 practices in ELA.
• Review planning structures to ensure all professionals are planning and working toward the same standards.
• Providing students access to the curriculum with the use of effective technology. Staff are working with SPED team to accomplish this work.

Goal: Goal 3: Safe and Healthy Environment
By 2019, Cottonwood will achieve an overall stakeholder satisfaction rating of 80% or higher from annual climate or engagement surveys of students, parents and staff.

Data: Currently we do not have data to report from the AdvancEd Survey. The data collection window is still open. We have had record number of responses at this time to help with a stronger view of our Cottonwood climate.


Timeline: 9/2014 – 5/2019

Focus this quarter: This quarter we worked as a school team to create a plan to get stronger feedback on our AdvancEd climate surveys for our school. We worked on a school wide plan to reach goals on the number of parent, student and staff surveys we receive. The purpose of this goal was to get a larger group feedback as opposed to a small representation of the current climate of our school. Our plan is as follows:

COTTONWOOD ELEMENTARY SCHOOL

AdvancED Survey Plan 2016-2017

Purpose: The purpose of this plan is to create a system to maximize the amount of responses Cottonwood collects from the AdvancEd climate surveys.

Parent Survey: Cottonwood Elementary School will have a response rate of 50%.
The plan to reach our goal of 50% parent response rate includes the following actions:
• Cottonwood will hold parent teacher conferences on April 4th and April 6th. We will have all classroom teachers build a survey time in for the parents during conferences.
• Using Infinite Campus we will text and email reminders to parents on 3 dates April 7, April 11, April 14.
• Our office will set up four computer stations throughout the survey window to support parents without technology in the home.
• We will send hard copy instructions in the Cottonwood Tribune on April 3rd and April 10th.
• Parents who complete the survey can print their “submitted” page and write their name and contact information to be entered for a prize that will be funded out of building budget.
• Classroom teachers will send Remind 101 and Classroom Dojo messages reminding parents during April 10th through April 14th.
Strategic Plan Quarterly Update  
Quarter 3 - 2016-17

Student Survey: Cottonwood Elementary School will have a response rate of 100%. The plan to reach our goal of 100% student response rate includes the following actions:  
• Teachers will email the principal no later than April 3rd their date(s) and time(s) for administering the survey with their class.  
• Teachers will email the principal at completion of the survey. They will include the name(s) of student(s) who were not able to complete the survey.  
• Principal will offer 3 opportunities to take the survey for students who missed their classroom time. Those times will be offered April 10th 8:40- 9:40, April 12th 8:40- 9:40 and April 13th 2:30 to 3:30.

Staff Survey: Cottonwood Elementary School will have a response rate of 100%. The plan to reach our goal of 100% staff response rate includes the following actions:  
• Teachers will be required to print and turn in the “submitted” page of their survey to the building principal with their name on it.  
• The principal will send out “SHOUT OUTS” as staff complete the survey.  
• The building principal will remind staff on April 3, April 5, April 7 via First Class Email and Remind 101.  
• The principal will do drawings using the “submitted” page for (3) one-hour classroom coverage provided by the building principal and (3) extra 15 minute recesses covered by the building principal. The expectation is staff will use this time as extra prep time and not leave the building.  
• On April 13th all staff who have not completed their survey will be required to stay after school and complete their survey.

Results: As of our most recent feedback from our central office, Cottonwood has reached our response goals in all three areas. We have had record feedback from parents especially. Here are those results:

April 8th –  

Parent Responses:  
61 were needed to meet our compliance response goal  
174 parents have completed the survey

Student Responses:  
59 were needed to meet our compliance response goal  
146 students have completed the survey

Staff Responses:  
30 were needed to meet our compliance response goal  
67 staff have completed the survey

Next Steps: We will take this data to determine areas of opportunity and areas of strength moving forward. We will look for common threads throughout all subgroups and make those our first priority moving forward. Our leadership team will meet in late May 2017 to start this work.

Goal:  
Data:  
Strategy:  
Timeline:
Crest Hill

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

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

Data:
- May 2013 = Meeting
- May 2014 = Meeting
- May 2015 = Partially Meeting
- May 2016 = Partially Meeting

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

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

Focus this quarter: This quarter we have continued Engagement Continuum walkthroughs. We have had more outside perspective in this area as we had a visiting team from Sheridan County #2 join us for engagement walkthroughs. We also hosted the principal cohort to use the Engagement protocol in conjunction with the current engagement walkthrough format. Language from the Engagement Protocol has been added to the walkthrough process.

All professional goals were completed and reviewed. All certified professional goals had elements based on student engagement.

Results: Classroom teachers have received individual feedback on classroom engagement. 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. The Instruction Protocol elements will be discussed and further integrated into the current process.

Leadership team will determine next steps based on end-of-year engagement data.

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

Data: Percentage of Students Meeting Projected Growth Goals in Math and Reading on NWEA

May 2013 = R66% (3); R53% (5)
- M57% (3); M38% (5)

May 2014 =R63% (3); R53% (5)
- M43% (3); M36% (5)

May 2015 = R39% (3); R42% (5)
- M49% (3); M42% (5)

May 2016 = R43% (3); R59% (5)
- M72% (3); M28% (5)
**Strategy:** Increase the percentage of 3rd and 5th grade students meeting or exceeding individual growth projections in reading and math to 75% as measured by NWEA in order to meet or exceed Wyoming School Accountability growth targets.

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

**Focus this quarter:** All students continue to be placed in ability groups for two sessions of math and two sessions of reading each week. This quarter the focus on data and individual skill progress has become more targeted. Collaborative teams now include certified and classified members.

**Results:** All extended teams have met regularly to analyze student progress and adjust according to data based needs in math and reading.

**Next Steps:** Crest Hill will begin implementing the PLC Framework in order to ensure all students are learning.

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

**Data:** Academy Based Learning Survey Results

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

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

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

**Focus this quarter:** This quarter’s focus was on Project Based Learning Units.

**Results:** All grade levels have completed at least one of their two interdisciplinary PBL Units. All grade levels have collaborated with teaching teams from other PBL schools to refine and reflect on units.

**Next Steps:** All teams will complete their second PBL Unit. Teams will reflect and refine both PBL units. Planning will occur to ensure more collaborative opportunities for teams to meet with other PBL school team members.

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**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 Reading Assessment: Percentage of Students at Grade Level

- May 2013= 79% (3); 77%(5)
- May 2014 = 80%(3); 85%(5)
- May 2015= 81%(3); 71% (5)
- May 2016= 76%(3); 83%(5)

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

**Timeline:** 10/2015 to 5/2019
**Focus this quarter:** 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. 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. These groups continue to be flexible and based on data.

**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. Students will be identified for invitation to Summer JumpStart. A schedule will be created to allow for intervention and enrichment time in each grade level within the day for the upcoming school year.
CYMS

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

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

Data: Science Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013= 44.6%</td>
<td>May 2015= 53%</td>
</tr>
<tr>
<td>May 2014 = 46%</td>
<td>May 2016= 63%</td>
</tr>
<tr>
<td>May 2015= 45%</td>
<td>May 2017= 73%</td>
</tr>
<tr>
<td>May 2016= 44%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2019 =100%</td>
</tr>
<tr>
<td>May 2018=</td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
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</table>

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

Timeline: 08/2014 – 06/2019

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, Life Jacket Safety 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.
Strategic Plan Quarterly Update
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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.

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:
CYMS

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

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

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<tbody>
<tr>
<td>May 2013= 76.5%</td>
<td>May 2015= 64%</td>
</tr>
<tr>
<td>May 2014 = 54%</td>
<td>May 2016= 74%</td>
</tr>
<tr>
<td>May 2015= 48%</td>
<td>May 2017= 84%</td>
</tr>
<tr>
<td>May 2016= 56%</td>
<td>May 2018= 94%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2019 = 100%</td>
</tr>
<tr>
<td>May 2018=</td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
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</tbody>
</table>

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

Timeline: 08/2014 – 06/2019

Focus this quarter: Work this quarter continued to focus on strategic instruction based on standards, PAWS assessment results and NWEA assessment results to make sure that we are in position to continue to grow all students. Students in the Equity Group worked in their intervention classes – inclusion tutoring, AM or PM Bridges Extended Day, inclusion co-taught classrooms, Read 180, and reading and math extension classes. The focus is still on the taught and tested curriculum to prepare for Spring 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 peer to peer coaching and their flipped classroom approach to instruction. They are also referring all students who are struggling or missing work to the Bridges Extended Day Program. The Science Goal Team continues to roll out and refine the third year of the Integrated Science Pilot and Buck Institute Problem Based Learning. The Wednesday PD afternoons have included having each content area document how they have been supporting literacy standards. For example, 7th grade social studies students have worked on the art of debate and creating an argument for an assigned topic by citing textual evidence (literacy standards.) Wednesday PD has also included Google Classroom training, Quantum Learning, Peer to Peer Coaching, Crucial Conversations, Classroom Engagement, and Standards Based Instruction. 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 and February PD days 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 (3X per week) and CORE team members (2X per week). District IFs and CY’s Teacher Coach continue to support teacher planning and implementation of CCSS. Cynthia Porter and Sheri Coughenour, District IF’s, have 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. Also new are the Peer to Peer Coaching Cohort, Trading Spaces Cohort, and Crucial Conversations Cohort.

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. NWEA Spring Data: % of CYMS students at or above grade level on NWEA spring 2015-2016 test.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015 Reading</th>
<th>2016 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>71.08%</td>
<td>75.93%</td>
</tr>
<tr>
<td>7th</td>
<td>61.07%</td>
<td>66.39%</td>
</tr>
<tr>
<td>8th</td>
<td>72.77%</td>
<td>73.11%</td>
</tr>
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</table>

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, 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>
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<tbody>
<tr>
<td>May 2013= 39.1%</td>
<td>May 2015= 85</td>
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<tr>
<td>May 2014 = 80</td>
<td>May 2016= 90</td>
</tr>
<tr>
<td>May 2015= 39</td>
<td>May 2017= 95</td>
</tr>
<tr>
<td>May 2016= 57</td>
<td>May 2018= 97</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2019 = 100</td>
</tr>
</tbody>
</table>

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

Timeline: 08/2014 – 06/2019

Focus this quarter: CY language arts and reading teachers co-teach daily. IFs assist with feedback, and help with differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Language arts tutors also provide inclusion support in language arts classrooms to assist students who need support mastering standards. Special education students and tutored students are included in regular language arts classrooms. The Equity Group students, many of whom are also in inclusion classes, are expected to attended Bridges Extended School Day and/or the Reading and Math Extension elective class opportunities. The Equity Group students were also expected to attend Summer Jump Start in August. Equity Group students are double dipped in content standards in math and reading through extension classes.

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 for Family Math Night that was held in January. The IFs also provided training regarding instructional strategies for the taught and tested standards-based curriculum with a focus on other content area teachers teaching reading and supporting the ELA standards. We continue to focus on grading, modifications, accommodations, and improving instruction through better assessment and grading of the standards.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

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

**Data:** Math Achievement

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

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

**Timeline:** 08/2014 – 06/2019

**Focus this quarter:** 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. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

**Statistics and Probability:**
6th Grade: Develop understanding of statistical variability. Summarize and describe distributions.
7th Grade: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability
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 and February PD days 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.

% of CYMS students at or above grade level on 2015-2016 NWEA Math:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>72.22%</td>
<td>65.43%</td>
</tr>
<tr>
<td>7th</td>
<td>59.18%</td>
<td>61.73%</td>
</tr>
<tr>
<td>8th</td>
<td>71.55%</td>
<td>64.43%</td>
</tr>
</tbody>
</table>

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 Equity 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 extension/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 was held again this year and it was a huge success, attended again by over 400 parents and students, with incredible staff support. The Math Goal Team Leader and the CY IF have led a Math Cohort for the Math Goal Team teachers for 2016-2017 to focus their work more on priority standards and instructional practice (Using the book, Mathematical Mindsets.). The cohort study group began this fall and it includes peer collaboration and observation with a focus on math standards. Additional cohorts began in January and April - Peer to Peer Coaching, Trading Spaces, and Crucial Conversations.

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

Data: Math Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 23.4%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

May 2014 = 82
May 2015= 41.5      May 2015= 85
May 2016= 42        May 2016= 90
May 2017=           May 2017= 95
May 2018=           May 2018= 97
May 2019 =          May 2019 =100

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

**Timeline:** 08/2014 – 06/2019

**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 Group 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 new extension/intervention courses that are required for identified students.
Dean Morgan

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

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

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

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

https://goo.gl/swUftS - NWEA Winter 2016 Update

Strategy: WDE-Marzano Assessment Literacy Training
Used the criteria from the linking study to adjust our cut scores to identify the students meeting our strategic goal
Bi-monthly meetings with NCSD School Improvement Director Rick Skatula with principal and/or grade level collaboration teams
- WDE: Root Cause Analysis Training with Math and Language Arts Representatives
- Christi Kasa -- Differentiated Instruction Techniques
- Collaboration time spent on Grade Distribution and Assessment Profile 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: 1/11/17 - 4/10/17

Focus this quarter: - Implemented school-wide vocabulary and vocabulary checks aligned with tier 2 common academic vocabulary
- 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 for a starting point to start identifying students for interventions

Results: - Continued to identify students for interventions - four/five additional cycles of services for students in 6th and 7th grade (60 - 85 students per cycle). Work to provide all students an opportunity with enrichment or intervention in the development process. 8th Grade in the process developing system for their grade level (10-15 students).
- School wide vocabulary practice includes instruction in all content areas and grade levels
- About 20% of students participate in weekly Kahoot check-for-understanding activity during lunches
- Students identified approximately 29% (15/52) of teachers who are introducing and reinforcing the Words of the Week

Next Steps: Implement instructional intervention in Comet Block in all grade levels in preparation for school wide implementation which will include all content areas including behavior and elective classes
- Continue to develop systems 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 advanced” - Goal
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Team is studying data to determine action steps for these students.
- Continue Kahoot in cafeteria in order to check for understanding
- More concretely identify numbers of students participating in the weekly checks
- More concretely identify numbers of staff members instructing Words of the Week

---

**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/gAV27z)
[https://goo.gl/CEV5ay - Data Picture of Dean Morgan](https://goo.gl/CEV5ay)
[https://goo.gl/swUftS - NWEA Winter 2016 Update](https://goo.gl/swUftS)

**Strategy:**
- Bi-monthly meetings with NCSD School Improvement Director Rick Skatula with principal and/or grade level collaboration teams
- WDE: Root Cause Analysis Training with Math and Language Arts Representation
- Christi Kasa -- Differentiated Instruction Techniques
- 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:** 1/11/17 - 4/10/17

**Focus this quarter:**
- Content specific meeting PD Day in February
- Worked with other secondary Math teachers
- aligning vocabulary and common math strategies in all math classrooms
- 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 for a starting point to start identifying students for interventions
- 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

**Results:**
- Continued to identify students for interventions - four/five additional cycles of services for students in 6th and 7th grade (60 - 85 students per cycle). Work to provide all students an opportunity with enrichment or intervention in the development process. 8th Grade in the process developing system for their grade level (10-15 students).
- Beginning stages of the development of posters to teach “common math strategies”

**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

Dean Morgan Page 2
Strategic Plan Quarterly Update  
Quarter 3 - 2017-18

**proficiency scales**
- Continue to develop action steps to move “possibly proficient” students to “proficient or advance”
- All math teacher collaboratively develop anchor charts with common vocabulary and strategies to align grades 6th-8th in all math courses
- Continue to demonstrate electronic resources available in our Math Series

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus this quarter:</strong></td>
<td><strong>Results:</strong></td>
<td><strong>Next Steps:</strong></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus this quarter:</strong></td>
<td><strong>Results:</strong></td>
<td><strong>Next Steps:</strong></td>
<td></td>
</tr>
</tbody>
</table>
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: Reading Evansville/State
3rd 52% / 59%
4th 68% / 66%
5th 53%/ 62%

NWEA (% proficient)
K 94%
1 76%
2 80%
3 86%
4 82%
5 71%

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

Timeline: 2017-2019

Focus this quarter: We have been evaluating and analyzing our successes in math and looking for deep implementation strategies there that can be utilized as we pursue increased excellence in reading. We have also been working to engage an outside consultant to support our reading instruction. Our looping teams have done some initial review of ELA materials and as we create our professional development ELA opportunities. We will then determine the materials that match our focus. The ELA team also had a very successful "Bingo for Books" night.

Results: We are working on developing a partnership with University of Wyoming Literacy Research center.

Next Steps: We will work with UW to do a needs analysis to determine our next steps of PD.

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

Data: Math Evansville/ State
3rd 54% / 54%
4th 84% / 56%
5th 73% / 57%

NWEA results (% proficient)
K 100%
1 74%
2 92%
3 82%
4 88%
5 76%
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

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

**Timeline:** 2017/2018

**Focus this quarter:** Math goal team has utilized classroom data to determine areas of success and areas in need of improvement. Based on this data, teachers are able to adjust their teaching strategies to best meet the needs of the students and provide support or intervention where it is deemed necessary. Along with this, we have utilized peer observations as a way to continually grow as educators, and provide feedback to one another, helping our classrooms grow.

**Results:** We continue to refine our math delivery and instruction. Our system is running effectively and efficiently.

**Next Steps:** We will continue to monitor our progress and be agile to responding to areas where we see opportunity of improvement.

---

**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 continued to implement our writing rubrics and will collect data from another sample during the next quarter.

**Results:** The rubrics are in the 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 the last quarter was 94.37% and we awarded 13 Soaring Eagle Awards. In total this year, we have awarded 31 Soaring Eagles Club memberships.

**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 two 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:** The Eagle Pride team collaborated and analyzed weekly attendance data, quarterly behavior data, and reward data. They organized and held assembly, Soaring Eagle lunch, and quarter reward to the Aquatic Center. The team analyzed Hope Survey by grade level and chose two weakest areas per grade level.

**Results:**

**Next Steps:** A plan will be designed to address the areas of opportunity for the Hope Survey.
Fort Caspar Academy

The mission of Fort Caspar Academy is to train the intellect and the character of the student; to teach and prepare the student academically, not only for college but also for a lifetime of learning; to provide a structured environment that enhances the learning process and to promote parental involvement. True learning progresses from facts to understanding to expression. To ensure this progression is made, our mission is to continue a consistency in our approach to education at all grade levels.

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 43 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015= 49 MGP</td>
<td>May 2015= 48 MGP</td>
</tr>
<tr>
<td>May 2016= 57 MGP</td>
<td>May 2016= 53 MGP</td>
</tr>
<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:** 1/2017-3/2017

**Focus this quarter:** Staff members ended up focusing more on the needs of students as related to geometry and what improvements need to be made to geometry instruction, a low-area in our data school-wide.

**Results:** Grade level representatives have made progress looking at the standard mathematical practices as related to geometry and identified where their grade levels can improve instruction and student engagement with geometry. The team has also developed a list of vocabulary related to geometry that aligns to common-core rather than Saxon to help with students understanding of concepts.

**Next Steps:** The task force will continue looking at how we are addressing the 8 mathematical practices in all areas of math instruction. The task force will also look at future next steps for preparing students for high-level expectations for conceptual mathematical thinking.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 58 MGP</td>
<td></td>
</tr>
<tr>
<td>May 2015= 62 MGP</td>
<td>May 2015= 59 MGP</td>
</tr>
<tr>
<td>May 2016= 60 MGP</td>
<td>May 2016= 60 MGP</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 61 MGP</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 62 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: 1/2017-3/2017

Focus this quarter: Reviewing SIOP procedures being used at FCA

Results: The team focused on Reviewing SIOP components and features. We began a survey of features that are being used in classrooms at FCA.

Next Steps: Next steps include completing the survey of SIOP practices in place in classrooms at FCA. Once that is complete the plan is to develop a K-W-L for teachers so that the team can begin preparing to present some PD to staff.

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

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

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

**Goal:** By May of 2019, 100% of our students will meet or exceed 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>Year</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>39%</td>
</tr>
<tr>
<td>May 2015</td>
<td>49%</td>
</tr>
<tr>
<td>May 2016</td>
<td>61%</td>
</tr>
<tr>
<td>May 2017</td>
<td>74%</td>
</tr>
<tr>
<td>May 2018</td>
<td>87%</td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</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 continued discussion about common assessments, and we feel that we have done a good job with consistency on all of the units since 2nd quarter. All members of the collaborative group have given input and help with the assessments. Involvement at the district level also includes some help from Instructional Facilitators. This also aids in clearer guidelines for identifying kids for the Home Den proficiencies. We still have not figured out a process for identifying students for math/reading if they need both. We have continued to just share nicely. Our co-teaching time on Thursdays have been disrupted, and we try to complete that work during the creating assessments time on Wednesdays. The team also used the data so far, to identify students who may have fallen through the cracks and placed them in reading labs as need. 5 students were placed in third quarter, and we have more lined up for discussion to move for 4th quarter. 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 3rd quarter, we have had an average of 14 7th graders (up a bit from 2nd quarter) and 13 8th graders for each three week period (up from 2nd quarter). 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. Third quarter SRI data is below. Below basic numbers are down, but also the advanced numbers are down.

**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. 4 students were identified at the end of 3rd quarter and were moved for 4th. More meetings need to occur for students we
have discussed in collaboration. Students failing 2 or more classes will continue to work on missing assignments in Lunch & Learn. We have a solution based goal team to discuss home den processes (shared math/reading students), but we have yet to get to that topic.

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 25%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 15%</td>
<td>May 2015= 40%</td>
</tr>
<tr>
<td>May 2016= 18%</td>
<td>May 2016= 55%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>May 2017= 70%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 87%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** We adjusted the blended learning model to meet the needs of our population. Our original model put more responsibility on the students for their own learning. A lack of student motivation prompted a redesign to move from strictly facilitating learning to include more direct instruction and small groups to complement the blended learning.

We are still tracking proficiency on standards, providing interventions in home den and in the classroom. We are continuing to work on increasing student engagement and promoting intrinsic motivation for our students.

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 and unit design.

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:** We are still compiling data on specific interventions. Initial data shows that home-den interventions have been effective. 85% of students have shown proficiency after two or less interventions. Barriers have been attendance issues and students who are unable to attend home den proficiencies for various reasons.

**Next Steps:** Classroom math teachers are attending NCTM conference the beginning of 4th quarter. We are receiving training on MTSS and focusing on appropriate interventions and student engagement, including gathering blended learning instructional strategies.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

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.

Data: Actual
May 2014 = 26%
May 2015= 17%
May 2016= 13%
May 2017= 
May 2018= 
May 2019 =

Targets
May 2015= 41%
May 2016= 56%
May 2017= 71%
May 2018= 87%
May 2019 = 100%

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

Timeline: 9/2015 – 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 January/February STEM Friday challenge was building and testing a paper airplane for accuracy. February/March STEM Friday challenge was building and testing a paper airplane for distance. Two whole school competitions were completed with Home Den winners awarded.

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. *April’s STEM Friday challenge is to build, test, and improve a paper bridge. May’s challenge will focus on a paper platform.

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

Data: Actual
May 2014 = 59%
May 2015= 60%
May 2016= 52%
May 2017= 
May 2018= 
May 2019 =

Targets
May 2015= 65%
May 2016= 73%
May 2017= 85%
May 2018= 93%
May 2019 = 100%

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

Timeline: 9/2014 – 5/2017

Focus this quarter: The H&S Goal team has been reviewing behavior data and collaborating on suggested recommendations for next year.

Results: Recommendations will be shared with leadership. Recommendations include a change in H&S Leadership and shifting from a goal team to a solution based goal team with a primary focus of planning school-wide interventions for the entire year ahead of time.
Next Steps: Our focus for the remainder of quarter 4 is to plan for next year. Our recommendations include significant staff training and ideas for interventions.
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.

Staff knowledge and understanding of High School Performance Report measures.

**Timeline:** 9/2016 - 5/2019

**Focus this quarter:** Worked with KWHS tutors and counselors to identify students who qualify to take the ACT WorkKeys test which has not been given at KWHS for some time.Seniors with an ACT score lower than 17 and with a 2.5 GPS qualify to take the test. It will be administered April 19th, the same day as the ACT. We anticipate approximately 20 students. The ACT WorkKeys qualifies students for Hathaway, which should be reflected in the 2017 High School Performance Report.

Graduation data was reviewed from 2015-16 and analyzed for 2016-17 with KWHS registrar, Mary Holt, Charlotte Gilbar, and Amy Rose. Clean data is the goal to reflect the true graduation rate for KWHS.

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

**Next Steps:** ACT WorkKeys data will be analyzed through the High School Accountability Report released by the WDE in the Fall of 2017. Graduation data will be reviewed after graduation (May 26, 2017) before September 15, 2017 in efforts to be as clean as possible for accurate reporting.

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
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 grade level 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 – Use 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 differentiated reading instruction and E/I time.

**Timeline:** 9/2016 - 6/2017

**Focus this quarter:** Master schedule established ELA blocks & E/I time. Lesson plans are collected weekly. Alignment of planning and instruction is checked informally through walkthroughs, analysis of lesson plans, and full observations.

K-5 teachers are using Mastery Connect data to guide instructional groupings in classrooms during WIN/EI time - a component of our new building master schedule. K-3 teachers also using Literacy First assessments

Our Tier 1 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.

Purchased Star 360 to assess comprehension in grades 2-5. Initial training has occurred.

**Results:** Attaining baseline data from Star 360.

In the Winter of 2017, 65% of our students (K-5) were reading at grade level (40th%ile) on the NWEA assessment.

NWEA Winter 2017 Reading data by grade level:
- K - 78%
- 1st - 64%
- 2nd - 47%
- 3rd - 61%
Goal: 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 continue to implement our Sprenger vocabulary PD from August 2016. After our first session of follow-up coaching, our BLT decided not to continue with further coaching from consultant. GL 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.

3-5 teachers using Mastery Connect at high levels; K-2 has shown an increase in MC usage. Teachers are using this data in their team PLCs/collaboration times at various levels to determine who needs reteaching. Our IF, Deanna Brownell, continues to support this work.

We are looking into PD options for Fall 2016, to include (1) 2-day Solution Tree "PLC at Work" institute at Lincoln ES to gain understanding and assist in leading changes in our collaborative school improvement processes and (2) SIOP I refresher.

Results: Of the K-5 standards that have been assessed on Mastery Connect so far, 67% are at mastery and 19% are near mastery - 86% at or near mastery.

Next Steps: 1. Continue to refine our PLC practices.
2. Align instruction to the adequate rigor level required of CCSS.
3. Found out that Mastery Connect will not be having MasteryCon this summer. Watching for other PD
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

options from MC.
4. Looking for other PD options on formative assessment.

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.

Number Corner PD next week for all K-5 teachers. Purchasing Number Corner materials for 4th grade. Multiple grade levels have been collaborating with Laurie Kiltz re. delivery of Number Corner, questioning sequences, and differentiating instruction via math stations.

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 supplement My Math 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.

Results: In the Winter of 2017, 68% of our students (K-5) were at grade level (40th%ile) in math on the NWEA assessment.

NWEA Winter 2017 Reading data by grade level:
Strategic Plan Quarterly Update
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K - 67%
1st - 73%
2nd - 65%
3rd - 61%
4th - 76%
5th - 62%

Next Steps: 1. Continue to refine our PLC practices.
2. Align instruction to the adequate rigor level required of CCSS.
3. Increase use of Mastery Connect / formative assessments

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: Writing Goal Team (WGT) has worked with grade level teams to create proficiency scales.
Results: Writing instruction is occurring. Writing GT is tabulating data at this time.
Next Steps: WGT to work on vertical alignment of the proficiency scales, as well as alignment to CCSS standards.
Strategic Plan Quarterly Update
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Manor Heights Elementary ~ The Home of the Jaguars!

*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

### Reading Achievement

<table>
<thead>
<tr>
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<th>Actual</th>
<th>Target</th>
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<tbody>
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<td>May 2017</td>
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<tr>
<td>May 2019</td>
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### Reading Equity

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<td>49%</td>
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<td>May 2017</td>
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<td>52%</td>
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<td>May 2018</td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>60%</td>
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### Mathematics Achievement

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<th>Target</th>
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<tbody>
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<td></td>
<td>65%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>70%</td>
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### Mathematics Equity

<table>
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<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>May 2016</td>
<td>46% +</td>
<td>40%</td>
</tr>
<tr>
<td>May 2017</td>
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<td>45%</td>
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<tr>
<td>May 2018</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>55%</td>
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</table>

**Strategy:**
- ELA and Math instruction aligned to NCSD curriculum
- Common formative assessment through a systematic approach

Manor Heights Elementary ~ The Home of the Jaguars! Page 1
Strategic Plan Quarterly Update  
Quarter 3 - 2016-17

• Technology: integrate at individual instructional level and create and apply understanding of a concept
• Participate in research-based tiered interventions as needed

Timeline: 10/2014 - 5/2017  
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 semester.

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

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

During our grade level and school-wide PLC meetings, we discuss and post math data including Universal screener (3 times a year), NWEA, District Assessment System. Our goal is to increase the number of students above the 40th percentile (at-risk) in reading and math.

Grade levels have incorporated Lexia to help students work independently to develop fundamental reading skills in a structured, sequential manner. Our data has shown steady growth in all grade levels.

Five teachers attended PEBC Institute Minds on Math in Denver. The focus of the workshop was to use explicit thinking strategies for instruction in problem solving for all grade levels.

Each grade level established a fluency goal area in math. Each grade level has identified what fluency is for their grade and the multiple ways they will achieve this goal.

We purchased the Waggle program. This technology program matches students NWEA scores in math and reading. This customized approach allows for all students to progress at their level of instruction. Fifth grade is the only grade using this program at this time and the initial reactions from students are positive.

Results: Math Universal Screener Data  
Winter

<table>
<thead>
<tr>
<th></th>
<th>Green 80%+</th>
<th>Yellow 60-79%</th>
<th>Red &lt;60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
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<td>6</td>
<td>1</td>
</tr>
<tr>
<td>First Grade</td>
<td>38</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Second Grade</td>
<td>45</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Third Grade</td>
<td>25</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>18</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>11</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

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

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Strategic Plan Quarterly Update  
Quarter 3 - 2016-17  

Winter 2017  

Kindergarten | 6 | 24 | 9 | 4 | 6  
First | 5 | 28 | 9 | 4 | 4  
Second | 2 | 25 | 6 | 7 | 10  
Third | 0 | 29 | 12 | 10 | 0  
Fourth | 2 | 21 | 10 | 12 | 5  
Fifth | 0 | 33 | 4 | 9 | 2  

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

Winter 2017  

Kindergarten | 3 | 29 | 8 | 7 | 3  
First | 7 | 33 | 5 | 2 | 1  
Second | 1 | 27 | 14 | 2 | 6  
Third | 0 | 24 | 12 | 10 | 5  
Fourth | 1 | 22 | 11 | 5 | 9  
Fifth | 0 | 17 | 22 | 8 | 1  

Lexia School Wide Reading Data  

|  | Sept | Nov | Jan | April | May  
Completed | 0 | 17 (5%) | 17 (6%) | 17 (6%)  
Above | 19 (7%) | 30 (9%) | 49 (17%) | 74 (27%)  
On Gr Lev | 92 (35%) | 127 (40%) | 130 (46%) | 134 (47%)  
Below | 153 (58%) | 143 (45%) | 85 (30%) | 62 (20%) | Goal: 0  

Next Steps:  
January: 
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 results.  

February:  
Grade level math fluency plans.  
https://docs.google.com/a/myncsd.org/document/d/1KCfu8QsVq5I9tJ3lGfIV6O0zJyjg0VH5IBKwC5rl9mk/edit?usp=sharing  

March:  
School wide discussions have centered around ELA adoption and the rigor and the demands of the NCSD curriculum. As a school we are at early stages, we continue to review the curriculum, review ELA resources at CSF and await allocation  

Future decisions:  
Grade level flexible grouping time  

———  

Goal:  
Data:  

Manor Heights Elementary ~ The Home of the Jaguars! Page 3
Midwest

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

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

**Data:**
- Actual PAWS May 2016= 47%
- PAWS Target May 2016= 55%
- Actual ACT May 2016= 8%
- ACT Target May 2016= 25%

**Strategy:** Achievement – Develop a system to implement standards based (quality instruction) instruction in Math, ELA, and Science.

**Timeline:** 9/2016 - 6/2017

**Focus this quarter:** The Midwest Leadership Team attended a statewide training with Jan Hoegh in assessment literacy and formative assessment resource development. The teachers on the leadership team then came back to Midwest and have been training our staff how to develop priority standards and leading the work around the development of priority standards.

**Results:** Teachers have started to identify the priority standards and the supporting standards in their content area. Vertical alignment conversations have taken place between elementary, middle, and high school teachers.

**Next Steps:** All teachers will create proficiency scales for the priority standards identified in previous work. Vertical alignment will continue as we work to bridge the gap between elementary and middle school.

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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:**
Mills Elementary

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

**Goal:** By May of 2019, our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading as measured by PAWS results (looking forward: state-wide assessment).

**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 ⅘ 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 %. 4/6/17 Teams met to assign and determine Power Standards for ELA. Teachers did cross grade-level observations.

**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. 4/6/17 2 K-5 teams came up with Power Standards for grade levels; grade level teams met to discuss the 2 separate standard results and agree upon one set.

**Next Steps:** 10/6/16 PLCs will continue to focus on alignment with the verb in the ELA curriculum. Grade level 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. 4/6/17 Readaround with entire certified staff to review and agree upon final version of Power Standards for ELA at Journey.

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

**Data:** NWEA

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 76%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 71%</td>
<td></td>
</tr>
</tbody>
</table>

Mills Elementary Page 1
Strategic Plan Quarterly Update  
Quarter 3 - 2016-17

May 2015 = 80%                        May 2015 = 78%  
May 2016 = 83%                       May 2016 = 83%  
May 2017 =                            May 2017 = 85%  
May 2018 =                            May 2018 =  
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. 4/6/17 Teams met to assign and determine Power Standards for Math.  

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. 4/6/17 2 K-5 teams came up with Power Standards for grade levels; grade level teams met to discuss the 2 separate standard results and agree upon one set.  

Next Steps: 10/6/16 PLCs will continue to focus on alignment with the verb in the Math curriculum. Grade level 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. 4/6/17 Readaround with entire certified staff to review and agree upon final version of Power Standards for Math at Journey.  

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>
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<tbody>
<tr>
<td>Nov 2012 = 29%</td>
<td>Nov 2015 = 60%</td>
</tr>
<tr>
<td>Nov 2013 = 46%</td>
<td>Nov 2016 = 60%</td>
</tr>
<tr>
<td>Nov 2014 = 54%</td>
<td>Nov 2017 = 60%</td>
</tr>
<tr>
<td>Nov 2015 = 48%</td>
<td>Nov 2018 =</td>
</tr>
<tr>
<td>Nov 2016 = 50%</td>
<td></td>
</tr>
<tr>
<td>Nov 2017 =</td>
<td></td>
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</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. 4/6/17 Houses continue to meet monthly to do community building work that supports the six pillars. At-risk Behavior team working on MTSS process and tiers around the tenets of the Whole Child. Behavior Interventionist continues to meet monthly with certified staff and one-on-one with classroom teachers as needed.

**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. 4/6/17 Students and staff members continue to build school-wide multi-age relationships in houses. Office referrals remain low.

**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. 4/6/17 District-wide meeting on MTSS to take place on April 6th to set direction in behavior work.
Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.

Data: 66% of students were at or above grade level according to winter NWEA testing.

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 continued with monthly building walks guided by the instructional facilitator. After the last quarter and looking at the engagement of the classrooms and utilizing the PD to support next steps with engagement strategies to support student learning.

Results: Engagement is increasing with the gained knowledge of new strategies along with the collaboration during PLC and the building walks. There is more room for improvement in this area but a deeper understanding of the standards is needed in order to best match instruction to engagement.

Next Steps: Next steps are digging into the standards to match the vocabulary and verbs uses within the standards to the instructional strategies and engagement in the classroom. During PLC work teams will focus their efforts on dissecting the standards in the district curriculum in order to best match the instruction.

Goal: All Mountain View students will be meeting targets in growth, equity and achievement measured by the Wyoming School Accountability Act.

Data: We are not meeting according to the state accountability model.

Strategy: Consistent implementation of RtI building wide focused on student’s needs and supported by collaboration.

Timeline: Sept. 2015-May 2020

Focus this quarter: Continued focus on PLCs to ensure that conversations are based on student needs and the standards in order to be responsive to students in a timely manner and not just quarterly.

Results: Teachers are still working on sharing strategies and data in order to understand next steps with flexible grouping along with differentiated instruction. There is more need with the focus into the standards and understanding them in order to meet the needs of the students. The work we are doing in building walks is supporting all content areas.

Next Steps: Continuing our focus on PLC conversations with purpose of being learners for new strategies to support learning but also to be purposeful in the instruction that is happening with kids at all levels and being timely in the interventions or enrichment of students within the classroom.

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

Data: At the end of the third quarter of school we had 90 referrals compared to the end of the third quarter in 15/16 we had 136 referrals.

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

Timeline: Sept. 2015-May 2020

Focus this quarter: Continuing our focus on tier 1 with behavior and the consistent implementation of proactive supports of students and coaching for teachers by the BIS.

Results: The sensory support that is being provided to students is supporting them to stay in class and be able to self regulate. The coaching by the BIS for teachers with different strategies is working.

Next Steps: Building the capacity of teachers with different strategies, continuing the in class support for students and the tier 1 behavior work will continue with the focus on our inverted pyramid.
Strategic Plan Quarterly Update  
Quarter 3 - 2016-17

NCHS

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

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

**Data:** Attendance

1st Semester 2015-16: 91.43
1st Semester 2016-2017: 93.21

We have seen an increase of over one whole percentage point for attendance between last year and this year. The increased rate is due, in part, to:

- Creating a climate of culture and support through student incentives and proactive phone calls home to parents.
- Attendance Contracts/ Behavior Contracts that emphasize the importance of attendance.

**Staff- Professional Development**

Developing a student-centered approach, NCHS fosters a climate in which teachers provide aligned curriculum and common assessments so that students know they are supported and that their growth is among our top concerns.

- Working with staff to celebrate success and the growth of students, we continue to implement monthly certified and classified “employee of the month” recognition.
- Health, ELA, Math, Social Studies, and Fine/ Performing Arts continue to develop and validate new curriculum.
- Professional Learning Communities meet every Monday and Wednesday, designing common assessments, pre/post assessments, and discussing the health/learning of students.

**Behavior**

Partnering with the Casper Police Department and State of Wyoming, NCHS has been quick to identify and respond to students who use the P3 Student-Tip line. Since the roll-out in November, 2016 NCHS has received and responded to 46 tips. Seventeen of those have been in this quarter.

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

NCHS will continue to focus on student attendance data, decreasing unexcused and unverified absences through the implementation of a guaranteed and viable curriculum.

Continued focus on helping student who fail classes and are close enough that specific intervention will help
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

them recapture the lost credit- working within the “Mustang Connection” block of our day to get students additional support.

**Timeline:** 04/2016 - 05/2019

**Focus this quarter:** Have teachers continue to focus on developing common assessments, as well as designing summative assessments that will help chart growth in every content area.

Continue to monitor attendance and implement attendance interventions as needed.

Obtain feedback from all stakeholder groups through the AdvancED surveys.

Design a “Final’s Schedule” for end of the semester testing.

Plan and implement the end-of-year celebrations we design for student incentives, awards, and recognition (especially around academic and athletic achievement of our seniors).

Continue working with Casper PD and State to help students in need, especially those who use the P3 Tip Line.

Identify seniors in need of assistance to graduate, as well as those other students whose performance levels indicate a need for intervention (behavior, attendance, and academic).

**Results:** Positive growth in attendance rates.

Supportive staff/student climate and culture.

Increased response to students who feel they are being targeted by “bullies,” as well as those students who are seeking help regarding their mental status and outlook on life.

Many students have recovered credits through the credit recovery program.

**Next Steps:** Focus on Seniors and graduation within the next several months.

Planning schedules for the 2017-2018 school-year.

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

**Data:** Wyoming Accountability system.

**Strategy:** Design a system of support, as well as improve upon Culture and Climate at NCHS as discussed by Marzano’s “High Yield Strategies” (2009) and Silver, Berckemeyer, and Baenen’s “Deliberate Optimism” (2015).

**Timeline:** 04/2016 - 05/2019

**Focus this quarter:** Prepare for the ASPIRE, ACT, and WorkKeys Assessments on April 19th.
Training staff, assign students, and generate a “culture of testing” that will increase the importance of students demonstrating growth on these state/national tests.

**Results:** Undefined

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

**Next Steps:** Continue staff meeting/trainings as well professional development around implementing test-taking strategies, as well as how to adhere to testing guidelines- identified by ACT and the WDE.
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: 2016 - meeting

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

Timeline: August 2014-June 2019

Focus this quarter: We continue to implement co-teaching and station teaching in classes. This allows teachers to better differentiate lessons and activities.

Results: 100% of teachers in co-teaching and/or station teaching.

Next Steps: continue to work on the structure. In addition, we have been working on identifying priority standards, unpacking them and then developing proficiency scales.
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: 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: Discussion of and selection of power standards in ELA by grade level will result in common formative assessments that will be used to monitor student learning, resulting in immediate remediation/enrichment of concepts.

Results: Grade level teachers are working to identify power standards in ELA by grade level 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. Additional vertical discussions help clarify student readiness and expectations

Next Steps: Identification of power standards in ELA will continue and result in development of common summative assessments and common formative assessments. Professional development will be provided in August focused on PLC framework and common assessments
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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 by select faculty 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 Mastery Connect. These teachers have agreed to utilize the program to provide feedback of it's value to Park in increasing student achievement.

Results: The faculty decision is to adopt MasteryConnect for the next 3 years. Teachers who piloted it (and then had discussions with their partner teachers) believe it will better enable them to monitor student learning.

Next Steps: Complete adoption of MasteryConnect for the next school year. Schedule and receive professional development training in August to better utilize MC to monitor student learning.
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.
Next Steps: - Staff 2nd 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.

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:
Pineview Reading Goal Team

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

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

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

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

Timeline: 16-17 year

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

Results: Our 2016 accountability data shows our school was not meeting expectations in growth @ 40.5, equity @ 38.0, and achievement @ 47%.
- Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
- IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.
- Reading & Writing Goal team has built in dates for gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs). The information gathered from the goal team will show which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework.
Next Steps: - Staff 2nd book study on researched strategies and techniques for teachers in the classroom.
- Personal Growth Goal - Action Research - focused on improvement of Best Practices in the classroom.
Grade level collaboration with leader and IFs
Primary and Intermediate collaboration with leader and IFs
Professional learning on building common formative assessments during collaboration
Collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides.
Through pre-assessments, teachers will keep teaching to standards not met by students, drop lessons and activities that have been mastered or do not align to standards taught, and will create activities and lessons, which need higher level skill and knowledge base development.

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

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

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

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

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

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

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

Strategy: Consistently utilize high yield strategies school-wide.

Timeline: 1/2017 - 9/2017

Focus this quarter:
Teachers participated in school based PD-
January- Establish non-negotiables, goal setting for students, teaching strategies
February- Data Drill Down (Root Cause Analysis), Observation checklist
March- Lesson Design
All teachers completed peer observations in the building.

Results:
Comparing Winter to Winter Reading results, we have seen improvement in reading from 2016 to 2017. In 2016, 61% of our students were reading at/or above grade level. In the winter of 2017, 69% of our students are reading at/or above grade level. This is an improvement of 8%.

Next Steps:
Implement a Block Schedule for 4th quarter in Middle School.
Teachers will continue to work with IF in the building on Engagement Strategies.
Teachers are visiting classrooms outside of the building to see engagement strategies in use in their grade level or area.
Principal and IF will be doing engagement walk throughs.
Power Standards will continue to be worked on this quarter.

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

Data: May 2014 = 52%
May 2015 = 46%
May 2016 = 43%

Target:
May 2017 = 60%
May 2018 = 95%

Math
May 2014 = 38%
May 2015 = 31%
Strategic Plan Quarterly Update  
Quarter 3 - 2016-17  
May 2016= 26%

**Strategy:** Consistently utilize high yield strategies school-wide.  
**Timeline:** 1/2017 - 9/2017

**Focus this quarter:** January- Establish non-negotiables, goal setting for students, teaching strategies  
Feburary- Data Drill Down(Root Cause Analysis), Observation checklist  
March- Lesson Design  

Used universal screener to work with students on math strategies and group for IE  
All teachers completed peer observations in the building.

**Results:** Comparing Winter to Winter Reading results, we have seen improvement in reading from 2016 to 2017. In 2016, 61% of our students were reading at/or above grade level. In the winter of 2017, 69% of our students are reading at/or above grade level. This is an improvement of 8%.

Comparing Winter to Winter Math results, we have seen improvement in math from 2016 to 2017. In 2016, 57% of our students were performing at/or above grade level. In the winter of 2017, 64% of our students are performing at/or above grade level. This is an improvement of 7%.

**Next Steps:** Implement a Block Schedule for 4th quarter in Middle School.  
Teachers will continue to work with IF in the building on Engagement Strategies.  
Teachers are visiting classrooms outside of the building to see engagement strategies in use at their grade level or content area.  
Principal and IF will be doing engagement walk throughs.  
Power Standards will continue to be worked on this quarter.
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:** Goal: By May 2019, 100% of our students will read at or above grade level as measured by NWEA assessments.

**Data:** Sagewood was exceeding expectations on the Wyoming School Accountability model. In May of 2016, 83% of students were at or above the 40th percentile on the NWEA MAP assessment. On the fall assessment, that was 79% at or above the 40th percentile.

**Strategy:** Strategy 1: Sagewood students will learn the CCSS ELA with clearly defined power standards in the District Assessment System (DAS) using school-wide collective commitments in reading and writing.

**Timeline:** 9/2016 - 9/2018

**Focus this quarter:** The building has really focused on reading currently. We have identified a need for a balance of skills and larger thinking in terms of essential questions. Staff has been working to identify philosophies and beliefs around reading and writing instruction. Staff has met monthly (sometimes more than monthly) since December of 2016 to discuss these concepts.

In addition, the staff has visited the ELA resource room at CSF by grade level team to review materials in a 2.5 hour chunk of time. Teams are contributing to a spreadsheet of how resources align or do not align to their values, using both their review of materials and the ELA team provided reviews from a district perspective. The idea is to find resources to support reading instruction aligned to increasing reading achievement.

**Results:** Currently we are defining terms such as “framework” and “Program.” Teachers are excited about comprehension in terms of critical thinking, essential questions, and extensions of learning. The building has strong foundation in the big 5 and wants to bolster using writing to teach reading. The Comprehension Toolkit has surfaced as an instructional practice with gaining enthusiasm. Other resources that match that philosophy included Making Mean, Being a Reader, Being a Writer and Lucy Caulkins. Other resources included Amplify.

**Next Steps:** The building wants to continue the philosophy conversation in April and May, leading into using Comprehension Toolkit next year and researching a more all-encompassing resource. 2017-2018 would dedicate PD time to implementation of the Comprehension Toolkit and finding a primary resource that aligns with the philosophical beliefs we define. In addition, next year teachers would like the opportunity to use specific resources for a unit of study to understand better how the resource can be utilized. Currently consideration is given to Making Meaning, Being a Reader, Being a Writer, Lucy Caulkins and Amplify. We may consider Spalding as well.
Goal: By May of 2019, 100% of our students will read at or above grade level as measured by PAWS results.

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

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

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

Timeline: 9/2014 – 5/2019

Focus this quarter: We will continue vertical alignment of standard mastery levels through our partnership with the University of Wyoming. We will start to look at how our instructional strategies and instructional framework align with our recent work and make modifications as needed. The Literacy Team will also be looking at possible resource materials for next year.

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 be making recommendations for professional development next year.

Goal: By May of 2019, 100% of our students meet grade level standards as measured by PAWS results.

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

Actual
May 2014 = 64.2
May 2015= 47.2
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. The team is also planning professional development for next year.

Results: As indicated, Math improved for Southridge and 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.
4. The math goal team has also been conducting a book study on developing a growth mindset in students regarding math.

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

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

Actual
2016 – 209
2017
2018
2019

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.


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

Results: The rate of office citations has been reduced dramatically from previous years. On our current pace, we should have a significant 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:
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 exceeded the 5 MGP 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>
<tr>
<td>Spring 2017</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</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:** Growth for each and every student in grades K-5 was a continued focus for the 3rd quarter. All teachers in grades K-5 continue to engage 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.

A Mastery Connect training was conducted on January 31, facilitated by Summit and Sagewood staff members, to provide hands-on experience pertinent to each grade level and to address grade-level teachers' concerns. The training also focused on the generation of common reports regarding the growth of students to better inform classroom instruction and I/E time (PLC process.) As a result of this training, an all-school consensus agreement was reached that all grade levels K-5 would track data in Mastery Connect and generate a 3rd-quarter report to be sent home to parents. While attempting to do this, kindergarten teachers met with frustration and requested to pilot a different standard-based reporting system that appears to be much better aligned to kindergarten skills and standards. This request was granted and kindergarten teachers are moving forward with a different tool (to meet the agreed-upon consensus and to serve the same purpose as Mastery Connect) at that grade level.

Summit teachers met on March 20 and March 22 to spend time reviewing the current growth of each student. Learning cycle data and progress monitoring data were reviewed in reading, math and behavior to determine if students are making satisfactory progress and to establish needed interventions for those who are not.
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**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:** We are anxiously awaiting 2017 PAWS results to determine effectiveness of 2016-2017 strategies and to plan next steps. We are also learning about the new state-wide assessment system that will be in place for the Spring of 2018.

**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 (+3%)</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>

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>
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<tr>
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<td>69%</td>
</tr>
<tr>
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<td>85%</td>
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<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 Spring, 2017 window. Results will be used to provide data in regard to growth to inform the MTSS process on May 24 and 25.

**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 third 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.

In addition, teachers have begun to review ELA resources in order to make a school-wide decision by February, 2019. Discussion is occurring to formulate the 2017-2018 Professional Development Plan where time is allocated to explore, pilot and discuss different ELA resources prior to a final decision.
Results: FALL and WINTER NWEA data for READING:
Results are promising as the trend of improvement is continuing from one year to another:

<table>
<thead>
<tr>
<th>Grade</th>
<th>FALL 2015</th>
<th>FALL 2016</th>
<th>WINTER 2016</th>
<th>WINTER 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>42%</td>
<td>38%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>First Grade</td>
<td>61%</td>
<td>69%</td>
<td>54%</td>
<td>82%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>63%</td>
<td>71%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>71%</td>
<td>78%</td>
<td>86%</td>
<td>80%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>73%</td>
<td>81%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>61%</td>
<td>72%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>TOTAL SCHOOL</td>
<td>62%</td>
<td>69%</td>
<td>69%</td>
<td>74%</td>
</tr>
</tbody>
</table>

One of the most promising data points is measuring END-OF-YEAR RIT scores during the WINTER window. In winter of 2016, 55% of K-5 students had met the end-of-year State RIT in READING. In winter of 2017, that number has increased to 60% of K-5 students meeting the end-of-year State RIT in READING.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>FALL</th>
<th>WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>84%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Next Steps: Spring NWEA results will be analyzed in May to determine if the trend of increased reading as evidenced by NWEA results noted from fall to winter (and from year to year) is continuing. Next steps will be determined depending upon findings of data, PAWS data and the future of the NWEA assessment in the District and State.

The PLC Leadership Team is meeting on April 10 to review and analyze collaboration feedback and make recommendations for any needed next steps needed to possibly implement PLCs in reading beginning 2017-2018. ELA standards and resource discussions and research will continue so that a school-wide decision can be made about ELA resources by February 2018. Based upon feedback for all staff (Google survey and feedback), Summit’s Professional Development Plan will be created with an interest in allocating time to continue learning and implementation of Eureka math and in learning more about effective teaching and assessment practices in the areas of ELA and math.

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

<table>
<thead>
<tr>
<th></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>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>

**Strategy:** Strategy 1: Teach and assess Math Common Core in grades K-5.


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 third quarter mirrored the focus for quarters one and two:

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. The principal and instructional facilitator met with all K-5 teachers to determine levels of fidelity in math instruction and struggles that teachers may be having with the intent to tweak schedules, etc. as needed.

All teachers are implementing Mastery Connect as a tool to share and track common assessments. A Mastery Connect training was conducted on January 31, facilitated by Summit and Sagewood staff members, to provide hands-on experience pertinent to each grade level and to address grade-level teachers’ concerns. The training also focused on the generation of common reports regarding the growth of students to better inform classroom instruction and I/E time (PLC process.) As a result of this training, an all-school consensus agreement was reached that all grade levels K-5 would track data in Mastery Connect and generate a 3rd-quarter report to be sent home to parents. While attempting to do this, kindergarten teachers met with frustration and requested to pilot a different standard-based reporting system that appears to be much better aligned to kindergarten skills and standards. This request was granted and kindergarten teachers are moving forward with a different tool (to meet the agreed-upon consensus and to serve the same purpose as Mastery Connect) at that grade level.

The Common Core (CCSS) Goal Team collected data from teachers to determine the barriers to peer coaching during the first semester. Based upon feedback, changes were made and beginning in April, all ten grade-level teachers in 3, 4, 5 are visiting each other’s classrooms (grade 3 teachers are observing grade 2 teachers, grade 4 teachers are observing grade 3 teachers and grade 5 teachers are observing grade 4 teachers) during math instruction to develop a better understanding of math standards and rigor at a the grade preceding them.
Results: FALL and WINTER NWEA (State RIT) data for MATH:
Results are promising as the trend of improvement as evidenced by WINTER NWEA is continuing from one year to another:

<table>
<thead>
<tr>
<th></th>
<th>FALL 2015</th>
<th>FALL 2016</th>
<th>WINTER 2016</th>
<th>WINTER 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>40%</td>
<td>36%</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>First Grade</td>
<td>58%</td>
<td>72%</td>
<td>50%</td>
<td>71%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>69%</td>
<td>81%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>78%</td>
<td>75%</td>
<td>68%</td>
<td>77%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>55%</td>
<td>68%</td>
<td>51%</td>
<td>73%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>49%</td>
<td>61%</td>
<td>53%</td>
<td>63%</td>
</tr>
<tr>
<td>TOTAL SCHOOL</td>
<td>58%</td>
<td>65%</td>
<td>57%</td>
<td>68%</td>
</tr>
</tbody>
</table>

One of the most promising data points is measuring END-OF-YEAR RIT scores during the WINTER window. In winter of 2016, 19% of K-5 students had met the end of year State RIT in MATH. In winter of 2017, 47% of K-5 students have already met the end of year State RIT in MATH. This is a significant change and it is believed that rigor level and quality instruction in math are making this difference.

Next Steps: Spring NWEA results in MATH will be analyzed to determine growth trends. New PLC targets in MATH will be set based upon attaining a 5% increase in achievement.

The PLC Leadership Team is meeting on April 10 to review and analyze collaboration feedback and make recommendations for any needed next steps to more fully implement PLCs in math at Summit.

The MTSS Goal Team reviewed and analyzed the behavior survey feedback on April 3 and co-chairs of that team will attend the District Behavior AdHoc meeting on April 6. The interest is to request that Summit be included in the all-school intensive behavior training beginning 2017-2018.
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: 75% of students in the Caring Community

Attendance Data
2015-2016
1st Qtr 96% 2nd Qtr 95% Semester 95.5% 3rd Qtr 94.41%
2016-2017
1st Qtr 97% 2nd Qtr 94% Semester 96% 3rd Qtr 93.67%

Office Referrals
2015-2016
1st Qtr 23% 2nd Qtr 19% 3rd Qtr 24%
2016-2017
1st Qtr 16% 2nd Qtr 18% 3rd Qtr 25%

Tokens by Houses
House 1st Qtr 2nd Qtr 3rd Qtr 4th Qtr
Red 165 137 178
Black 147 156 141
Pink 146 127 147
Green 138 138 169
Purple 130 127 165
Orange 127 161 151
Blue 116 147 188

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. 12 students are recognized each quarter during the Leader of the Pack assembly for living the Core Values.

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.

Next Steps: We will be more strategic with randomly recognizing students from the winning House as well as students in the Caring Community. In addition, the intervention team will define a tiered system for behavior similar to one we have in reading and math. One thing we know is that student behaviors escalate on Tuesdays, so we are going to implement strategies to decrease the undesired behaviors on this day of the
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

week. We will tweak our strategies on the Strategic Plan to better reflect the work we are doing next year. One final thing we are going to do by the end of the school year is review what our behavior data is telling us to better assist us when choosing a resource for Health. We want this resource to align to the work our teachers, counselor and nurse are doing in the classroom.

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

Verda James Elementary School’s mission is to ensure high levels of learning for all students.

**Goal:** All grade levels at Verda James will maintain or increase the number of students meeting or exceeding at grade level fluency by May 25, 2017.

**Data:** We are collecting data 3 times this year. We will collect fluency scores in October, February and May. Results: Literacy First data is not collected until May. Results will not be reported out until after spring data has been collected and entered in the Fluency Tracker. It will be reported out in the 4th Quarter Report.

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**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sight Words / WPM</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 3-5</td>
<td>66/71 students</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>1st - 50</td>
<td>59/72 students</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>2nd - 51 WPM</td>
<td>41/64 students</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>3rd - 75 WPM</td>
<td>31/66 students</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>4th - 98 WPM</td>
<td>41/77 students</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>5th - 111 WPM</td>
<td>62/76 students</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

**Winter Data from January 2017**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sight Words / WPM</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 15</td>
<td>71/72 students</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>1st - 100</td>
<td>58/72 students</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>2nd - 88 WPM</td>
<td>44/63 students</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>3rd - 111 WPM</td>
<td>36/68 students</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>4th - 125 WPM</td>
<td>47/77 students</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>5th - 139 WPM</td>
<td>63/76 students</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

Quarter 3 Next Steps: Gather the data from end of the year testing. Identify successful strategies and interventions.

**Strategy:** Each teacher will commit to 10 minutes of fluency practice per day. Interventions will be monitored and adjusted based on student progress.

**Timeline:** Results: Literacy First data is not collected until May. Results will not be reported out until after spring data has been collected and entered in the Fluency Tracker. It will be reported out in the 4th Quarter Report. 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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sight Words / WPM</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 3-5</td>
<td>66/71 students</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>1st - 50</td>
<td>59/72 students</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>2nd - 51 WPM</td>
<td>41/64 students</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>3rd - 75 WPM</td>
<td>31/66 students</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>4th - 98 WPM</td>
<td>41/77 students</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>5th - 111 WPM</td>
<td>62/76 students</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

Winter Data from January 2017

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Sight Words / WPM</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 15</td>
<td>71/72 students</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>1st - 100</td>
<td>58/72 students</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>2nd - 88 WPM</td>
<td>44/63 students</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>3rd - 111 WPM</td>
<td>36/68 students</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>4th - 125 WPM</td>
<td>47/77 students</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>5th - 139 WPM</td>
<td>63/76 students</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

Quarter 3 Next Steps: Gather the data from end of the year testing. Identify successful strategies and interventions.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

Focus this quarter: Focus for 2nd quarter: Fluency Tracker created to monitor progress of students
- Literacy First Data harvested
  - Updated Fluency Tracker
  - Included winter NWEA scores as a data point
  - Teachers identified interventions being used
  - Possible barriers and concerns were identified
  - New students added, fluid document

Results: Literacy First data is not collected until May. Results will not be reported out until after spring data has been collected and entered in the Fluency Tracker. It will be reported out in the 4th Quarter Report.

Current Data:
https://docs.google.com/spreadsheets/d/1MtrsVO1AuIS1csOF0U2oOADXQbInBvnQz_Jtq6W_7zA/edit#gid=0

Next Steps: Quarter 3 Next Steps: Gather the data from end of the year testing. Identify successful strategies and interventions. Spring NWEA Data will be used to compare growth Fall to Spring.

Long term we are working with our Librarian to purchase 4 books for summer reading for every student at Verda James. The intent is to support ELA progress with a focus on Fluency. Books will be based on student interests and Lexile level. The objective is to minimize the summer slide for students and parents will be asked to be involved with the "Think Sheets" provided for each book.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>59%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>66%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>59%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>53%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>50%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>60%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade</td>
<td>60%</td>
</tr>
<tr>
<td>4th grade</td>
<td>62%</td>
</tr>
<tr>
<td>5th grade</td>
<td>50%</td>
</tr>
</tbody>
</table>
As of March 2017, there are no new PAWS scores available. Testing window is March 13th - March 17th. Math team will review upon receiving scores in the fall.

**Strategy:** Grade levels continue to utilize pieces of the 21st Century Assessments which is provided by the My Math Program. We have found that these assessments provide rigor and expose our students to a variety of questions that include selected response and constructed-response items.

Differentiated instruction in all grade levels
Flexible grouping (Tier groups, small groups which include enrichment and reteach, IXL, and homework club).

Use MasteryConnect to identify and track students to see if interventions are working to help students succeed. This data will also be used for targeted interventions at the individual level.

**Timeline:** Ongoing

**Focus this quarter:** Continue with our goal from previous quarter.

Bubble students are a focus within all grade levels (NWEA 30-50 percentile). The purpose is to have those students be successful in moving into the 60% or above on the NWEA math test.

**Results:** Based on Winter NWEA (chart could not import into this field)

Bubble students (NWEA 30 - 50 percentile) per documentation showed growth @ 100% in all grade levels within their lowest RIT strand from Fall to Winter on NWEA. These students are now working in their new lowest RIT stand per NWEA winter scores. New bubble students were added as we had students move into the range indicated above from the winter scores. These students will be working on their lowest strands to improve spring scores. Students are being monitored through flexible groupings, small groups, Tier groups, reteach and enrichment groups, IXL, along with homework club. Click on the link below for students’ data.

https://docs.google.com/spreadsheets/d/1cXDIs_Px2mtHfM1PEP1P2joXTmisB9BlhJ7_LMZeeD4/edit#gid=0

**Next Steps:** Continue the plan/goal as indicated above.

Document NWEA Spring data into chart above according to the breakdown (low, lo-avg, avg, hi-avg, high) to show grade level growth within percentile ranges.

Continue to document bubble students (30% - 50%) in their lowest strand and add new students accordingly. Spring data will also be used to document growth with our bubble students and to assure interventions/strategies continue to be in alignment with our goal.

Math goal team is officially transitioning to STEM goal team.

As a building we do continue to develop systems of support for each child as we have identified RIT Strands that need improvement and do have the tools to remediate these areas but integration into classroom TIER interventions seems to be in my option still a work in progress. As we have a PLC Focus in our school I do think this is an indicator of discontinuity in our PLC matrix and will need to be addressed at the individual level.

**Goal:** We will develop strategies, systems and an environment for safe and healthy people that promotes social/emotional success on life’s journey!
Data: Christi Bayer completed her SET Eval on February 2, 2017. She is scheduled to share her feedback during a staff meeting on April 6, 2017. This will drive out much of our work for the remainder of this year and be ongoing work for the 2017-2018 Academic year.

Strategy: During the staff meeting Christi Bayer will share her feedback, Shelley Ellbogen will review NCSD1 Tier process, and the staff will review the behavior survey results in order to reach consensus and plan Q4 and 2017-18 training.

Timeline: Ongoing

Focus this quarter: Apply agreed upon behavior strategies from Q2, reteach students PBIS, 8 Keys and VJ expectations, collect and review behavior data for Q3.

Results for this quarter:

February 2017

<table>
<thead>
<tr>
<th>Behavior Data</th>
<th>Females</th>
<th>Males</th>
<th>Total who MET recognition</th>
<th>Total who DID NOT MEET recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2</td>
<td>1</td>
<td>67/70=96%</td>
<td>3/70 = 4%</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>7</td>
<td>61/72=85%</td>
<td>11/72=15%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100% 0%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
<td>61/68=90%</td>
<td>7/68=10%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>74/79=94%</td>
<td>5/79=6%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>4</td>
<td>73/77=95%</td>
<td>4/77=5%</td>
</tr>
</tbody>
</table>

K, 3 & 4 hold steady.
1st grade behavior has improved 7% since January.
2nd grade has 100% who met recognition!
5th grade behavior has improved since January.

Item 3. Analyze Behavior Data
Are there any trends in the behavior data? From month-to-month?
Are students who struggled first semester doing better? 1st grade has a student who hasn’t celebrated before gets to celebrate this month!
Are different students now struggling? New students. What system do we have in place? Welcome to Verda James flip chart-for new students and families- need to show new teachers!
Anything you remember from previous years still happening? Students comfortable with looping teachers or are they “just” 5th graders getting the spring attitude? Previous teachers say it’s just 5th grade students. Time to address being positive leaders and how to be a model for younger students.

Results: See Results in Quarter Focus.

Next Steps: We will decide, as a school, next steps after Christi Bayer and train the whole school. Until then we will work to train each other during PLCs and staff meetings.

Use Data provided by the behavior survey to provide direction and focus as we move forward in our efforts to improve in this area.
Also, look at if the SET Eval also indicates the same needs as identified in the Behavior Survey.
Willard Elementary, Succeeding Today, Soaring Tomorrow!

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

<table>
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**Strategy:** Strategy 1: Reading Achievement –
- E.L.A. Common Core State Standards
- Grade Level Collaboration Meetings using the P.L.C. model
- Intermediate/Primary Collaboration 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

**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 have also added a focus of Word Work for grades 1 through 5. Our I.F. is working with grade levels on deepening our understanding or word work and how we can better support that within classrooms. 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:** We have continued our work in the area of ELA instruction. During our grade level collaborations times grade levels continue to identify areas of opportunity. With the help of our instructional facilitator our grade level teachers are able to identify skill gaps, make adjustments to their instructional practices, and meet the identified needs of our students. We are working to become intentional within our instructional practices by using several data points and focusing on our 4 guiding questions.

**Next Steps:** We will continue to look at student data to help form our instructional practices. Our staff will continue to work with our building instructional facilitator and our Catapult Learning.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

consultant 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. Next fall we will begin
the process of identifying priority standards in the area of ELA, writing proficiency scales and common
formative assessments.

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.

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<tr>
<td>May 2019</td>
<td>Exceeding</td>
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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 Meetings using the P.L.C. model
Intermediate/Primary Collaboration Meetings using the P.L.C. model
Inclusion
District Assessment Facilitator - working with staff around Priority Standards, C.F.A., Proficiency Scales, Data Analysis

Timeline: 10/2014-05/2017

Focus this quarter: Each grade level has identified priority standards and has selected one of those
standards to create a proficiency scale and C.F.A. Staff were asked to use the assessment check list and
discuss their C.F.A. within their primary or intermediate collaboration meeting. Teachers have administered
the C.F.A. and are now analyzing the data and making adjustments to their instruction according to their data.
This work is taking place during our whole group collaboration and grade level collaboration. Our District
Assessment Facilitator has come to Willard on a scheduled basis in order to help us continue our learning
around this process.

Results: Staff are gaining understanding around proficiency scales, common formative assessments, and data
analysis. During grade level collaboration we have witnessed deeper conversations around student learning
and the use of our four guiding questions. Teachers are understanding how to create flexible instructional
groups in order to fill identified skill gaps.

Next Steps: Staff will continue to write common formative assessments that are aligned to their identified
priority standards. This will continue to be done in the area of math for the remainder of this year. We will plan
to add ELA to this process in the fall of 2017.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

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

Data: NWEA Reading Data:

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<td>May 2019</td>
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Strategy: E.L.A. Common Core State Standards
Grade Level Collaboration Meetings using the P.L.C. model
Intermediate/Primary Collaboration Meetings using the P.L.C. model
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

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 have also added a focus of Word Work for grades 1 through 5. Our I.F. is working with grade levels on deepening our understanding of word work and how we can better support that within classrooms. 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: We have continued our work in the area of ELA instruction. During our grade level collaborations times grade levels continue to identify areas of opportunity. With the help of our instructional facilitator our grade level teachers are able to identify skill gaps, make adjustments to their instructional practices, and meet the identified needs of our students. We are working to become intentional within our instructional practices by using several data points and focusing on our 4 guiding questions.

Next Steps: We will continue to look at student data to help form our instructional practices. Our staff will continue to work with our building instructional facilitator and our Catapult Learning consultant 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. Next fall we will begin the process of identifying priority standards in the area of ELA, writing proficiency scales and common formative assessments.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

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

Data: SET Evaluation Completed
Strategy: Strategy 1 - Break Zones in Every Classroom
Strategy 2 - Magnitude Scale Implemented
Strategy 3 - Implement 3 Intervention Protocol to follow before calling for additional support
Strategy 4 - Continue Research/Collaboration and select SEL curriculum for implementation beginning fall of 2017
Strategy 5 - Universal Systems to Teach School Wide Behavioral Expectations
Strategy 6 - Universal Systems to Reward School Wide Behavioral Expectations
Strategy 7 - Universal Systems to Respond to Behavior
Timeline: 09/2017 - 05/2019

Focus this quarter: This quarter we have focused on sharing the results of our SET evaluation. We have also started the implementation process around Break Zones in Every Classroom, the Magnitude Scale, and researching and collaborating around a school wide SEL curriculum.

Results: Each classroom teacher has created a break zone within their classroom. Within the break zone students will have access to at least the three following coping strategies 1. journaling 2. breathing exercise 3. Read a Book
Each classroom has been equipped with a visual timer to provide a 3, 5, or 7 minute break, visual diagrams to help coach students through the process of how to appropriately access and use the classroom break zone.

Next Steps: Continued learning around the Magnitude Scale, researching an appropriate SEL curriculum to use K-5, creating a teach to schedule for expectations, creating a schedule master schedule that honors the work of the SEL curriculum and a school wide weekly gathering of school groups.
Woods Learning Center
To foster 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: Reading

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</tr>
<tr>
<td>May 2018=</td>
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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: Create a grade-level common core aligned list of critical vocabulary for grades K-8.

Results: After looking at data from both NWEA and PAWS we identified the ELA strands of weakness. Language acquisition and vocabulary were these areas.

Next Steps: Each grade-level pod will study how to teach, reinforce and assess critical vocabulary at their level.

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

Data: Math

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<td>May 2017= Meeting/Exceeding</td>
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<td>May 2018= Meeting/Exceeding</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2019 = Exceeding</td>
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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: •Created a spreadsheet of K-8 students who fell below the 40% in NWEA and those who scored basic on PAWS.
•Identified the lowest domain in NWEA and PAWS for students below this 40% mark.
•Explored and implemented resources as a Response to Intervention.
•K-5 has continued to focus on implementing Investigations.

Results: •Due to implementing Ten Marks, Moby Max, Kahn Academy, Prodigy, and IXL; 2nd through 8th grade have noticed improvement in skills for the at-risk students as well as non-struggling students.
• 2nd - 8th grade analyzed interim data to adjust instruction.

**Next Steps:**
- K-1 will implement Zearn as a Response to Intervention.
- Math team will begin to look at Springer’s 55 critical vocabulary words and how they connect with math.
- Math team will begin conversations around AIR (new state assessment system) and how to prepare our students for this new assessment.
- K-1 will give first interim assessment to adjust instruction.
- Math goal team members will encourage all teachers to validate math interim assessments for their grade level.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Business Services

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

Goal: By May of 2019, 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: Pending survey results

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

Timeline: 1/2015– 5/2019

Focus this quarter: Business Services hosted a consultant from Sungard (now Powerschool) who conducted a review of our HR/payroll business processes. We received a 47 page report on our district processes including recommendations for implementation of best practices and improvements to existing systems to achieve maximum efficiency and accuracy. A plan is being developed to prioritize the consultant’s recommendations and begin implementation.

We reviewed a proposal from a consultant for a redesigned mileage reimbursement program. The program will create great efficiency in the Account Payable processes. An implementation plan is being developed.

Results: We began implementation of several improvements based on consultant recommendations. One is the implementation of Subtracker, an electronic method to import substitute pay into payroll for payment.

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: Prioritize recommendations received in the Business Process Review and create a timeline for implementation.

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

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

Goal:
Data:
Custodial Operations Department

The Custodial Operations Department will provide a safe and clean environment to all building users and build a high functioning team with a commitment to continuous improvement.

---

**Goal:** Ensure all CSF buildings are clean and opportunities are addressed in a timely manner.

**Data:** None to report.

**Strategy:** Review existing CSF custodial cleaning procedures and support service activities in order to identify efficiencies that allow staff to maintain the same level of custodial services with fewer staff.

**Timeline:** Continuous

**Focus this quarter:** Collaboratively identify and implement custodial efficiency opportunities.

**Results:** An enhanced CSF restroom cleaning and inspection process was implemented this quarter. Deep cleaning continues to be performed after normal business hours, however, we have added spot cleaning at a minimum of once per day. Restroom cleaning and inspection charts are posted on the interior of the doors as a quality control measure.

We implemented an enhanced CSF custodial communication plan that includes:

a. All CSF custodians will have two-way radios with them at all times. There was no cost for the radios or charging stations.

b. In addition to the two-way radio, the Superintendent, Cabinet members, Central Administrative staff, Maintenance Department Supervisors and our Administrative Specialist has the CSF Custodial Supervisor’s cell phone number so they can reach him if he is out of range for the two-way radio.

We initiated an enhanced CSF custodial staff out of the office process that includes:

a. Automatic e-mail notifications will be completed by the CSF custodial staff anytime they are out of the office that includes who can be contacted for immediate service while they are out.

b. CSF Custodial Supervisor will ensure all necessary staff are aware when custodial staff are on vacation, sick, etc. (e.g. personal notifications, e-mail notifications, etc.)

c. The CSF custodial staff use a white board chart posted on the CSF custodial door that notes their location so CSF staff knows who to call if a situation arises that needs immediate attention.

Administrative enhancements:
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

a. Work and lunch schedules were modified to ensure we have at least one custodial staff on-site at all times at the CSF administrative building.

b. Vendor visits have been limited to 15 minutes so CSF Custodial Supervisor can spend more time performing work in the buildings and quality control inspections.

A new CSF trash removal protocol was implemented. The protocol includes having non-custodial staff empty their own waste receptacles in centrally located hall waste cans and use the centralized food waste receptacle to dispose of food and drinks.

Plugged toilets will be immediately reported to CSF Custodial Supervisor or their designee if they are out of the office. Corrective action by CSF custodial will immediately occur. If the problem cannot be corrected by custodial staff they will place an “Out of Order” sign, a work order is submitted and the Mechanical Trades Supervisor will have someone on-site within two hours to correct the problem. Maintenance staff will notify the CSF Custodial Supervisor after their work is complete so sanitary cleaning can occur.

Next Steps: Continue to identify efficiencies that will further enhance the CSF custodial responsibilities and support services.

Goal: Develop and implement District wide custodial training program.
Data: A Google custodial training survey link will be included in the Administrator newsletter and the link will be sent directly to all District custodians no later than April 7th. The deadline to submit the survey is May 1st.
Strategy: Develop and implement a custodial training program to all District custodial staff that provides the necessary processes and procedures to effectively and efficiently complete their work.
Timeline: 3/2017 - 8/2017
Focus this quarter: Develop annual custodial training program.
Results: A Google custodial training survey has been developed that asks Building Administrators and custodians to select from a list of custodial training topics and the opportunity to offer additional topics.
Next Steps: Collect and analyze survey results, develop custodial training agenda, presenters, and notify Building Administrators and custodians when the summer custodial training sessions will be held based on information obtained from the survey.

Goal: Develop new and/or enhanced efficiencies that benefit District wide custodial operations, the Maintenance Department and other departments.
Data: None to report
Strategy: Collaboratively develop and implement strategies that enhance custodial cleaning practices and identify new opportunities that enhance cleaning practices and custodial standards.
Timeline: 3/2017 - 6/2018
Focus this quarter: Identify CSF and District wide custodial strategic initiatives that can be developed and implemented over the next 18 months.
Results: TBD
Next Steps: Shown below are CSF and District wide initiatives that have been identified:

1. Review existing CSF custodial cleaning processes and
frequencies and identify options to further enhance our custodial cleaning practices in public areas with fewer staff.

2. Develop CSF campus quality control inspection program (e.g. windows, bathrooms, flooring, interior and exterior trash, weed removal, etc.) Our goal is to have our CSF campus buildings lead our effort to establish District custodial standards.

3. Develop District wide filter, belt and lubricant inventory process and quality control program.

4. Update the “NCSD #1 Custodial Standards Handbook”.

5. Develop and implement substitute custodial training program.

6. Develop a long-term District wide custodial training program that will include on-line, District annual training and attendance at the Wyoming Custodial Association conference.

7. Develop a District wide cleaning standards program and training around the new standards.

8. Working collaboratively with the Director of Food Services and Warehouse and his team, we will strengthen the custodial inventory ordering process by:

   a. Identifying which custodial products have a long lead ordering time before the product arrives so the product is on hand when needed. This process will assist both custodial and the warehouse by re-evaluating custodial inventory on hand to ensure it meets our building custodial supply needs, and reduce the number of trips the warehouse staff make to buildings to deliver custodial products and paper supply orders.

   b. Reviewing and implementing an enhanced custodial inventory ordering process that will assist warehouse staff by reducing the number of deliveries to a building and coordinate the delivery of paper and custodial

Custodial Operations Department Page 3
supplies at the same time.

c. Identifying which custodial products are no longer needed because building systems have changed, and a process to update the custodial inventory supply inventory items based on new building systems or cleaning processes (e.g. cleaning supplies, lamps, etc.).

d. Developing a process that would require custodians to verify their current inventory on-hand before ordering custodial supplies they have an adequate on hand supply.

9. Strengthen the awareness and develop a protocol if buildings decide not to use a District provided custodial product, the purchase of the product they choose to use will be paid from their budget.

10. Identify a process to track what type of custodial motorized equipment buildings have at their site so CSF staff can provide the necessary safety and operator training, etc.

11. Develop protocols and a checklist spreadsheet that shows site based, CSF custodial, and Maintenance Department equipment responsibilities surrounding routine maintenance, repairs, inspections, and payment for parts needed to repair the equipment. This document will not only assist current staff but especially new Building Administrators and custodians.

12. Implement an automated District wide custodian preventive and routine maintenance and inspection program that aligns with their current job responsibilities and when this work needs to occur.

13. Identify process, protocols and standards that schools can request to replace certain types of equipment that is either worn out or will enhance custodial efficiencies using the CSF custodial machinery and equipment budget allocation.

14. Develop District wide integrated pest management protocol.
15. Develop site-based floor plans that show where filters, pumps/motors and other equipment is located that require custodial routine maintenance and inspections. This initiative will assist custodial staff identify the locations where the equipment is located.

16. Identify District wide custodial cleaning standards for schools, athletic areas, warehouse space, administrative buildings, etc.

17. Establish a process to invite 5-7 custodians to actively participate on a District wide custodial committee that will allow them help to develop and implement the initiatives shown in this document as needed. Custodial participation on the committee would rotate in order to allow broad custodial participation.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Department of Differentiation and Early Childhood

*The mission of the Department of Differentiation and Early Childhood is increased 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)

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**Strategy:**

- Accredited Preschool Programs
- Collaboration with Community Early Childhood Agencies

**WE READ**

**Timeline:** 2015 - 2019

**Focus this quarter:** School Readiness:

Accredited Preschool Programs - Lincoln, Midwest, Mills and Mountain View Preschool Programs participated in their NAEYC Re-Accreditation Site Visits in March. Preschool applications were updated and printed. Preschool enrollment will be held from May 1 – 30, 2017. DFS/TANF Community Partnership Grant and Title I guidelines will be followed in placing children into preschools for the 2017-18 school-year.

Collaboration with Community Early Childhood Agencies (NCECA) – The Natrona County Early Childhood Alliance hosted an Early Childhood Roundtable in February for preschool and childcare providers. The NCSD Behavioral Interventionists presentation at the Round Table was about Positive Behavior Supports for Preschool Children. The NCECA also hosted a Book and a Bite Family Night for families with preschool aged children in March. The focus of the NCECA monthly meetings has been transitioning children from preschool to kindergarten.

WE READ – We Read summer books for K-3rd grade students have been packed and are ready for delivery to schools. Books for the Baby Bags at the Hospital have been ordered and will be shipped to the CST for the WE READ Baby Book Bag Project at the Wyoming Medical Center. The WE READ APP has been updated to allow multiple users on one device. Students at Star Lane are working to update the content on the app as well as to make it more interactive.

**Results:** School Readiness:

Accredited Preschool Programs – The NAEYC Accreditation Site Visitor was positive about the four schools she visited. Upon review of the School and Program Portfolios, she found all of the documentation required.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

NAEYC will review her report and will inform us of our accreditation status within three months. Bar Nunn, Cottonwood, Evansville, University Park, Pineview and Willard do not have a schedule for their site visits at this time. The Director of Differentiation and Early Childhood has been in contact with NAEYC several times to try to arrange these site visits. The updated preschool applications and processes will make the registration process in June more efficient allowing parents to know about preschool placements earlier.

Collaboration with Community Early Childhood Agencies (NCECA)

70 preschool and childcare providers attended the Early Childhood Round Table in February. Comments about the NCSD Behavior Interventionists’ presentation were very positive, with requests for more time with them.

25 families with preschool aged children attended the Book and a Bite Family Night in March. Families enjoyed a free dinner, family game time, guess readers, and a book give away. Each family went home with food bags from the Food Bank of the Rockies.

Both of these community events are a collaboration of efforts between NCSD, United Way, Wyoming Kids First, and several other community groups. Funds from our NCSD DFS/TANF Community Partnership Grant help with these events.

The Director of Differentiation and Early Childhood shared the NCSD Kindergarten Curriculum with the NCECA preschool and childcare providers in an effort to assist with transitioning to kindergarten.

WE READ – When the summer We Read books are distributed to our K-3rd grade students in May, each student will have received 12 books this school year for a total of over 50,000 books purchased and delivered. Updating the WE READ APP makes it more family friendly allowing more than one child in a household to use a phone or other device and more child friendly allowing the content to stay fresh and challenging.

Next Steps: School Readiness:

Accredited Preschools: NAEYC Re-Accreditation Site Visits will need to take place before May 30, the last day of preschool. The Director of Differentiation and Early Childhood will continue to be in contact with NAEYC to insure that this happens. Preschool applications will be reviewed and students will be placed into classes the first week of June based on financial and academic need first. Parents will be notified by June 9 of placement or waitlist.

Preschool teachers will use Family and Staff annual NAEYC surveys to determine needs and goals for the 2017-18 school year.

Collaboration with Community Early Childhood Agencies (NCECA) – The NCECA will plan for another Early Childhood Round Table in May. The Alliance will continue to share information about transitioning to kindergarten and about NCSD services for kindergarten students.

WE READ – We Read Book and My Trib Content Writer budgets will be reviewed in April. New systems will be put in place to continue this program within the budget guidelines set. Vendors will be notified of any changes to the process. Books will be ordered for 2017-18. Elementary Librarians will assist with selection of the books.
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: Data: Targets Actual

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<tr>
<td>2016</td>
<td>80%</td>
<td>2016</td>
<td>85.5%</td>
</tr>
<tr>
<td>2017</td>
<td>80%</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>80% or higher</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>80% or higher</td>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>

Strategy: Differentiated Learning Opportunities

- Differentiated Kindergarten (Classic K, Traditional K, Advanced K)
- ESL HUB/SIOP Programming
- Multi-Tiered Systems of Support
- Library Services Support

Timeline: 2015-2019

Focus this quarter: Differentiated Kindergarten (Classic K, Traditional K, Advanced K) – Kindergarten Screening and Registration is complete for 2017-18. Screenings were held in January after school hours with preschool and kindergarten teachers administering the Brigance III. The NCSD Early Childhood Leadership Team researched possible Universal Screeners to be used by kindergarten teachers in the fall as school begins.

ESL HUB/SIOP Programming – Incoming 2017-18 English as a Second Language students were screened by the ELL Program Director in January and February. They have all selected their schools and been informed of ESL or Tutoring available there. A draft of a ESL High School Course Pathway has been created. An ESL Core Curriculum materials purchase has been recommended. Access 2.0 testing is complete.

Multi-Tiered Systems of Support – Partial phases of MTSS for behavior continue in the three early adopter schools. A Behavior Ad-Hoc was formed to research and make recommendations about training for MTSS and behavior management in elementary schools. The Ad-Hoc is ready to make a recommendation to contract with a consultant to work with our district next fall in a Train the Trainer model.

Library Services Support – Collaboration/Meeting time has been scheduled for our Elementary Librarians to meet with our Secondary Librarians for training and support. Monthly meetings have taken place for both the LMSs and the LMTs. The Director of Differentiation and Early Childhood has worked with librarians to help them understand new processes for accessing funds for library needs. Both groups have moved forward with using credit cards to purchase books and other materials for their own libraries. Library Service Office and Records Clerks continue to catalog books purchased locally or from book fairs, distribute books sets to schools upon request and assist with weeding and inventory at individual schools.

Results: Differentiated Kindergarten (Classic K, Traditional K, Advanced K) – There were 173 parent requests for Kindergarten Screenings in January. 32 students have been placed in Classic K for 2017-18.
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

3 students have been placed in Advanced K for 2017-18. Screening by parent request instead of screening all incoming kindergarten students cut our screening numbers down by approximately 700 students. The cost savings for this year’s screening done after school for stipends in place of during school with subs and screening by request only was approximately $5000.

ESL HUB/SIOP Programing – During the Open Enrollment window in January, 8 new kindergarten students qualified and enrolled in our Elementary ESL programs for 2017-18. 7 students qualified and will move into 6th grade ESL programs for 2017-18. 6 students qualified and will move into high school ESL programs in 2017-18.

Multi-Tiered Systems of Support – The selection and recommendation of the MTSS/Behavior Consultant is at the Cabinet approval level. If this recommendation is approved it will allow the Behavior Ad-Hoc Leaders to begin creating a schedule for trainings and support for elementary schools over the next three years.

Library Services Support – Through collaboration and meeting times our elementary librarians have begun to build relationships with our secondary librarians and with each other. These relationships have led to increased support and training from our librarian group. The secondary librarians have embraced the opportunity to share their knowledge and experience and to offer support. All librarians better understand the process of working with their school leadership team for library funding, which is a new process this year.

Next Steps: Differentiated Kindergarten (Classic K, Traditional K, Advanced K) - The Early Childhood Leadership Team will work with other K-3rd grade teachers and principals, led by the Director of Research and Assessment and The Director of Differentiation and Early Childhood, to research and select a Universal Screener that may be used for Kindergarten Screening as well as for Universal Screening required by our District Early Literacy Plan. The team will meet in April and Early May to have a recommendation by June 2017. Once decided upon, this information will need to be communicated to school leaders as soon as possible.

ESL HUB/SIOP Programing – The draft of the recommended ESL High School Course Pathway will be vetted by high school principals in April. Then the recommendation will go to the C & I Leadership Team for approval. If approved, clear communication will be necessary to all high school administration and staff. The draft of the recommended ESL Core Curriculum materials will be vetted by ESL teachers (K-12) and principals. If the Recommendation for ELS Core Curriculum Materials is approved, it will be ordered and distributed to ESL teachers over summer months. Quick trainings around the new ESL materials will be necessary during August Institute.

Multi-Tiered Systems of Support – The Behavior Ad-Hoc sub group will complete the NCSD MTSS rubric and support offerings. Three to four directors and the At-Risk Program Leader will take the lead in the MTSS/Behavior Training, working with the consultant selected. Elementary schools will be invited to participate in the first round of MTSS/Behavior training beginning in the fall of 2017.

Library Services Support - The Director of Differentiation and Early Childhood will continue to work with Library Services to find efficiencies in the program. Elementary and secondary librarians will continue to collaborate and learn from each other. A schedule of collaboration/meeting times will be set for 2017-18. Trainings will be provided so that all librarians will be able to select books and other materials for there own
collections, purchase and receive their own books, process books when they arrive, weed, inventory and do whatever duties necessary to keep their school library running smoothly in support of student learning. The library at Mills will move to Journey. The library at Grant will stay with the school until all students have moved into new schools.

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

---

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
District Athletics/Activities Department

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: Mission: 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 =</td>
<td>71%</td>
</tr>
<tr>
<td>May 2014 =</td>
<td>73%</td>
</tr>
<tr>
<td>May 2015 =</td>
<td>67%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>70%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>79%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>82%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>85%</td>
</tr>
</tbody>
</table>

12th Grade Student participation Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 =</td>
<td>48%</td>
</tr>
<tr>
<td>May 2014 =</td>
<td>50%</td>
</tr>
<tr>
<td>May 2015 =</td>
<td>45%</td>
</tr>
<tr>
<td>May 2016 =</td>
<td>54%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>56%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>58%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>61%</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 student participation data, feedback from students, feedback from coaches/sponsors, activities directors, parents and by maximizing employee & parent talents in offering co-curricular requested or found to be most attractive to students

Timeline: 10/2014 – 6/2019

Focus this quarter: Last quarter collected mid year data reflecting secondary student engagement in co-curricular activities from August 15 to December 15, 2016. The data was shared with all secondary activity
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directors/leaders with 2015 comparison data.

Met with secondary activity directors on January 18, 2017 to discuss the results of the mid year data. The goal was to discuss the mid year student participation results, pros & cons, identify why the 16-17 participation results are lagging 15-16 results, identify how the goal of 79% overall participation rate will be achieved by June 15, 2017.

**Results**: The weakness in the mid year participation data for 2016-2017 is primarily the result of incomplete student participation data by most of the secondary schools.

All middle level school AAFs indicated that their non-sport student participation data had not been entered in the mid year report. ADs and AAFs reported being behind in entering student participation in sports activities as well as the non-sport activities at the mid year reporting date.

Reasons for some of the lack of data entry by the ADs/AAFs were their busy schedules, waiting for some activities to complete before entering data and collecting non-sport data one time per year in the second half of the 2016-2017 school year.

The overall tone at the ML was an expectation to see increased student participation in some of the newer activities started, soccer and swimming plus the traditional high participation levels in track.

**Next Steps**: Our next AD/AAF meeting is on April 20th, 2017. A primary agenda item will be to remind ADs & AAFs to make sure their participation data is updated. Another item will be to share recent elementary student participation data in the 4th and 5th grade sports programs with the Casper Recreation Center. We recently met with the Casper Recreation Center staff to look at this year's results, compare the results to previous years and to determine steps to continue to grow participation in 2017-2018.

The ML swim program is still in season however student participation was up 50% from 100 students to 150 students. Preliminary ML intramural soccer sign ups show improved participation numbers at all schools and track rosters at all schools are bursting at the seams. As mentioned in last quarter's report, the high school participation numbers in co-curricular activities has been a bright sport.

Our department is no longer involved in managing the funds for academic competitions held at the state and national levels however preliminary participation numbers are showing reduced participation. We experienced a lower student participation number trend at the Regional History Day competition where elementary and secondary student participation is down 50% from a year ago.

Another concern is declining student enrollment in elementary schools. This does not necessarily translate in to lower student participation levels on a percentage basis.

Last, there will be consistent and frequent reminders to the ADs, AAFs and school leaders to have student participation data current as we move to the end of the school year. Our final date to record student participation in co-curricular activities is June 15, 2017.

We feel strongly that increased student participation in all grades k-11 will lead to increased student participation during their senior year and data confirms a 94% graduation rate for seniors engaged in a co-curricular activity during their senior year.
HR Development

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

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015 = 84.5%</td>
<td>May 2015 = 80%</td>
</tr>
<tr>
<td>May 2016 = 90.5%</td>
<td>May 2016 = 85%</td>
</tr>
<tr>
<td>May 2017 =</td>
<td>May 2017 = 90%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 = 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 90%</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Actions completed from January 1 – March 31

Monitoring Implementation. Exploring the elimination of New Employee Orientation and moving to a new employee induction checklist that would be completed at the work site by the employee and supervisor. Compliance training would be completed at the worksite within 30 days of hire.

**Results:** All employees receive an induction opportunity.

**Next Steps:** Make a recommendation for 2017-2018 regarding New Employee Orientation.

---

**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 January 1 – March 31

Continued monitoring and training with new CPR and Mandt Trainers. We developed training for 2017-2018 with input from an Ad-hoc committee to make schedule adjustments that align with the Administrative Managers leading the training. Trainings will primarily take place on Tuesday and Wednesday with AM and PM sessions for both CPR and Mandt to provide staff greater flexibility. We have held a quality assurance training session to help make sure each trainer implements the training sessions in a consistent, high-quality manner.

**Results:** Administrative managers have been trained to lead CPR and Mandt training and are leading sessions this spring.

**Next Steps:** Finish the training sessions for the 2016-2017 year. Publish the 2017-2018 training schedule in April once it is finalized.

---

**Goal:** Above

**Data:** Above
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

**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 January 1 – March 31

Continued monitoring of the substitute fill rate and ongoing hiring of substitutes to increase the available substitute pool.

NCSD Substitute Services continues to study the fill rate for substitutes. A Substitute Services Update report was shared with the Board of Trustees on Monday, January 9, 2017 during the Board work session. This update included recommended changes to increase the size of the available substitute pool and increase overall fill rates. Recommendation that have been implemented; 1) Removed Interview process by adding questions into the application, 2) Aligned with Wyoming Substitute requirements by dropping the extra STEDI requirement, 3) Moved compliance training from a scheduled orientation (time delay) to a pre-activation condition that can be completed as early as the next day after hire and 4) Advertised for substitute at the local theaters (no additional costs).

**Results:** We have increased our Certified substitute pool by 27 since January. We began with 187 and now currently have 214.

Total fill rates continue to hover around 88% for the year. January fill rate was 93%, February was 86%, and March was 89%.

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

**Next Steps:** We will continue to monitor of fill rates, continue to hire interested and qualified substitute candidates. In addition, we will continue to advertise at the local theater through the end of the school year since the existing NCSD agreement runs through those dates.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
The Maintenance Department will collaboratively build a high functioning team with a commitment to continuous improvement that will efficiently and effectively repair, maintain, and improve the safety of our facilities and grounds.

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

**Data:** Outstanding work order percentages:

As of 03/31/17:
- 0-30 days: 77%
- 31-60 days: 11%
- 61-90 days: 3%
- 91-120 days: 2%
- 120+ days: 7%

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: 6%
- 91-120 days: 1%
- 120+ days: 11%

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: 8%

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%
### Strategic Plan Quarterly Update

#### Quarter 3 - 2016-17

As of 06/30/15:

<table>
<thead>
<tr>
<th>Days</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 days</td>
<td>67%</td>
</tr>
<tr>
<td>31-60 days</td>
<td>11%</td>
</tr>
<tr>
<td>61-90 days</td>
<td>8%</td>
</tr>
<tr>
<td>91-120 days</td>
<td>5%</td>
</tr>
<tr>
<td>120+ days</td>
<td>9%</td>
</tr>
</tbody>
</table>

Number of outstanding work orders:

<table>
<thead>
<tr>
<th>Date</th>
<th>Work Orders</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/31/17</td>
<td>584</td>
</tr>
<tr>
<td>03/31/16</td>
<td>293</td>
</tr>
<tr>
<td>03/31/15</td>
<td>405</td>
</tr>
<tr>
<td>12/31/16</td>
<td>546</td>
</tr>
<tr>
<td>12/31/15</td>
<td>401</td>
</tr>
<tr>
<td>12/31/14</td>
<td>575</td>
</tr>
<tr>
<td>09/30/16</td>
<td>602</td>
</tr>
<tr>
<td>09/30/15</td>
<td>488</td>
</tr>
<tr>
<td>09/30/14</td>
<td>NA</td>
</tr>
<tr>
<td>06/30/16</td>
<td>504</td>
</tr>
<tr>
<td>06/30/15</td>
<td>606</td>
</tr>
<tr>
<td>06/30/14</td>
<td>NA</td>
</tr>
</tbody>
</table>

**01/01/17 thru 03/31/17**

- Total number of work orders completed: 2,681
- Work orders submitted by buildings: 1,384
- Work orders submitted by Maintenance: 1,297

**01/01/16 thru 03/31/16**

- Total number of work orders completed: 2,381
- Work orders submitted by buildings: 1,361
- Work orders submitted by Maintenance: 1,020

**01/01/15 thru 03/31/15**

- Total number of work orders completed: 2,672
- Work orders submitted by buildings: 1,433
- Work orders submitted by Maintenance: 1,239

**10/01/15 thru 12/31/15**

- Total number of work orders completed: 2,387
- Work orders submitted by buildings: 1,324
- Work orders initiated by Maintenance: 1,063

**07/01/16 thru 09/30/16**

- Total number of work orders completed: 3,248
- Work orders submitted by buildings: 1,533
- Work orders submitted by Maintenance: 1,715

**07/01/15 thru 09/30/15**

- Total number of work orders completed: 3,667
- Work orders submitted by buildings: 1,968
- Work orders submitted by Maintenance: 1,699

**04/01/16 thru 06/30/16**

- Total number of work orders completed: 2,747
- Work orders submitted by buildings: 1,300
- Work orders submitted by Maintenance: 1,447

**04/01/15 thru 06/30/15**
Strategic Plan Quarterly Update
Quarter 3 - 2016-17

Total number of work orders completed: 3,425
Work orders submitted by buildings: 1,511
Work orders submitted by Maintenance: 1,914

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

Original Benchmarks: 10/14 - 6/16
0-30 days: NA 31-60 days: 15% 61-90 days: 10%
91-120 days: 5% 120+ days: 10%

Revised Benchmarks: 7/16 - 6/19
0-30 days: NA 31-60 days: 12% 61-90 days: 8%
91-120 days: 4% 120+ days: 9%

Timeline: 10/2014 - 6/2019

Focus this quarter: Maintenance staff continues to identify and implement strategies that will help us achieve our outstanding work order benchmarks (e.g. Encourage and support staff that has 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 (low voltage licenses, CDL's, etc.) to complete our work as quickly as possible.

Results: Our customer climate survey rating at the end of FY 15/16 exceeded our goal was 86.70%. An updated climate survey rating will be provided at the end of FY 16/17.

Outstanding work orders 60 plus days and older were less than our outstanding benchmark goals in every category for this quarter.

School Dude work order "Key Performance Indicators":

1. 20% of the total work orders submitted annually is preventive maintenance work orders that are created by the Maintenance Department.

2. 66% of the work orders submitted to the Maintenance Department are completed in less than a week.

Next Steps: Evaluation of a new and more cost effective work order system was placed on hold. The State of Wyoming has interest in evaluating a state wide routine maintenance work order system for all School Districts and asked that we wait evaluating new systems until the School Facilities Department completes their evaluation of work order systems statewide.

We continue to evaluate opportunities that will allow us to complete work orders sooner using staff from other departments to assist complete work orders, assistance from custodial staff to provide additional clarity on the work order request, etc.

We will begin work how we can use the School Dude work order "Key Performance Indicators" in our strategic plan in our commitment identify areas that will allow us enhance our service and support activities to our customers.
Goal: By June of 2019, the Maintenance Department will have developed systems in each work unit that will improve efficiency and effectiveness at all levels as measured by receiving a rating of 80% or higher on the climate survey.

Data: Schools have made significant effort since 2014 to submit monthly inspection reports and report any playground equipment or fall material safety concerns. Shown below are the inspection reports submission percentages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>53%</td>
</tr>
<tr>
<td>2015</td>
<td>84%</td>
</tr>
<tr>
<td>2016</td>
<td>93%</td>
</tr>
<tr>
<td>2017</td>
<td>100% YTD</td>
</tr>
</tbody>
</table>

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

Timeline: 10/2014 - 6/2019

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

Considerable time and effort by school and maintenance staff was spent working with our NCSD Risk Manager and State of Wyoming Workers' Compensation staff evaluating our buildings and NCSD processes to identify potential safety concerns and resolving these opportunities. The Workers' Compensation evaluation and resolution to any findings will lead to a significant savings to the District.

Late last year, the CSF Custodial Operations Department staff and custodial support services this department provides our schools are now part of the Maintenance Department. We are excited about the opportunities having them part of the Maintenance Department so we can align our work and identify efficiencies that will positively impact District wide building management practices.

Results: Overtime was reduced by 69% in FY16/17 YTD data when compared to FY15/16 YTD data and by 79% when compared to FY14/15 YTD data.

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 management plans, inspections and abatement project information.
b. District property information.
c. Capital construction and major maintenance operation and maintenance manuals.
d. Building plans.

We are nearly complete in programming FOB’s for the City of Casper Police Department as part of NCSD’s commitment to allow law enforcement exterior access to all our buildings in order to respond to an emergency situation.

A revised access (Key and FOB) management protocol has been completed and waiting for final approval before being released to District staff.

An additional truck bed sander was purchased and installed in one of our maintenance trucks to assist sanding
access roads to a number of our buildings and parking areas.

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

We will continue to work with the State of Wyoming Workers' Compensation staff and the NCSD Risk Manager in addressing any safety concerns for student and/or staff.

We will closely work with District and CSF custodial staff, Administrators, and others to collaboratively develop and implement strategic initiatives shown in the CSF Custodial Operations Department quarterly report that will positively impact the service and support activities the Maintenance Department provides our customers.

We will develop a weekly CSF custodial routine maintenance inspection process for the CSF campus buildings (administrative building, transportation building, warehouse/food service building, planetarium, Special Education Center building, Science Depot building, Star Lane Center, maintenance building and the McKinley Annex buildings) (e.g. ceiling tile inspections, exterior inspections, light fixture inspections, painting needs, door lock problems, damaged walls that need repaired, bathroom fixture problems, flooring problems, etc.) so custodial staff can identify facility maintenance and repair needs to they can be addressed ASAP.

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

**Data:** None to report.

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

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

**Focus this quarter:** We continue to identify training opportunities (e.g. additional licenses, CEU's, training, or certifications) that allow our employees to further enhance their ability to maintain and repair our buildings and grounds.

**Results:** The following training occurred this quarter:

- **Class:** Managing your landscape with fertilizer, liquids and Pesticides
  - **Date:** February 1st, 2017
  - **Presenter:** CPS Distributors, Inc. – Casper, WY
  - **Attendees:** Mike Dawson, Cooper Baalhorn, Elise Dena, Teri Ellis, and Val Kisiel

- **Class:** Electrical troubleshooting for irrigation systems
  - **Date:** March 1st, 2017
  - **Presenter:** CPS Distributors, Inc. – Casper, WY
  - **Attendees:** Mark Kolker

**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 and enhance our response time to work orders submitted.
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Class: Backflow Certification Class
Date: April 20th and 21st, 2017
Presenter: Casper College
Attendees: Justin Daniels

Class: Understanding irrigation hydraulics
Date: April 3rd, 2017
Presenter: CPS Distributors, Inc. – Casper, WY
Attendees: Doug Haines and Mark Kolker

Goal:

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

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

**Goal**

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

**Data**: 39 School Visits from October 2016-March 2017

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

**Timeline**: 09/2015-05/2019

**Focus this quarter**: Begin to help schools implement formative assessment in the PLC structure at the building level.

Work with principals on how to give feedback based on walkthrough protocols

**Results**: There are five schools that are using a systematic approach to formative assessments during the PLC structure.

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

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

**Data**: Math Assessments were used K-12 and validated as used by teachers. August 2016 - March 2017 there are 88 comments in validation. ELA and Heath SAC finished writing DAS and the assessments will be deployed August 2017.

**Strategy**: During SAC meetings, PD and best practices were trained to build capacity of members to take effective valid, reliable, and fair assessments back to buildings.

**Timeline**: 09/2015-05/2019

**Focus this quarter**: Writing district level assessments in Health and ELA

**Results**: The ELA and Health assessments are finished and ready for deployment in Fall 2017. Math assessments are being given and validated.

**Next Steps**: Math SAC will meet June 2017 to validate and revise (if needed) assessments. Begin Extended Math Curriculum Assessment Writing June 2017. Plan the timeline for PE and FPA SAC to write assessments through the 2017-18 school year.
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 scored at 11%, and grade 11 scored at 3%. Additionally, 9 schools have now had direct support from Christi Kasa for moving the school to co-teaching practices.

Strategy: 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. FLS and ILS will begin work with Charlotte and the dept to develop alternative assessments in Math.

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.

ALT assessment workgroup is ready to begin building system this summer.- Have asked for names of teachers to support the work.

Results: ALT assessment workgroup is ready to begin building system the 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.

Transition facilitators are tracking students on track for graduation

Timeline: 2014-19

Focus this quarter: (Student Audit) results are in. Shared information with high school special education teams.

Submitted indicator 13 results to state- compliance on indicator 13 was met.

Results: On track for graduation for students with disabilities by grade and high school:

NC
9th - 42 kids - 81%
10th 46 kids - 64-70%
11th 22 kids - 55-68%
12th 12 kids - 80-78%
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KW
9th - 54 kids - 83%
10th - 48 kids - 75%
11th - 32 kids - 63%
12th - 25 kids - 96%

Roosevelt
9th - 17 kids - 65%
10th - 14 kids - 71% (went up)
11th - 14 kids - 43% (went down)
12th - 11 kids - 55% (went down)

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.

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
Continue to work with Behavior adhoc group to determine planning and support for 2017-18 school year

Timeline: 2014-19

Focus this quarter: The Behavior Interventionists have been providing support across buildings: So far this year they have provided schoolwide trainings, done 7 SET evals with an elementary, visited 625 individual teachers, and performed 41 Functional Behavior Assessments.
Elementary Behavior Adhoc has brought forward a recommendation on process for training elementary schools for the 2017-18 school year.

Results: We currently have 37 students with tier 3 behavior status.

Next Steps: Continued work with Elementary Behavior Adhoc. PD proposed and developed for elementary teams that elected to participate beginning fall 2017.
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: By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming’s nine content area standards.

Data:

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<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<td>2014 Baseline = 1/9</td>
<td>2015= 3/9</td>
</tr>
<tr>
<td>2016=</td>
<td>2017= 7/9</td>
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<tr>
<td>2017=</td>
<td>2018= 9/9</td>
</tr>
<tr>
<td>2018=</td>
<td>2019 = start 2nd cycle</td>
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</table>

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

Timeline: 10/2014 - 6/2019

Focus this quarter: Principals and Instructional Facilitators continued to support teachers as they implemented the Math, ELA and Health Curriculum, as well as draft curricula in Physical Education, Social Studies and Fine and Performing Arts. Teachers are in the midst of teaching and providing feedback (through the validation process) on Physical Education, Social Studies and Fine and Performing Arts draft curricula. Subject Area Committees in Foreign Language and Career and Vocational have completed draft curricula, which will be released May 2017.

Results: English Language Arts and Health - NCSD elementary, middle and high teachers participated in a Curriculum/Assessment PD on February 17, 2017. Participants continued instructional discussion on curriculum and assessment with district-wide grade-level colleagues. Specific feedback from the learning day can be viewed at Feb 17, 2017 Feedback. Overall Data: Did you develop a deeper understanding of the NCSD Curriculum(s) (Outcomes and Components) and/or Assessments as a result of today's PD? (78.3% responded yes). Did you have an opportunity today to apply curriculum and/or assessment knowledge through reflection, validation, and/or planning? (90.4% responded yes). Follow-up coaching in schools continues. ELA and Health – Natrona County School District teachers are implementing the adopted curricula and previewing recommended resources for school selection. District Assessments are complete. Physical Education, Social Studies Fine and Performing Arts – Natrona County School District teachers are implementing and validating the draft curricula. Foreign Language – A 19-member Subject Area Committee completed writing outcomes and components on February 6th and 7th and the read through on April 8th, 9th and 10th. Career and Vocational Education - A 30-member Subject Area completed writing outcomes and components on February 8th – 10th and began read through on March 7th and 8th. The read through was finished on March 21st.

Next Steps: English Language Arts Subject Area Committee – Schools are in the process of selecting resources beginning April 2017 and continuing through May 2018.
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Health Subject Area Committee – Schools are in the process of selecting resources beginning April 2017 and continuing through May 2018.

Physical Education Subject Area Committees – Committee members will examine teacher feedback provided through validation and will complete adjustments to the draft curriculum on May 4, 2017. The K-12 PE Curriculum will be ready for adoption summer 2017.

Social Studies Subject Area Committees Committee members will examine teacher feedback provided through validation and will complete adjustments to the draft curriculum on April 4, 2017 and May 2, 2017.

Fine and Performing Arts Subject Area Committees - Committee members will examine teacher feedback provided through validation and will complete adjustments to the draft curriculum April 5, 2017 and May 3, 2017. The K-12 FPA Curriculum will be ready for adoption summer 2016.

Foreign Language Subject Area Committee – K-12 FL Draft Curriculum completed and shared with teachers. Summer/fall training scheduled.

Career and Vocational Education Subject Area Committee - K-12 CVE Draft Curriculum completed and shared with teachers. Summer/fall training scheduled.

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

Data:  

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<td></td>
</tr>
<tr>
<td>2015</td>
<td>3/9</td>
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</tr>
<tr>
<td>2019</td>
<td>=</td>
<td>start 2nd cycle</td>
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Strategy: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-5/2019

Focus this quarter: The Director of Teaching and Learning continues to lead the Standards’ Leads and building-based Instructional Facilitators as well as the monthly principal cohort. All work is grounded in the strategic plan of each building and district efforts toward implementing a guaranteed and viable curriculum. IFs 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 twice a month.

Results: IFs met on Learning Fridays Feb 3, 2017, March 3, 2017 and April 7, 2017. Click here for IF Learning Friday Agendas. Shared learning occurred with IFs and Principals at Principal Cohort Meetings January 19, 2017, Feb 16, 2017 and March 16, 2017. The focus of the principal cohort this quarter has been collecting local data (observing students engagement and observing explicit instruction).

Next Steps: IF Learning Fridays and Principal Cohorts will continue monthly through June.

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

Teaching and Learning Page 2
**Strategic Plan Quarterly Update**
Quarter 3 - 2016-17

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
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<td>2015= Baseline Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016= 74%</td>
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<tr>
<td>2018=</td>
<td>2018= 84%</td>
<td></td>
</tr>
<tr>
<td>2019 =</td>
<td>2019 = 88%</td>
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</tr>
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</table>

**Strategy:** 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 – “Guiding Principles for NCSD Instructional Coaching” is a Standard Operating Procedure. Implementation of Guiding Principles continues.

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 1/25/17, Health on 2/15/17, and English Language Arts met on 2/15/17.

**Results:** Coaching – Survey Data has not been collected at this time.

Articulation Committees – Five teachers attended the math meeting on 1/25/17. No one attended the Health meeting on 2/15/17, and no one attended the English Language Arts met on 2/15/17.

Agendas, sign-in sheets and minutes are kept. Suggestions from the math meeting were incorporated into the math staff development on February 17, 2017.

**Next Steps:** Coaching – A survey will be developed in April and distributed to schools in April and May as a feedback loop for continuous improvement in the IF Model.

Articulation Committees – Math will meet on 4/26/17. Health dates are 2/15 and 5/24. English Language Arts will have an opportunity to get together on 5/24. Articulation Meetings will continue to be communicated through Admin and Staff News.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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