Appendix

District Assessment System - School Level Data
Grade 3 Computation

Figure 18
Grade 4 Division

Figure 19
Grade 4 Multiplication

Figure 20
Grade 5 Division

Figure 21
Grade 5 Multiplication

Figure 22
Grade 6 Ratio and Proportional Reasoning

Figure 23
Grade 7 Operations with Integers

Figure 24
Grade 8 Equations

Score Level
- At or Above Proficiency
- Below Proficiency

<table>
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<th>School</th>
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Figure 25
## District Assessment System - ELA School Level Data

### Grade 2 Outcome 2
Students will read and discuss literature in which they recount an event or short sequence of events. Students will describe the structure of a story orally, including creating audio recordings, and describe how characters in a story respond to major events and challenges.

![Bar chart showing school performance data for Grade 2 ELA Outcome 2](image)

**Score Level**
- **Above Proficiency**
- **Below Proficiency**

**Figure 26**
Grade 4 Outcome 4
Students will analyze the structure and content of informational texts. Students will link ideas and create a solid conclusion for informative/explanatory writing.

Figure 27
Grade 6 Outcome 2
Students will determine a theme or central idea by examining a literary text and will analyze and explain how particular elements of a story interact by effectively engaging in collaborative discussions and responding in writing to literature.

Figure 28
Grade 9 Outcome 1
Students will analyze authors’ techniques in short stories in order to create a claim they defend in writing.

Figure 29
Appendix - Curriculum and Instruction

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

Differentiation & Early Childhood Department

Satisfaction
Are you satisfied with the services provided?

[Bar chart showing 100.00% satisfaction]

Specific Feedback

[Bar chart showing percentage of respondents for each statement]

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
This department had fewer than 10 responses.

Teaching and Learning Department
This department had fewer than 10 responses.
Appendix - Human Resources and District Services

Accounts Payable
This department had fewer than 10 responses.

Accounting
This department had fewer than 10 responses.

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

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

Facilities
This department had fewer than 10 responses.

Food Services
This department had fewer than 10 responses.

Grounds
This department had fewer than 10 responses.

HR Generalist 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.

Media & Public Relations Department
This department had fewer than 10 responses.

Payroll
This department had fewer than 10 responses.
Professional Development

Satisfaction
Are you satisfied with the services provided?

Specific Feedback
Risk Management Services
This department had fewer than 10 responses.

Substitute 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 - Summary of Schools' Strategic Plans

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</table>
Bar Nunn

Mission: The mission of Bar Nunn Elementary is to help ALL students achieve at the highest level required for success at their grade level and beyond.

Vision: We are a community of curious, motivated, and passionate learners.

Goal: By May of 2019, Bar Nunn School will increase the percentage of our students reaching proficiency in reading and math to 85% as measured in the Wyoming State Accountability model using WY-TOPP Summative Assessment grades 3-5.

Data: Reading Data: Actual NWEA Reading Targets

- May 2013 = 65% Proficient
- May 2014 = 72% Proficient
- May 2015 = 73% Proficient  May 2015= 75%
- May 2016 = 73%  May 2016= 78%
- May 2017 = 76%  May 2017 = 78%

PAWS – 2016 – Reading = 52%
PAWS- 2017 - Reading = 52%

State Accountability Model

May 2015 – Not Meeting Partially Meeting Partially Meeting
- May 2016 – Growth –Below– 39 Meeting - 45 Meeting - 52.5
- Equity – Below– 30 Meeting -47 Below - 41
- Achievement–Below– 35% Below- 46% Below - 51%

Math Data: Actual – NWEA Math Targets

- May 2013 = 68%
- May 2014 = 76%
- May 2015 = 75%  May 2015= 80%
- May 2016 = 78%  May 2016= 82%
- May 2017 = 80%  May 2017 = 82%

PAWS 2016 – Math = 39%
PAWS-2017-Math = 50%

Strategy: Strategy 1 (ELA): To engage students in essential learning to effectively implement the ELA standards.
* Increase student independent engagement with grade level text across curricular areas.
* Vertically identify literature skills curricular ‘posts’ and focus instruction on student knowledge and application of those across settings.

* Use Universal Screener in math to identify target areas for interventions.
* Increase teacher knowledge of math intervention strategies.

Strategy 3: Grade Level collaborative teams will use the PLC structure and essential questions to guide their instruction and interventions / enrichment activities to increase student achievement.
Timeline: 10/2014 – 5/2019

Focus this quarter: The focus for this quarter has been to train teachers in unpacking standards starting with their math curriculum and then we established June 11 and 12 to do the ELA unpacking of standards. In addition, the Academic Goal Team has been developing reading instructional procedures to use next year before the final selection of our ELA resource.

All Grade Level Collaborative Teams have been reviewing student data and making instructional and intervention decisions accordingly.

Results: Collaborative Teams are working on unpacking their math standards through 4th quarter. Staff have established their priority standards in math.

Next Steps: To complete unpacking the Math standards at each grade level by June and then to complete the unpacking of ELA Standards during June 11 and 12.

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: Climate Survey Information: (Scores on a 5 point Scale)

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<th>2017</th>
<th>2018</th>
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<td>Purpose / Direction</td>
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<td>4.06</td>
<td>4.28</td>
</tr>
<tr>
<td>Resources / Support</td>
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<td>Staff Survey</td>
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<td>Governance &amp; Leadership</td>
<td>3.81</td>
<td>3.87</td>
<td>4.01</td>
</tr>
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</table>

Total Percent of Agreement / Neutral for Parent / Students / Staff

|                                |      |      |      |
| Purpose / Direction            | 98%  | 98%  | 99%  |
| Resources / Support            | 97%  | 97%  | 98%  |
| Teaching / Learning            | 95%  | 98%  | 98%  |
| Using Results                  | 97%  | 97%  | 99%  |
| Governance & Leadership        | 96%  | 98%  | 99%  |

Based on our survey information stakeholder perceptions have improved in all areas. Also, all areas have increased to 98% and above for stakeholder satisfaction.

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:

*Effective Crisis Management Drills
*Effective Student Management Procedures
**Timeline:** 10/2014 – 5/2019

**Focus this quarter:** E & E Goal Team's focus for this quarter was to continue updating our Crisis Plan and organize a spring ALICE training for students and then an ALICE drill. These will occur in May.

Parent Goal Team's focus for this quarter has been to develop Homework Policy options and get a survey out for Parents and Staff. This survey went out the week of April 2, 2018.

**Results:** The Crisis Plan is almost complete and we have some specific items to complete. The ALICE training and drill will happen in May.

The Homework Survey went out. Results are coming in at present.

**Next Steps:** 1. Complete Crisis Plan and ALICE.

2. Review the results of the Homework Survey and make a final decision on our Homework Policy for the 18-19 school year.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
CCA

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

_Developed Spring 2016 by parents and staff._

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

**Data:** Actual Targets
May 2013 = 47 MGP
May 2014 = 55 MGP
May 2015 = 46.5 MGP May 2015 = 56 MGP
May 2016 = 49 May 2016 = 57 MGP
May 2017 = 50.5 May 2017 = 58 MGP
May 2018 = May 2018 = 60 MGP
May 2019 = May 2019 = 62 MGP

**Strategy:** #1 Students earning Basic and Below Basic on PAWS reading and students who scored below the 40%ile on NWEA last year 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 commit to creating and administering formative assessments and proficiency scales to help adjust instruction and interventions.  
**Timeline:** 10/2014 - 5/2019

**Focus this quarter:** This quarter’s focus was creating and administering common assessments to gauge and guide student learning.

Another focus was on ensuring that students on the equity list were getting interventions to help them grow.

We also sent our selections for protected books as a building to the Vertical Alignment committee.

Again, some time was spent talking about common practices for our Book Love book clubs as this is still a new practice in our building.

**Results:**
In the 8th grade PLC, 2 common assessments were designed and administered. Results from one class were ready for review, but we are waiting on results from the others. In the 7th grade PLC, 2 proficiency scales have been created around argument plus one common assessment for those skills. This will be given in April.  
Time has been spent on the district common assessment in third quarter as well. In the 6th grade PLC, Jennifer has written assessments for A Wrinkle in Time and administered it; it will become a common assessment if Caroline gives it to her students. There is not a proficiency scale for that assessment yet, but Jennifer and Shelley are processing how to accomplish this.

We’ve looked at our equity list and RTI list several times to ensure needs are being met as far as parents will allow.

All grade levels have completed a second round of book clubs. In 8th grade the selections this time around
warranted “bonus” books for teams who gobbled up the text they chose. Discussions are somewhat more productive with this second round. Few students didn’t do their reading. **Next Steps:** In 8th grade, next steps are to evaluate the common assessments and to discuss the data to determine next steps and adjustments.

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

**Data:**

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

**Strategy:** #1 CCA teachers will use district assessment data and interim WY-TOPP data to evaluate student achievement on individual math standards and adjust instructional strategies to improve student learning in Casper Classical Academy

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

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

**Focus this quarter:** The focus for this quarter included materials for the next 5 years, WY-TOPP information, budget and supplies, continued monitoring of the equity list and RtI document, and a handbook proposal regarding weekend homework for accelerated courses at all grade levels throughout the year.

**Results:** The materials situation is still in flux. Someone at the district level should be making an appearance at the next district articulation meeting (April 18, 3:45 - 5:30) to definitively tell us if the district will be supporting our need for books in any way. Some other middle level schools may have some materials to send our way, however, it is unclear at this time what those numbers might be. We continue to try to work towards downloading materials and sharing potential website resources.

The winter interim for WY-TOPP was administered with most students finishing. There were a handful of 7th and 8th grade students that could have used a little more time. Students continue to struggle with the idea that material on the interims has yet to be taught.

The department needs to look at supply needs and make sure those are purchased by the May 1 deadline.

The math goal team continues to do its best to ensure appropriate interventions are in place for those students on the equity list and RtI document.

The reading goal team supports the idea of accelerated courses potentially assigning homework over the weekend throughout the year. A proposal was submitted for consideration by the handbook committee to be added to the accelerated courses AND the homework sections of the handbook. It is as follows:

"Accelerated courses cover more content at a faster pace. Students in accelerated courses may be assigned homework on Fridays throughout the school year to ensure all content can be covered and to reduce the risk of gaps in student learning and prepare students for the rigor in high school honors courses."

CCA  Page 2
Strategic Plan Quarterly Update  
Quarter 3 - 2017-18

Next Steps:
The next steps include:
* Continue learning from WY-TOPP experiences - particularly the summative April 30, May 1, and May 3.
* Continue to pursue acquisition of books/materials for next year
* Continue downloading resources from ConnectEd
* Continue PLC work with FMS
* Exhaust our budgets

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

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

*Whatever it takes; make learning happen.*

**Goal:** By May of 2019, Centennial will meet or exceed the expectations on the Wyoming School Accountability model in reading as measured by WY-TOPP results.

**Data:** PAWS Data

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<td>May 2018 =</td>
<td>May 2019 =100%</td>
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**Strategy:** Implement Guaranteed and Viable Curriculum aligned to state standards in all content areas.

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

**Focus this quarter:** Language Arts teachers focused on proficiency scales and formative assessment data analysis during their PLCs. Our LA Goal team worked with other district middle schools to further research Pearson's myPerspectives reading and writing program.

**Results:** We completed the purchase of myPerspectives using our ELA Resource Adoption budget. The first WY-TOPP summative assessment will be completed in April and results will be available for our next quarter report.

**Next Steps:** Language Arts team will plan professional development for using the myPerspectives materials. PLCs will continue to focus on aligned formative and summative assessments, analyzing the data, and adjusting instruction accordingly.

---

**Goal:** By May of 2019, Centennial will meet or exceed the expectations on the Wyoming School Accountability model in math as measured by WY-TOPP results.

**Data:** Math Growth - PAWS/WY-TOPP

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<td>May 2016 = 70</td>
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<td>May 2018 = 90</td>
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<td>May 2018 =</td>
<td>May 2019 =100</td>
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**Strategy:** Close the achievement gap for students not at grade level through school-wide interventions (inclusion, math lab, and tutoring).

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** All math teachers continued their work in their PLCs to design and implement aligned formative assessments, analyze the data, and adjust their Eagle Block (RtI groups) based on the data.

**Results:** Math classes have seen between 30-70% increases in students' proficiency on formative assessments after remediation during Eagle Block.
Next Steps: The Math Goal Team will look how to utilize a math lab course in 2018-19 using one of our additional FTE to provide as an intervention for students not yet at grade level at the end of the 2017-18 school year in 6th and 7th grades.
Crest Hill

*Learning and Growing: Every Person, Every Day in Every WAY*

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

**Data:** Wyoming School Accountability Model

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<tr>
<td>May 2013</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2014</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting/Exceeding</td>
</tr>
</tbody>
</table>

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

**Timeline:** 10/2014 to 5/2018

**Focus this quarter:** The focus for this quarter is on the continued implementation of the PLC Framework with a concentration on answering question two: How will we know when students have learned the content in ELA and Math? Staff participated in professional development led by Dr. Charlotte Gilbar to identify gain understanding of writing common assessments, proficiency scales and administrative guidelines. Best practices in common assessment have also been taught and applied to the process. The following criteria were established for PLC teams:
- My team has created a proficiency scale for the priority standard we are going to address.
- My team has written a common assessment that is aligned to the proficiency scale written for a particular priority standard.
- My team developed administrative guidelines for our common assessment.
- Our common assessment meets criteria. (The assessment checklist was used)
- Common assessment was given to students.
- Assessment items were discussed and scored to ensure consistency in scoring across the grade level.
- Adjustments were made to the assessment.

**Results:**
- Staff has completed a book study on Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, Many, Mattos).
- Collaborative teams are meeting weekly with principal and instructional facilitator. Teams are agenda driven.
- All collaborative teams have finished Question One work in ELA and Math (What do students need to learn and be able to do?)
- All collaborative teams have finished between three and nine common assessments.
- All collaborative teams have created SMART goals correlated to their grade level work in ELA and Math.

**Next Steps:**
- Collaborative teams will receive training on the new ELA program during their PLC meetings. This professional learning will be guided with program specific module work as well as a study guide.
- Collaborative teams will begin work on high leverage instructional strategies in relation to the priority standards in ELA and Math.
**Goal:** By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

**Data:** NWEA Reading Growth Projections (Meeting or Exceeding)

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= R66% (3);R53%(5)</td>
<td>May 2015= RM 65% (3); RM57% (5)</td>
</tr>
<tr>
<td>M57%(3);M38%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2014 =R63%(3);R53%(5)</td>
<td>May 2016= RM 68% (3); RM62% (5)</td>
</tr>
<tr>
<td>M43%(3);M36%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2015= R39%(3);R42%(5)</td>
<td></td>
</tr>
<tr>
<td>M49%(3);M42%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2016= R43%(3); R59%(5)</td>
<td>May 2017= RM 70% (3); RM66% (5)</td>
</tr>
<tr>
<td>M72%(3); M28%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2017= R58%(3); R66%(5)</td>
<td></td>
</tr>
<tr>
<td>M68%(3); M72%(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Increase the percentage of 3rd and 5th grade students meeting or exceeding individual growth projections in reading and math to 75% as measured by NWEA (2016-2017) FastBridge (2017-2018) in order to meet or exceed Wyoming School Accountability growth targets.

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

**Focus this quarter:** - Students are being identified for fluid groups to provide extra support and/or enrichment throughout the day in ELA and math. These groups are being referred to as WIN (What I Need). Groups of students meet four days a week in all grade levels.

- Students are using the WyTopp Modules in order to support individual needs based on WyTopp Interim Data.

- A leadership team has been established in the area of Data Based Instruction. This team is working with the Wyoming Department of Education to successfully implement data based instruction into our tier three system.

**Results:** - Growth is being monitored through the WyTopp system in regards to percentage of students on grade level. This is being done through the Module system. At this time there are many areas of increased proficiency from fall WyTopp data to current module and winter interim data.

**Next Steps:** The MTSS Academic leadership team has completed a series of trainings from the state department. The next step will be to train Crest Hill staff in the processes and procedures learned.

---

**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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= NA</td>
<td></td>
</tr>
<tr>
<td>May 2014 =NA</td>
<td></td>
</tr>
<tr>
<td>May 2015= NA</td>
<td>May 2015= NA</td>
</tr>
<tr>
<td>May 2016= 2.67 out of 5.0</td>
<td>May 2016= 2.0 out of 5.0</td>
</tr>
<tr>
<td>May 2017= 3.0 out of 5.0</td>
<td>May 2017= 3.0 out of 5.0</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
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**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 continued to be on Project Based Learning Units. All grade levels will embed two interdisciplinary PBL Units. Grade levels have included a family extension component into their planning.

**Results:** All grade levels have collaborated with teaching teams from other PBL schools to refine and reflect their units. All grade levels have family extension activities planned. These activities range from astronomy nights with families to a museum viewing of displays created by students in our library.

**Next Steps:** A focus on MakerSpace will be aligned to enrichment opportunities for students that are showing a need for extension in learning. These students will be determined through the common assessment process.

---

**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 (2013-2017); FastBridge (2017-2018).

**Data:** NWEA reading assessment

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 79% (3); 77%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 80%(3); 85%(5)</td>
<td></td>
</tr>
<tr>
<td>May 2015= 81%(3); 71% (5) May 2015= 85% (3); 85% (5)</td>
<td></td>
</tr>
<tr>
<td>May 2016= 76%(3); 83%(5) May 2016= 85% (3); 85% (5)</td>
<td></td>
</tr>
<tr>
<td>May 2017= 74%(3); 83%(5) May 2017= 90% (3); 90% (5)</td>
<td></td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 95% (3); 95% (5)</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Extended school day is being utilized in the areas of reading and math. Extended day is being taught by three certified teachers, three days a week for identified students in grades 3-5.

The MTSS Academic team has met to identify students in need of more support in ELA and Math. These meeting occur every 8 weeks.

**Results:** Thirty-seven students (approximately 10% of Crest Hill students) attend the extended school day program. These students were identified based on achievement data and teacher invitation.

The MTSS Academic team has identified 15% of Crest Hill students in need of more intensive intervention in the areas of reading and/or math. Intensive intervention for these students in being provided during the school day in small groups of students.

**Next Steps:** Planning for extended school year will begin. The focus of the summer program will be on reading, writing and math.

The system of intervention is being refined by the MTSS Academic team. Interventions will be aligned to meet the requirements of ESSA.
CYMS

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

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

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 76.5%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 54%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 48%</td>
<td>May 2015= 64%</td>
</tr>
<tr>
<td>May 2016= 56%</td>
<td>May 2016= 74%</td>
</tr>
<tr>
<td>May 2017= 59%</td>
<td>May 2017= 84%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 94%</td>
</tr>
<tr>
<td>May 2019 = 97%</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

Fall 2017 WY-TOPP Interim Assessment Data
Winter 2017 WY-TOPP Interim Assessment Data

6th Grade:
38% of students are not yet meeting
35% of students are at or approaching
27% of students are on or above

6th Grade:
34% of students are not yet meeting
32% of students are at or approaching
34% of students are on or above

7th Grade:
34% of Students are not yet meeting
32% of students are at or approaching
34% of students are on or above

7th Grade:
39% of Students are not yet meeting
28% of students are at or approaching
33% of students are on or above
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8th Grade:
42% of students are not yet meeting
37% of students are at or approaching
21% of students are on or above
8th Grade:
46% of students are not yet meeting
35% of students are at or approaching
19% of students are on or above

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

Timeline: 08/2014 – 6/2019
Focus this quarter: During fall of the 2017-2018 school year the CY ELA teachers began focused standards work under the direction of Charlotte Gilbar and Stephanie Schafer. They began by working as grade level teams to develop priority standards. They unpacked the standards, then developed proficiency scales and common assessments. The work continues with two release days per month to work at CSF on common assessments. Teachers are able to administer the assessments and discuss common scoring to guide instruction and pedagogical changes. The assessments drive collaboration discussions as the data is analyzed to provide feedback for student needs through additional instruction, remediation, and enrichment. ELA teachers remain focused on the taught and tested curriculum to prepare for WY-TOPP testing windows. The first window was completed in October. The second WY-TOPP formative assessment will be taken in January. This quarter CY Literacy Goal Team members are using the WY-TOPP blueprints and sample test questions to prepare students for the new WY-TOPP assessment.

Literacy Focus Areas:
Teachers in all content areas continue to support literacy through focused work on 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 WY-TOPP Blueprints and released items to guide work and to create opportunities for other content area teachers’ support with literacy. All teachers are focusing on Hattie’s high-yield effect size recommendations as well as 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 CY’s IF continues to support teacher planning and implementation of CCSS. 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: Intense work with Charlotte Gilbar and Stephanie Schafer, focused on priority standards, proficiency scales, and common assessments. Language arts and reading content teachers continue to work on WY-TOPP Blueprint items, test samples, and Hattie’s high-yield effect size recommendations to prepare students for the upcoming WY–TOPP type questions. Vocabulary continues to be a focus area. Teachers focus on the individual growth of each student using RIT results and stretch goals to help students focus their
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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.

**Results:** 100% of teachers are using their priority standards and 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. CY Middle School showed improvement and met expectations on the Wyoming State Accountability Report! We are proud to be the only large school over 400 students to meet expectations! We are aware, based on the interim WY-TOPP assessment results, that there may be an implementation dip with the change of assessments.

**Next Steps:** Principals attend weekly like-content content collaboration meetings to support teachers’ PLC work. Teachers’ observation conferences with principals include discussion regarding embedding work related to the priority standards, standards language, and depth of knowledge. Language Arts teachers have requested help from all content area teachers with some academic vocabulary:

- Prompt (as in something students follow to begin a writing task)
- Cite
- Textual Evidence
- Best Textual Evidence

There has been discussion regarding growth, results, data-driven decisions, co-teaching/inclusion successes, and discussion regarding professional growth goals. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. The rollout of the new ELA standards includes a focus on reading support. Common assessments and focus on assessment will be an ongoing theme this year as we focus on growth of students and achievement.

---

**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 WY-TOPP results.

**Data:** Reading Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>39.1%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>39</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2016</td>
<td>57</td>
<td>May 2016 = 90</td>
</tr>
<tr>
<td>May 2017</td>
<td>53</td>
<td>May 2017 = 95</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018 = 97</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 = 100</td>
</tr>
</tbody>
</table>

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

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** CY language arts and reading teachers co-teach daily with a special education teacher assigned to their CORE Team. Teachers utilize 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. Ted Hanson, Special Education Director, met with co-teachers in early winter to discuss expectations, accommodations, and grading for IEP students. The Equity group students, many of whom are also in inclusion classes, are expected to attend Bridges Extended School Day opportunities.
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**Results:** There are significantly fewer students in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to the grade level taught and tested standards-based curriculum. When there is a need for additional help, students are referred to AM or PM Bridges Extended 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 last spring! CY Middle School showed improvement and met expectations on the Wyoming State Accountability Report. We are proud to be the only large school over 400 students to meet expectations! Based on the WY-TOPP Interim assessments, we do anticipate that the change of assessment may reveal an implementation dip.

**Next Steps:** Teachers continue to perfect the Inclusion/Co-Teaching Model. Teachers analyze individual student data from first quarter to guide differentiation and to make schedule decisions for second quarter regarding students being released from or added to tutorial classes. The Wednesday PD session include time to continue the work of identifying and unpacking the priority standards, developing/implementing/scoring common formative assessments, and preparing students for the fall, winter, and spring WY-TOPP assessment windows.

---

**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 WY-TOPP results.

**Data:** Math Achievement

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=</td>
<td>70.2%</td>
<td></td>
</tr>
<tr>
<td>May 2014 =</td>
<td>45%</td>
<td>May 2015= 58%</td>
</tr>
<tr>
<td>May 2015=</td>
<td>41%</td>
<td>May 2016= 70%</td>
</tr>
<tr>
<td>May 2016=</td>
<td>41%</td>
<td>May 2017= 80%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>47%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2018=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

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Fall 2017 WY-TOPP Interim Assessment Data (Students who finished the assessment.)

Winter 2017 WY-TOPP Interim Assessment Data (Students who finished the assessment.)

6th Grade:
81% of students are not yet meeting
13% of students are at or approaching
6% of students are on or above

6th Grade:
67% of students are not yet meeting
23% of students are at or approaching
10% of students are on or above

7th Grade:
65% of students are not yet meeting
17% of students are at or approaching
18% of students are on or above

7th Grade:
Strategic Plan Quarterly Update
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53% of students are not yet meeting
23% of students are at or approaching
24% of students are on or above
8th Grade:
83% of students are not yet meeting
12% of students are at or approaching standards
5% of students are on or above
8th Grade:
73% of students are not yet meeting
15% of students are at or approaching standards
12% of students are on or above

Strategy: Implement the Common Core Math Standards including Math Practice Standards.
Timeline: 8/2014 – 6/2019
Focus this quarter: Math Goal Team members have analyzed the PAWS results and continue to focus on areas where CY students scored significantly below the district or state. Focus areas continue to be:
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 models.
8th Grade: Investigate patterns of association in bivariate data.
CY math teachers continue to implement the new math materials and math progression with fidelity including
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the administration of the required benchmark assessments. District IFs have been involved with coaching and providing strategies. The strategy of the flipped classroom has spread throughout the math department and it provides students with the ability to view short teacher-created mini-lessons as homework, enabling more 1 on 1 time with teachers for problem solving and engagement during class time. Students and parents report liking the flipped classroom model for math! This continues to be supported by parents’ comments at Back to School Night and during Parent Teacher Conferences.

New this quarter: Math teachers are working under the direction of Charlotte Gilbar and Stephanie Schaefer to identify and unpack the priority standards. Principals are attending like content collaboration periods to support teachers PLC work. They are currently creating common, formative assessments to implement and score to drive collaboration discussion. Results will determine instructional strategies, additional help needed, and enrichment for students who have met standards. Using data from the first WY-Topp assessment teachers are beginning to identify areas of growth for the students in anticipation for the summative assessment in the spring. Interim assessments will continue to be taken this quarter and collaborations will look at WY-TOPP data to compare, modify and adjust instruction.

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. There is still a disconnect between the implementation of the new math curriculum/standards and growth and achievement; however, CY did show growth and did meet expectations on the Wyoming State Accountability Report. We are proud to be the only large school over 400 students to meet expectations.

Next Steps: Wednesday PD sessions include time to identify and unpack priority standards and develop common formative assessments. Teachers’ observation conferences with principals include discussion regarding embedding work related to the priority standards, standards language, and depth of knowledge. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program. Family math night was a huge success, attended by over 400 parents and students, and was added again to this year’s calendar with significant staff support.

---

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 WY-TOPP results.

Data: Math Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 23.4%</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2014 = 82</td>
<td>May 2016= 90</td>
</tr>
<tr>
<td>May 2015= 41.5</td>
<td>May 2017= 95</td>
</tr>
<tr>
<td>May 2016= 42</td>
<td>May 2018= 97</td>
</tr>
<tr>
<td>May 2017= 56</td>
<td>May 2019 =100</td>
</tr>
</tbody>
</table>

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

Timeline: 8/2014 – 6/2019

Focus this quarter: CY math teachers co-teach daily with a special education teacher assigned to their CORE Team. Teachers implement differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Math tutors also provide support in math classrooms to assist students who need support mastering the standards. Special education students and tutored students are included in regular
math classrooms. Case managers are playing a crucial role in expecting their students to attend Bridges Extended Day.

**Results:** Significantly fewer students are in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. CY Students in inclusion classrooms are showing some of the highest growth in NCSD. 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 continue work on the standards.
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 WY-TOPP.

**Data:** Science Achievement

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

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

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** We are inline with the State average in the area of science and want to be better. We will continue to focus more on the WY-TOPP assessment 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 revise their integrated units and lessons. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level.

New this quarter: Looking at the science standards as well as the newly adopted NCSD integrated science instruction, teachers will compare the current tested standards to correlate with the progression of WY-TOPP and classroom level formative assessments. Principals are attending like content collaboration periods to support teachers PLC work. Science teachers focused more on the success skills. Science teachers continue to use their science report rubric that is used across all grade levels.

**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. Common, formative assessments across grade levels have also been implemented and are conferenced about during collaboration time.

**Next Steps:** Teachers continue to visit and revisit our curriculum maps and unit plans. The science department continues to incorporate PBL into the integrated curriculum. CY Science is readjusting the science standards from our pilot to fit with the newly adopted NCSD curriculum for interdisciplinary instruction as that direction continues to roll out.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**
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:** Dean Morgan ‘16 - ‘17 School Performance Report - https://goo.gl/Q3GYxf

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

**Strategy:**
- Continuation of building our school wide vocabulary program (WOW Words)
- Sharing Best Strategies amongst team members to honor contents.
- Bi-monthly meetings with grade level collaboration teams—Literacy Goal Team information is shared.
- Worked towards four common assessments in each content area.

**Timeline:** 1/22/18-3/23/18

**Focus this quarter:**
- Continuation implementing school-wide vocabulary and vocabulary checks aligned with tier 2 common academic vocabulary
- Continuation Implementation of ASPIRE to meet intervention and enrichment needs for all students
- Having unpacked and prioritize standards, in order to successfully develop common formative assessments in collaborative teams as individual teams move toward school and district goals.
- Each content area was trained with Dr. Gilbar, IF and Admin. on common data analysis protocol.
- Additional team (SET - Student Empowerment Team) was established to address students who are struggling academically (D& F grades).

**Results:**
- ASPIRE Ad-hoc group continued work in refining interventions and enrichments for all students at all grade levels. One specific need addressed was the concern of organization and accountability on the students’ part. Daily Agendas were purchased for more efficiency, better tracking and communication.

ASPIRE Schedule - https://goo.gl/xj7tDA

- After training with Dr. Gilbar, each content is beginning using the common data analysis protocol (or similar versions) to reflect on data results and the connection to effective instructional practices/strategies. (Ongoing Content Standards - https://goo.gl/QkAK27)
- SET began work to identify purpose and direction. (Academic & Behavior Status - https://goo.gl/CCP2Dv)

**Next Steps:**
- Continue to implement the vocabulary school wide plan at the beginning of the 2018-2019 school year.
- We need to investigate Literacy Goal Teams in other buildings around our District and their success (South Sioux City as well?).
- Continuation of Aspire work, possibly focused around vocabulary work.
- SET will begin developing strategies to improve student grades at each grade level.
Goal: By May of 2019, Dean Morgan will meet or exceed the performance expectations on the Wyoming School Performance Report as measured by PAWS/Wy-TOPP results in Math.


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

Strategy: - Work towards four common assessments in each content area
Timeline: 1/22/18-3/23/18

Focus this quarter: - The 6th grade math team has been working on adjusting our power standards, common assessments and scoring scales. We have exceeded by 4% our goal of having 75% of our kids proficient on our common assessments. We will continue to improve this process to meet the goals we have set for next year.
- Utilizing ASPIRE intervention time to address standards that will not be addressed prior to administration of the summative WYTOPP assessment.
- Working with Charlotte Gilbar on common scoring practices on proficiency scales
- 6-8th Grade Accelerated Challenge Courses aligned and focused on priority standards
- Continuation Implementation of ASPIRE to meet intervention and enrichment needs for all students
- Having unpacked and prioritize standards, in order to successfully develop common formative assessments in collaborative teams as individual teams move toward school and district goals.
- Each content area was trained with Dr. Gilbar, IF, and administration on common data analysis protocol.
- Additional team (SET- Student Empowerment Team) was established to address students who are struggling academically (D & F grades)

Results: - ASPIRE Ad-hoc group continued work in refining interventions and enrichments for all students at all grade levels. One specific need addressed was the concern of organization and accountability on the students’ part. Daily Agendas were purchased for more efficiency, better tracking, and communication. (ASPIRE Schedule - https://goo.gl/xj7tDA)
- After training with Dr. Gilbar, each content area is beginning to use a common data analysis protocol (or similar versions) to reflect on data results and the connection to effective instructional practices (Ongoing content & standards work: https://goo.gl/QkAK27)
- SET began to work to identify purpose and direction (Academic & Behavior Status: https://goo.gl/CCP2Dv)

Next Steps: - 7th Grade math will be combining classes to work at a more individualized pace and focus on application of skills to address individual needs.
- 6th Grade math will be working to implement layers of CPM to enrich student skills for those who do not qualify for Challenge yet need enrichment opportunities.
- Adjust placement guidelines based on student needs for both math extensions and accelerated challenge courses
- Further training around PLC and common assessment will need to occur for this to happen. The sixth grade is also working to better implement spiral review opportunities to support improved retention.
Evansville

*Empowering students to succeed in academics, attendance and citizenship.*

**Goal:** By May 2019, all Evansville students will read at proficient levels as measured by district and state tests.

**Data:** PAWS 15-16-17 (% proficient)
- 3rd 51-52-55
- 4th 51-68-69
- 5th 73-53-67

WY-TOPP Interim Assessments (% on or above, approaching, low)

(Writing included)
- 3rd-Fall- 16-23-61
- 3rd-Winter- 30-34-36

(No writing)
- 4th-Fall- 15-29-56
- 4th-Winter-20-39-41

(Writing included)
- 5th-Fall-10-27-63
- 5th-Winter-20-23-57

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

**Timeline:** 2017-2019

**Focus this quarter:** In our continued collaboration with UWLC, we have focused on vocabulary development within varied and rich language experiences. Our work included article studies, UW quarterly coaching (on-site and asynchronous blog) and virtual collaboration with our ELA goal team.

We have also begun our work to identify priority standards and PLC teams have started unpacking standards with their looping teams. We are also completing our work in our materials adoption selection process.

**Results:** Vocabulary work with UW has gone well. We are seeing benefits with the work we are doing. Student reading engagement has increased and the focus on vocabulary is helping student achievement.

**Next Steps:** We will evaluate our progress, change our focus with UW, and continue our work with them next year in a different area of reading.

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**Goal:** By 2019, all Evansville students will score proficient or advanced on math as measured by district or state tests.

**Data:** PAWS 15-16-17
- 3rd 55-54-49
- 4th 59-84-69
- 5th 82-73-91

WY-TOPP Interim Assessments (% on or above, approaching, low)
Strategic Plan Quarterly Update
Quarter 3 - 2017-18
3rd-Fall 4-14-82
3rd-Winter-37-18-45
4th-Fall-11-20-69
4th-Winter-39-28-33
5th-Fall-25-31-44
5th-Winter34-23-43

**Strategy:** Evaluating instruction and resources to find additional ways to support struggling students.
**Timeline:** 2017-2019
**Focus this quarter:** We are developing an overview for Bridges math essentials. We are also collecting grade level data from classroom assessments which outline specific Common Core State Standards.
**Results:** The data is allowing us to identify struggling learners and support their continued growth.
**Next Steps:** We continue to refine our math delivery and instruction. Our system is running effectively and efficiently.

**Goal:** By 2019, increase student engagement and success in the areas of citizenship and attendance.
**Data:** Attendance
14-15  93.93%
15-16-  95.53%
16-17-  95.19%
17-18-  96.13% (year to date)
**Strategy:** Evansville will begin the "house" structure and Transformation Days. Additionally, we will review our behavior documents and communication in a effort to improve our system.
**Timeline:** 2017-2019
**Focus this quarter:** We implemented, "Evansville Eaglets," for K-2 students to support our Soaring Eagles program. We had Spy Day transformation.
**Results:** Our attendance award, given weekly, has supported our efforts to increase attendance. We also award "Eagle Cup" points daily for behavior in common areas and our behavior data is reflecting positive results for our tier 1 and 2 students. We continue to work on individual plans to support tier 3 students.

We had our second Transformation Day. We celebrated ELA, STEAM, physical fitness and social/emotional activities throughout the day. The event helped promote cross-grade friendships and also student relationships with staff.

We inducted 10 students into "Evansville Eaglets" and 7 into "Soaring Eagles" this quarter.
**Next Steps:** We have reviewed student data and identified those who are not well known by staff. We are working on implementation steps to make connections with those kids.

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**

Evansville Page 2
Fort Caspar Academy

The mission of Fort Caspar Academy is to train the intellect and the character of all students; to ensure learning at high levels to prepare the student academically, not only for college but also for a lifetime of learning.

Goal: By 2019, FCA students will EXCEED growth targets and expectations as defined in the Wyoming School Accountability model on the State MATH assessment.

Data:

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>43 MGP</td>
</tr>
<tr>
<td>May 2015</td>
<td>49 MGP</td>
</tr>
<tr>
<td>May 2016</td>
<td>57 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td>46 MGP</td>
</tr>
<tr>
<td>May 2018</td>
<td>60 MGP</td>
</tr>
<tr>
<td>May 2019</td>
<td>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: 1/2018-4/2018

Focus this quarter: Fort Caspar Academy staff continued work on identifying what it is we want students to learn and be able to do. Grade level teams are working on unpacking standards. Some grade levels also addressed how will they know when their students have learned what they are supposed to learn and be able to do by analyzing WYTOPP data from fall and winter.

Results: Fort Caspar Academy staff continue learning and establishing elements of collaborative culture.

Grade level teams have identified priority math standards, and are working on unpacking those standards.

Next Steps: Fort Caspar Academy staff are wrapping up unpacking standards. They will begin work on proficiency targets/scales.

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

Data:

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2014</td>
<td>58 MGP</td>
</tr>
<tr>
<td>May 2015</td>
<td>62 MGP</td>
</tr>
<tr>
<td>May 2016</td>
<td>60 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td>53 MGP</td>
</tr>
<tr>
<td>May 2018</td>
<td>62 MGP</td>
</tr>
<tr>
<td>May 2019</td>
<td>63 MGP</td>
</tr>
</tbody>
</table>

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

**Timeline:** 1/2018-4/2018

**Focus this quarter:** Fort Caspar Academy staff continued work on identifying what it is we want students to learn and be able to do. Grade level teams are working on unpacking standards. Some grade levels also addressed how will they know when their students have learned what they are supposed to learn and be able to do by analyzing WYTOPP data from fall and winter.

**Results:** Fort Caspar Academy staff continue learning and establishing elements of collaborative culture. Grade level teams have identified priority math standards, and are working on unpacking those standards.

**Next Steps:** Fort Caspar Academy staff are wrapping up unpacking standards. They will begin work on proficiency targets/scales.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Frontier Middle School

Frontier Middle school is a small school that W.O.R.K.S!

We learn to work hard, overcome obstacles, believe in respect and responsibility so that we can become solid, stable, society members.

Goal: READING GOAL: By May of 2019, 100% of our students will meet or exceed expected growth on the Wyoming Accountability model in Reading as measured by WY-TOPP results.

Data: Actual Targets

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>30%</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td>34%</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td>32%</td>
<td>74%</td>
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<tr>
<td>May 2018</td>
<td></td>
<td>87%</td>
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<tr>
<td>May 2019</td>
<td></td>
<td>100%</td>
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Strategy: Reading Growth – Creating power standards and following district guidelines for implementing common assessments

Timeline: 9/2014 – 5/2019

Focus this quarter: We looked at current at-risk students to determine if their placement was correct, especially considering they will be moving to a new school next year. We also reviewed other students to make sure they did not need to be flagged for the move to another middle school or to high school. 8th grade teachers worked with CCA 8th grade team to create two common assessments based on power standards. Both were given. 8th grade (8.4) and 7th grade (7.5 and 7.6) took their district assessments. All students took the SRI again.

Results: Performance Standard # of Students % of Students

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th># of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>18</td>
<td>13%</td>
</tr>
<tr>
<td>Proficient</td>
<td>19</td>
<td>13%</td>
</tr>
<tr>
<td>Basic</td>
<td>38</td>
<td>26%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>69</td>
<td>48%</td>
</tr>
</tbody>
</table>

Next Steps: We will continue to progress monitor and discuss currently-tiered students. Students will take the SRI for the last time this year in quarter 4.

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

Data: Actual Targets

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</thead>
<tbody>
<tr>
<td>May 2014</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>29%</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td>33%</td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td>25%</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100%</td>
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</table>

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

Timeline: 9/2014 – 5/2019
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Focus this quarter: Tier I: Continue studying Learning by Doing and assessing our effectiveness as a collaboration group. Share pedagogical strategies to ensure all students are learning at high levels. Continue our work on assessment literacy, creating common assessments and reviewing data to make appropriate changes to pedagogy.

8th grade took one common assessment. 7th grade will take 2 in fourth quarter.

Tier II/III: Switch to Fastbridge progress monitoring. Holding multiple parent meetings for student success

Results: WY-TOPP -
6th Grade
Fall Average Score: 456
Winter Average Score: 462
97% low in fall, 93% low in winter; 3% approaching in fall, 2% approaching in winter; 0% on or above in fall, 5% on or above in winter.

7th Grade -
Fall Average Score: 454
Winter Average Score: 464
93% low in fall, 88% low in winter; 3% at or approaching in fall, 8% at or approaching in winter; no change 4% on or above in both fall and winter

8th grade -
Fall Average Score: 503
Winter Average Score: 520
93% low in fall, 89% low in winter; 7% at or approaching in fall, 11% at or approaching in winter; no change 0% on or above in both fall and winter

Next Steps: Review 8th grade common assessments. Give 7th grade common assessments.

Review WY-TOPP results and analyze instructional strategies to make changes for future units.

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 WyTOPP results.

Data: Actual Targets
May 2014 = 26%     May 2015= 41%
May 2015= 17%     May 2016= 56%
May 2016= 13%     May 2017= 71%
May 2017= 22%     May 2018= 87%
May 2018=         May 2019 = 100%

Strategy: Strategy 1: Science Achievement – Implement Standards Based Science Curriculum
Strategy 2: Science Achievement – Implement STEM Units
Timeline: 9/2016 – 5/2019
Focus this quarter: We continued work on our STEM initiative with school wide competitions on Fridays. We worked with CCA on the new science curriculum and common assessments.

Frontier Middle School Page 2
**Strategic Plan Quarterly Update**
Quarter 3 - 2017-18

**Results:** Student participation in STEM continues and students are becoming proficient at the Engineering Design Process. A greater understanding of the new science standards was achieved through work on the curriculum committee and with CCA colleagues.

**Next Steps:** Continue STEM projects in science, science extensions, and Home Den on Fridays. Administer a common assessment based on identified standards 4th quarter.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Journey Elementary School

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 WY-TOPP results.

Data: Achievement Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2016 = 44%</td>
<td>May 2017 = 56%</td>
</tr>
<tr>
<td>May 2017 = 49%</td>
<td>May 2018 =</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 =</td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
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</tbody>
</table>

Strategy: Strategy 1: Differentiation across all grade levels incorporating co-teaching (parallel, alternate, teaming, station, one teach/one observe, one teach/one assist, and inclusion) for Reading and Math: Implementation of Standards

Strategy 2: Common Assessments in the Power Standards on 4 levels of proficiency scales in Reading and Math

Timeline: 09/2017-05/2019

Focus this quarter: 1st Quarter: Strategy 1 - Team is searching for PD opportunities for co-teaching, guided reading, differentiation and peer observations. Strategy 2 - Prioritizing of Power Standards in ELA and Math, based on work with NCSD Assessment Coordinator, Charlotte Gilbar. Power Standards have been prioritized in each grade level, K-5, with a focus on fluency in Math and answering question with key details in a text in ELA. 2nd Quarter: Strategy 1 - Help for Guided Reading put on hold, but observations were completed outside of Villages during ELA. Co-teaching survey shows staff utilizing it with issues being addressed. Strategy 2 - Unpacking standards in all PLCs with a focus in Reading. 3rd Quarter: Strategy 1 - Co-teaching article distributed to staff. Staff are looking at 2 strategies they are good at and 2 things they’d like to try. Strategy 2 - Attended Phase I and Phase II training for Standards. Reformulating a plan for the ELA adoption.

Results: 1st Quarter: Strategy 1 - Team has confirmation of staff members will to be observed by peers. Peer observations will be completed prior to December 23. Strategy 2 - N/A TBD at next goal team meeting what assessments can be used as a measurement in the progress of ELA and Math Power Standards. 2nd Quarter: Teachers are co-teaching using at least 3-4 different strategies including station teaching being the most popular (per survey results). Reports are that staff is more comfortable utilizing strategies than previously in the year. Concerns continue to be addressed around ESPs co-teaching (time for lesson plans to be created, etc). Strategy 2 - PLC teams have shared out that they have given formative assessments based on the standards that they’ve been working on. PLCs tracking in Team Drive. 3rd Quarter: Strategy 1 - Everyone is doing 3 forms of co-teaching, per survey administered to staff. Strategy 2 - All PLCs have unpacked ELA standards and are working towards depth of knowledge

Next Steps: 1st Quarter: Strategy 1 - Peer observations and feedback for co-teaching and guided reading. Strategy 2 - Determining appropriate assessments to measure results in Power Standards for ELA/Math quarterly. 2nd Quarter: Strategy 1 - Support information on how to implement Station teaching effectively will be shared with staff, followed by discussion. Strategy 2 - Power Standard Goal Team will receive Formative Assessment training. 3rd Quarter: Strategy 1 - Sustaining current process. Gathering information to assist building a schedule that supports co-teaching model. Strategy 2 - Some folks get trained in Phase IV. Began the PLC Data Talk Protocol for Wy-Topp. Each PLC team is working through those questions.
**Goal:** By May 2019 Journey Students will use 21st Century Skills (creativity, collaborative, communication, critical thinking) to apply to their learning and problem solving.

**Data:**
- Actual Targets
- May 2016 = 83% May 2016 = 83%
- May 2017 = 78% May 2017 = 85%
- May 2018 = May 2018 =
- May 2019 = May 2019 =

**Strategy:** Strategy 1: Staff will incorporate the PBL structure using STEAM strands

**Timeline:** 09/2017-05/2019

**Focus this quarter:** 1st Quarter: Created an Effective Effort Rubric around Fixed/Mixed/Growth mindset that staff are asked to use when doing PBL work. Rubrics are due November 3rd for 1st Quarter. Expectation for teachers is that at least 1 PBL per quarter, varied by grade level, will be completed. 2nd Quarter: Created a document for all teachers to enter quarterly PBL projects to check for alignment. Common rubric completed. 3rd Quarter: Article to verify what PBL looks like/how it’s beneficial to the classroom shared with staff.

**Results:** 1st Quarter: N/A Rubric data is due November 3rd for first PBL. 2nd Quarter: Teacher Results shows 83% for speaking/listening. Student Results shows 86% for speaking/listening. 3rd Quarter: Continued with Effective Effort Rubric.

**Next Steps:** 1st Quarter: Rubrics will be examined for difference in growth mindset work for problem-solving. 2nd Quarter: Share out data with whole group around 1st Quarter Rubrics. Walk through components with staff members to ensure clarity. 3rd Quarter: Teams are completing 3rd Quarter projects.

---

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

**Data:** Student Gallup Survey

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>Nov 2016 = 50%</td>
<td>Nov 2017 = 60%</td>
</tr>
<tr>
<td>Nov 2017 =</td>
<td>Nov 2018 =</td>
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<tr>
<td>Nov 2018 =</td>
<td>Nov 2019 =</td>
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<td>Nov 2019 =</td>
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**Strategy:** Strategy 1: Fully implement Whole Child tenets

**Timeline:** 9/2017-11/2019

**Focus this quarter:** 1st Quarter: Staff meets weekly to go through MTSS training. Survey has been completed and data has been rolled out to staff. Staff has completed reward menu, schedule, matrices; Staff has been trained on all three and had input. Staff is following a weekly social/emotional curriculum. Monthly assemblies on Pillar character traits have begun, with first assembly focusing on Respect. Monthly meetings are held for student behavior concerns. Interventions are given in a differentiated manner according to each child’s needs. 2nd Quarter: Assemblies have shifted from ‘whole school’ to ‘villages’ (2 grade levels) to prevent overwhelming students. Social/Emotional curriculum still being followed. Ongoing training on MTSS components by grade level; classified staff meet weekly. Staff had to complete a 10-day cycle of classroom behavior tracking for infractions. Survey regarding feedback on the quarterly awards assembly was completed. AdvancED survey given to staff, students, and parents for feedback. 3rd Quarter: Team administered TFI survey and compiled results. Training on Tier 2 interventions. SIMS on multiple students to match interventions to students

**Results:** 1st Quarter: Incident Reports and Office Referrals will be looked at, as well as a new baseline set with the Gallup survey in November and a building survey to staff. 2nd Quarter: Teachers gave feedback that the Quarterly Assembly could feel more involved and intimate. Further assemblies will reflect suggestions from

Journey Elementary School Page 2
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

survey. Next assembly set for Jan. 19. Results from 10-day cycle reflect 3 main behavior issues that will be addressed. 3rd Quarter: Magnitude scale has helped with classroom interventions; working towards reformatting Office Referral in Google Drive.

Next Steps: 1st Quarter: MTSS will continue to follow Diana Browning Wright agendas with a team meeting and continuing training in November. 2nd Quarter: AdvancED data is being looked at and will be used to make changes and have celebrations. Continue training with Diana Browning Wright. Determine the office referrals and incident reports to align with school wide matrix of behaviors (Magnitude Scale). Look at making an electronic Office Referral and incident report to make it more efficient and streamline communication. 3rd Quarter: PBIS rubric for common areas including playground, bus, pick up area, etc. Action plan based on TFI results. Working on a Student-Relationship piece for students to easily identify staff members with which they have a relationship.

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

**Mission:** Preparing All Students for their Next Step by creating High Expectations, Academic Rigor, and Personal Responsibility.

---

**Goal:** By May of 2019, Kelly Walsh will increase its four-year graduation rate to 85%.

**Data:** In late January, NCSD and Kelly Walsh received our graduation data from WDE. Kelly Walsh experienced a 7.3% increase in graduation percentage from 2016 to 2017. KW also met the target goal of 83% for 2017 in effort to meet the district goal of 85% by May 2019. The graduation rate was 83.3% with the target set at 83%.

**Strategy:** Kelly Walsh has created a system to ensure that all data regarding graduation reporting to WDE is accurate and truly indicative of the students and staff’s efforts to on-time graduation.

**Timeline:** Yearly April 1- December 15

**Focus this quarter:** The current WDE 684 report for the Class of 2018 will begin to be analyzed for errors before graduation. This is done by an assistant principal and the school's registrar.

**Results:** The intended results will produce an accurate graduation rate for the Class of 2018 when released in January of 2019.

**Next Steps:** The cyclic work of graduation confirmation begins in the Spring and ends with WDE684 confirmation in December.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Lincoln ES

To grow students and ensure high levels of achievement for all

**Goal:** By May of 2019, 85% of our students will read at grade level as measured by the District assessment (FastBridge).

**Data:** Fall 2017: FastBridge baseline data (at or above the 40th%ile):

- Kinder - 46% at or above the 40th%ile
- 1st - 28% at or above the 40th%ile
- 2nd - 33% at or above the 40th%ile
- 3rd - 29% at or above the 40th%ile

**Strategy:**
1. Use the Literacy First continuums to guide and differentiate explicit instruction that addresses individual student needs - build foundational skills, fill gaps, etc.
2. Follow master schedule that includes a reading block at each grade which provides sufficient time for grade-level content, differentiated instruction and WIN time

**Timeline:** 9/2017 - 5/2018

**Focus this quarter:** We continue to acclimate to the new assessments, continuing to learn more about progress monitoring and interim assessments as District PD rolls out. 2-5 summative assessment and year-end K-1 interim assessment windows open this month.
*Seeking clarification on using the 40th%ile as the cutoff for grade-level proficiency, or the 30th%ile as FastBridge reports out.

**Results:** Winter 2018: Fastbridge data

- Kinder - 58% at or above the 40th%ile
- 1st - not tested in winter
- 2nd - 58% at or above the 40th%ile
- 3rd - 48% at or above the 40th%ile

**Next Steps:** Reading goal team and grade level teams will continue to analyze this data, as well as other formative data sources, to determine if current programming is making sufficient impact.

---

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

**Data:** Fall 2017 Interim Wy-TOPP ELA assessment data:

- 3rd - 18% were at or approaching the achievement standard.
- 4th - 22% were at or approaching the achievement standard.
- 5th - 50% were at or approaching the achievement standard.

**Strategy:**
1. Strategy #1: To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.
2. Strategy #2: Supplement current reading program by increasing exposure to lengthier, more rigorous text.
3. Strategy #3: Develop a formative assessment system at each grade level. Discuss data at weekly PLCs.
4. Strategy #4: Master Schedule that includes a reading block at each grade level, guaranteeing sufficient time allotted for reading instruction.

**Timeline:** 9/2017-5/2018
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Focus this quarter: Participated in all Wy-TOPP PD.
After completing GPS rubrics for Top 3 ELA programs from district process, we have used the GPS rubrics with additional programs. Intermediate grades have reached consensus on materials adoption; primary grades still lack consensus at this time.

Results: WyTOPP Winter Interim results for ELA:

1st - Average score was 40%.
2nd - Average score was 44%.
3rd - 34% were at or approaching the achievement standard.
4th - 44% were at or approaching the achievement standard.
5th - 47% were at or approaching the achievement standard.

Next Steps: Continued data analysis in Reading Goal Team and grade-level PLCs. 3rd and 4th appear to be trending in the right direction. 5th appears to have plateaued.

Goal: Proficient Mathematicians - By May of 2019, 90% of our students will perform at grade level / meet or exceed the expectations in math as measured by the new District (FastBridge) and state (Wy-TOPP) assessments

Data: Fall 2017 baseline FastBridge Math screening data:

Kinder - 54% at or above the 40th %ile
1st - 36% at or above the 40th %ile
2nd - 63% at or above the 40th %ile
3rd - 51% at or above the 40th %ile

Fall 2017 Wy-TOPP math interim assessment data:

3rd - 2% at/approaching or on/above the achievement standard
4th - 22% at/approaching or on/above the achievement standard
5th - 23% at/approaching or on/above the achievement standard

Strategy: Strategy #1: To create a system and explicitly teach CCSS-aligned math content vocabulary words to students, to include: incorporating all math vocabulary ("critical" words and "guaranteed" words) into themes/units/lessons, (b) explicitly teaching math content words using 6-step process, (c) assess student knowledge of guaranteed and critical words.
Strategy #2: Deliver Number Corner with fidelity.
Strategy #3: Supplement math programming by adding more rigorous tasks, fact practice, spiraling, tech integration, etc. - Motivation Math, etc.
Strategy #4 - Develop formative assessment system at each grade level; discuss data in weekly PLCs.
Strategy #5 - Master schedule that includes a sufficient block of time for math instruction in all grade levels

Timeline: 9/2017-5/2018

Focus this quarter: Continued District PD on FastBridge & Wy-TOPP. Compare with Mastery Connect data. Most classroom teachers have transitioned from My Math to Eureka Math.

Results: Winter 2018 FastBridge Math data:

Kinder - 50% at or above the 40th %ile
1st - not tested at this time

Lincoln ES Page 2
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

2nd - 81% at or above the 40th %ile
3rd - 66% at or above the 40th %ile

Winter 2018 Wy-TOPP math interim assessment data:

1st - Average score was 55%.
2nd - Average score was 61%.
3rd - 21% at/approaching or on/above the achievement standard
4th - 30% at/approaching or on/above the achievement standard
5th - 58% at/approaching or on/above the achievement standard

*Appearance of upward trends in all grade levels.
**Next Steps:**
1. Continue to refine PLC practices
2. Align instruction to adequate rigor level required of CCSS
4. Increase use of common formative assessments.
5. Seek correlations between data from different assessment sources.

---

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

**Data:** No state or district writing data at this time.

**Strategy:**
1. Strategy #1 - Deliver BaW program with fidelity plus - grammar component, addition of graphic organizers, mini-lessons, etc.
2. #2 - Prompt writing practice, scored as a team, with feedback provided to students.
3. #3 - Master schedule has sufficient blocks of time to teach writing.

**Timeline:** 9/2017-5/2018

**Focus this quarter:**
- All K-5 teams adjusted scoring rubrics and submitted to Writing GT/BLT
- All K-5 students completed quarterly writing prompt.
- Continuing to look at the writing components that are embedded in some of the ELA materials being considered for adoption.

**Results:** Writing instruction continues to take place at Lincoln ES using the Being a Writer program. It is one of our school's agreed upon non-negotiables.

**Next Steps:** ELA adoption. Attain baseline writing data from state or district assessment
Manor Heights Elementary

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

Goal: All Manor Heights students will be successful readers and writers, and prepared mathematical thinkers, as measured by meeting or exceeding proficiency standards based on multiple data points and the WAEA achievement indicator.

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

<table>
<thead>
<tr>
<th>WAEA – School Indicator Performance</th>
<th>Growth</th>
<th>Equity</th>
<th>Achievement</th>
<th>Performance Level</th>
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<tr>
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<td>44 (Below)</td>
<td>38 (Below)</td>
<td>52 (Meeting)</td>
<td>Partially Meeting</td>
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<tr>
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<td>44 (Below)</td>
<td>46 (Below)</td>
<td>55 (Meeting)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2016-2017</td>
<td>50 (Meeting)</td>
<td>53 (Meeting)</td>
<td>48 (Below)</td>
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Reading Growth

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<th>Target</th>
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<td>2017-2018</td>
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<tr>
<td>2018-2019</td>
<td>60%</td>
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Reading Equity

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<td>2017-2018</td>
<td>56%</td>
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<td>2018-2019</td>
<td>60%</td>
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Reading Achievement

<table>
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<th>Target</th>
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<tbody>
<tr>
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<td>57%</td>
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<tr>
<td>2017-2018</td>
<td>70%</td>
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<tr>
<td>2018-2019</td>
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Mathematics Growth

<table>
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<tr>
<th>Actual</th>
<th>Target</th>
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<tbody>
<tr>
<td>2014-2015</td>
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<tr>
<td>2015-2016</td>
<td>40%</td>
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</table>
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

2016-2017  46%  48%
2017-2018  55%
2018-2019  60%

Mathematics Equity

<table>
<thead>
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<td>2017-2018</td>
<td>50%</td>
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<td>2018-2019</td>
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Mathematics Achievement

<table>
<thead>
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<th>Actual</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>2014-2015</td>
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<tr>
<td>2015-2016</td>
<td>47%</td>
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<tr>
<td>2017-2018</td>
<td>65%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>70%</td>
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</tbody>
</table>

**Strategy:** Strategy 1: ELA and math instruction aligned to the NCSD curriculum.
Timeline: 8/16 – 6/19

Strategy 2: Common formative assessments through a systematic approach.
Timeline: 8/16 – 6/19

Strategy 3: Integrate technology at individual instructional level and create and apply understanding of a concept.
Timeline: 8/14 – 6/19

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

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

**Focus this quarter:** During this quarter, we have focused on professional development in the area of priority standards in mathematics. Charlotte and Stephanie have provided this training. So far, we have identified our priority standards, vertically aligned them and started to unpack these identified standards. This work will continue in our grade level PLC meetings.

We participated in a Wonders ELA program webinar in February.

We have a team of staff members participating in the district MTSS training and providing PD for our full staff.

We have completed our ALICE training for students.

**Results:** Our teachers are reporting good growth through the implementation of our intervention and enrichment sessions, called Jag Time.
Next Steps: Our next steps will be to continue to unpack the identified priority standards in math and then discuss the DOK and develop proficiency scales for these standards.

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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:** All teachers have priority standards identified for at least 1 grade level or content area. Proficiency scales have been built for all priority standards and teachers are working on creating assessments for the proficiency scales.

**Strategy:** Develop a system to implement effective instructional strategies across all content areas. (PLC, PD, peer observation, IF support, Priority Standard work…)

**Timeline:** 8/2017 - 5/2018

**Focus this quarter:** We have continued our standards work with Dr. Charlotte Gilbar. All teachers have priority standards identified for at least 1 grade level or content area. Proficiency scales have been built for all priority standards and teachers are working on creating assessments for the proficiency scales. Assessments will be completed for the priority standards identified by the end of the 2017/2018 school year.

**Results:** Identifying priority standards has helped to focus instruction. The learning that our teachers have gained this year will drive our standards work for the next two years as we determine priority standards and build proficiency scales and assessments in all areas taught.

**Next Steps:** The learning that our teachers have gained this year will drive our standards work for the next two years as we determine priority standards and build proficiency scales and assessments in all areas taught.

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**Goal:**  

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**  

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Midwest School

*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:** All teachers have priority standards identified for at least 1 grade level or content area. Proficiency scales have been built for all priority standards and teachers are working on creating assessments for the proficiency scales.

**Strategy:** Achievement – Develop a system to implement effective instructional strategies across all content areas. (PLC, PD, peer observation, IF support, Priority Standard work…)

**Timeline:** 8/2017 - 5/2018

**Focus this quarter:** We have continued our standards work with Dr. Charlotte Gilbar. All teachers have priority standards identified for at least 1 grade level or content area. Proficiency scales have been built for all priority standards and teachers are working on creating assessments for the proficiency scales. Assessments will be completed for the priority standards identified by the end of the 2017/2018 school year.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.
Data: 59% of students were proficient in May 2017 according to NWEA data
Strategy: Implement ELA standards with support of FAST and track student growth with Mastery Connect, FAST, and WYTOPP.
Timeline: Sept. 2017-May 2018
Focus this quarter: We have continued our focus on utilizing data to support instruction in addition to starting the work on common formative assessments based off our priority standards and proficiency scales. We have dug into our WyTOPP data to get a better understanding of this new assessment and have continued the collaboration around students learning and next steps based off the data.
Results: We will need more time to use this data in addition to supporting it with the FAST data and classroom assessments.
Next Steps: Continue to dig into our WYTOPP data and see how our work with FAST and common formative assessments will support student growth on this assessment.

Goal: All Mountain View students will be meeting targets in growth, equity and achievement measured by the Wyoming School Accountability Act.
Data: We are partially meeting according to the accountability in May 2017
Strategy: Align units and lessons to meet K-12 curriculum from the district.
Timeline: Jan. 2017-May 2018
Focus this quarter: Continued work with priority standards and creating common formative assessments to support the instruction in the classroom.
Results: Teachers are using the data of WYTOPP and FAST to support their understanding of student learning and forming next steps to support the curriculum and learning in the classroom.
Next Steps: Continue to work with the WYTOPP data to gain understanding of this data and how it will support teachers in knowing their students in combination with FAST and common formative assessments they have created.

Goal: Decrease the number of office referrals by the end of the year.
Data: As of May 2017 we had 359 office referrals and met our target for this year.
Strategy: Consistent pro-social behavior lessons in all grade levels using the same curriculum.
Timeline: Ongoing
Focus this quarter: This past quarter we have focused in on the proactive classroom management. Our focus of relationships and the need for this is being supported by PCM work/ data collection we are doing as a building.
Results: Most teachers are not meeting the 5:1 positives for students and the data shows this in an area that has grown but still needs work. Students in our building have positive relationships with at least one person in the building and this data shows that students have someone that they feel cares for them.
Next Steps: Next steps is to ensure that classrooms are a learning environment that is safe and welcoming to all students. We have a need to move towards PROMPT in each classroom to support the correction of behaviors in a positive manner and that students are learning in addition to supporting behavior.
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 2022, 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 2016-17: 93.21
1st Semester 2017-2018: 91.14

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2nd Semester 2015-16: 90.75
2nd Semester 2016-17: 90.34
2nd Semester 2017-18:

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2015-2016 Year: 90.93
2016-2017 Year: 91.88
2017-2018 Year:

- 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.
- CANVAS continues to be our Learning Management System, utilized throughout 291 courses, 61 teachers, and 1297 students. Over 346 GB of storage has been used to upload assignments and assessments.

**Behavior**
In the 15-16 school year, the majority of behavior issues were attributed to “misconduct” (283) and truancy (293); in 16-17, the number of truancies dropped to 259 while misconduct plummeted to 102; and, in 17-18, truancies are at 234 and misconduct is at 136.

**Strategy:** Implement and support Professional Learning Communities within NCHS as discussed in DuFour’s “Learning By Doing” (2006). Tracking teacher engagement through CANVAS with the submission of weekly minutes.

NCHS continues to focus on student attendance data, decreasing unexcused and unverified absences through the implementation of a guaranteed and viable curriculum. E-Hall Pass is an innovative tool we are implementing, which tracks student movement between classes, designed to modernize today’s antiquated methods of administering hall passes. The software handles all pass situations, including bathroom and locker visits, library and hub spaces, and all pass requests from guidance, discipline, or the main office. A central dashboard continuously logs and monitors student time in the halls.

Continued focus on helping students who fail classes and are close enough that specific intervention will help them recapture the lost credit- working within the “Mustang Connection” block of our day to get students support. Tutoring and Credit Recovery also work in our system of support to provide students even more opportunities to recover from absences or failed grades.

Continue to implement and structure NCHS Transitions- a program designed to support students outside of the traditional model of school. Students meet for three weeks at a time to get credit in a single subject area. Enrollment is small now so that we can build and structure the program to be the most efficient/effective.  
**Timeline:** 4/2018 – 05/2022

**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.

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

Use E-Hall Pass for student movement between classes and throughout the building.

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).

Enrollment in NCHS Transitions.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Results: Positive growth in attendance rates.
Supportive staff/student climate and culture.
Decrease in major behaviors.
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.

Next Steps: Focus on Seniors and graduation within the next several months.
Planning schedules for the 2017-2018 school-year.

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: 04/2018 – 05/2022
Focus this quarter: Finish testing ACT with the emergency make-up date of April 24th.

Prepare for the WY-TOPP and WorkKeys Assessments from April 17th to May 4th.
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.

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

Goal:
Data:
Strategy:

NCHS Page 3
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: 2017- Partially meeting expectations. However, we are seeing growth in both ELA and Math on the WY-Topp Fall to Winter Interim Assessments

Percent of student "at, approaching, or above"

ELA
3rd fall - 40, winter - 58
4th fall - 46, winter 64
5th fall - 35, winter 27

Math
3rd fall - 27, winter 53
4th fall - 36, winter 49
5th fall - 18, winter 12

Strategy: Grade level PLC teams will develop and use common assessments with priority standards and proficiencies to measure progress on standards.

Timeline: Feb 2017-June 2018

Focus this quarter: Team continue to use the priority standards to build common assessments and align instruction. PLC teams are getting much better with identifying "I can statements" to answer question 2: how will we know students understand.

Results: PLC Team are understanding the standards better.

Next Steps: Continue to build PLC understanding and work around the 4 Questions. In addition, we will be vertically aligning priority standards in June.

Goal: 100% of students will increase their use of 21st Century skills measured by the progress on the Graduate Profile.

Data: We do not have a well developed Tier 1 behavior/social/emotional curriculum

Strategy: We have been focusing on the social/emotional and building relationships

Timeline: July 2018-July 2020

Focus this quarter: 5:1, greeting by name and smiling (from DBW). In addition, we have most of the components of our PBIS System in place.

Results: Tier 1 curriculum chosen, strategies implemented.

Next Steps: Building a referral and monitoring system for Tier 2.
**Goal:** 100% of teachers will find and use community resources to enhance and support learning in classrooms.

**Data:** All teachers have used outside community resources to enhance instruction in social studies and science, mainly.

**Strategy:** Grade levels look for resources to add value and a hands on application understanding of standards. Sometimes, students are the ones who are looking for the resources. This has been done as a part of the regular curriculum as well as in Genius Hour.

**Timeline:** June 2018-July 2020

**Focus this quarter:** Resources this quarter we focused on Science, community outreach with our Chinese New Year, coding and Winter Olympics.

**Results:** Students and teachers are becoming more aware of the resources available to them and the their impact on the community as well.

**Next Steps:** Continue to look for way to get community to help with our Outdoor Learning Area.
Park

*Park School: Think, Dream, Believe, Achieve*

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**Goal:** By May 2019, 100% of our students will score "proficient" or above for achievement on the state assessment on the Wyoming School Accountability model in English/Language Arts as measured by the state assessment results.

**Data:** In spring of 2017 Park fell to "Partially Proficient". While "achievement" was strong, an area of needed growth included the "equity" measure. With the development of the WYTOP assessment it may be difficult to compare data from previous years (PAWS)

**Strategy:** Pilot and adopt an ELA curriculum that best supports instruction on ELA content standards

**Timeline:** 10/2017-5/2018

**Focus this quarter:** Teachers have identified priority standards in ELA and are piloting units from selected ELA curriculum. Faculty discussions focus on alignment, resources, assessment. Priority Standards and learning targets have been identified, common summative assessments developed and common formative assessments used to identify areas of student strengths and learning gaps.

**Results:** In developing grade level and vertical PLC's teachers are working unit by unit to identify priority standards, develop valid assessments and pilot ELA curriculum samples. Data from pilot will be shared among faculty to select ELA curriculum in May

**Next Steps:** Pilot projects and discussions continue and identification of priority standards in ELA will continue through the 2017-18 school year

---

**Goal:** By May 2019, 100% of our students will score "proficient" or above for achievement on the state assessment on the Wyoming School Accountability model in English/Language Arts as measured by the state assessment results

**Data:** In spring of 2017 Park fell to "Partially Proficient". While "achievement" was strong, an area of needed growth included the "equity" measure. With the development of the WYTOP assessment it may be difficult to compare data from previous years (PAWS).

**Strategy:** Faculty was trained in Professional Learning Communities in August, 2017. Implementation of PLC's began in August 2017

**Timeline:** 4/2018 - 7/2018

**Focus this quarter:** Continued development of grade-level PLC's focused on the 4 questions of PLC's. Development of the structure/process, focus on the right work is the priority. Priority standards, common summative assessments, common formative assessments, learning targets, intervention/enrichment strategies

**Results:** Grade level teams have identified priority standards (either ELA or Math), learning targets, summative assessments, formative assessments, proficiency scales, intervention/enrichment activities, analyzed student results from common formative assessments, conducted error analysis, discussed pedagogy, attempted new grading practices to more fully engage students

**Next Steps:** Teams will continue this cycle throughout the year. At semester teams began working on the other curricular area (ELA/Math

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**Goal:** By May 2019, 100% of our students will score "proficient" or above for achievement on the state assessment on the Wyoming School Accountability model in English/Language Arts as measured by the state assessment results
**Strategic Plan Quarterly Update**
Quarter 3 - 2017-18

**Data:** In spring of 2017 Park fell to "Partially Proficient". While "achievement" was strong, an area of needed growth included the "equity" measure. With the development of the WYTOP assessment it may be difficult to compare data from previous years (PAWS).

**Strategy:** Rearranging our daily schedule has provided for a 30-min period set aside for intervention and enrichment. Our purpose is to address specific student learning needs in a small group setting. All classified personnel participate as well as parent volunteers.

**Timeline:** 9/2017-5/2018

**Focus this quarter:** Continued commitment of the I/E time as intentional. All students receive instruction on identified learning gaps (or enrichment) based on current learning target within current priority standard. Continued recruitment of volunteers to assist, intervention/enrichment tools, etc. Development of Partnership with CC's Dept of Ed to include Education majors volunteer time at Park during I/E.

**Results:** Response from teachers is very positive. All staff have bought into the concept of I/E time to increase student learning. Students are moving from "not" to "proficient" every day due to this focused time. Response from Casper College students and instructors is also very positive

**Next Steps:** Continued intentional focus on the work students complete to ensure it is focused on identified learning gaps, and that enrichment activities deepen student learning

---

**Goal:** By May 2019, 100% of our students will score "proficient" or above for achievement on the state assessment on the Wyoming School Accountability model in English/Language Arts as measured by the state assessment results

**Data:** In spring of 2017 Park fell to "Partially Proficient". While "achievement" was strong, an area of needed growth included the "equity" measure. With the development of the WYTOP assessment it may be difficult to compare data from previous years (PAWS).

**Strategy:** In addition to the scheduled tier 3 tutoring we have redefined use of our tutors to visit every classroom to meet identified needs of students, every day

**Timeline:** 9/2017-5/2018

**Focus this quarter:** Continue traveling to every classroom to see student who struggle with that day's learning target.

**Results:** Park's new 0.5 tutor has been able to take almost all tier 3 students. This has dramatically increased the effectiveness of our "rolling tutor" program. We are seeing positive results. Scheduling remains more difficult than it should. Record-keeping has become more efficient

**Next Steps:** Increase the effectiveness of our tutor program through better communication with classroom teachers, student data discussions between tutors, teachers, etc. Begin looking at data regarding total numbers of students seen, number of different students, frequency, etc. in order to make decisions to increase effectiveness
Pineview - Math

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

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

**Data:** 2016

- Achievement Math = 3rd = 41 %, 4th = 46%, 5th = 49%
- Total Growth = 3rd = up 1 %, 4th = same
- Achievement Reading = 3rd = 57%, 4th = 46%, 5th = 45%
- Growth = 4th = down 6% & 5th = up 10%

2017

- Achievement Math = 3rd = 69 %, 4th = 42%, 5th = 46%
- Total Growth = 4th = up 1 % & 5th = same
- Achievement Reading = 3rd = 71%, 4th = 51%, 5th = 56%
- Growth = 4th = down 6% & 5th = up 10%

**Strategy:** Continue analyzing assessment data by the math goal team, IFs and leader.

- Continue to use our information from the comprehensive review of math data shared with all teachers and support staff.
- Continue to use Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.
- Continue Professional Learning, Development, and CollaborationProfessional designed to improve learning or students and address instructional deficiencies.
- Teachers continue to provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
- Continue to provide multi-tiered supports addressing student academic needs, which are provided for each student, including planned strategies for intervening with students who fail to demonstrate proficiency on the standards implemented.
- Teachers continue to develop and use pre-assessments, proficiency scales, and grade level formative assessments for math.
- Teachers continue to use curriculum, aligned to Wyoming standards, and Wyoming standards are taught in math using CCSS and District curriculum guide.

**Timeline:** 17-18

**Focus this quarter:** Leader, IFs, & 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 and proficiency scales 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 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (up 7.5 from last year).

- 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:** Teachers are collaborating on a book study of, The New Art and Science of Teaching together 2 x a week-Agenda driven and for credit.
-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 and proficiency scales during collaboration
-Continued 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 with leader and IF.
-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:**
Pineview - Reading

*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:** 2016
 Achievement Math = 3rd = 41%, 4th = 46%, 5th = 49%
 Total Growth = 3rd = up 1%, 4th = same
 Achievement Reading = 3rd = 57%, 4th = 46%, 5th = 45%
 Growth = 4th = down 6% & 5th = up 10%

2017
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 Total Growth = 4th = up 1% & 5th = same
 Achievement Reading = 3rd = 71%, 4th = 51%, 5th = 56%
 Growth = 4th = down 6% & 5th = up 10%

**Strategy:** Continue to use Accountability data by the reading goal team, IFs and leader. A comprehensive review of reading data is shared with all teachers and support staff. *Completed by Char Gilbar*

- Continue to use Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.
- Continue Professional Learning and Collaboration designed to improve learning for students and address instructional deficiencies.
- Teachers continue to provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
- Continue multi-tiered supports that address student academic needs provided for each student and including planned strategies for intervening with students who fail to demonstrate proficiency on the standards that are implemented.
- Teachers continue to use pre-assessments, proficiency scales, 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:** 17-18

**Focus this quarter:** Leader, IFs and teachers use 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 continue building common formative assessments and proficiency scales 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 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (Up 7% from last year).

- Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

- 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 collaboratively work through book study, The New Art and Science of Teaching, 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 and proficiency scales during collaboration
Collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides.

Through pre-assessments, teachers will keep teaching to standards not met by students, drop lessons and activities that have been mastered or do not align to standards taught, and will create activities and lessons, which need higher level skill and knowledge base development.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Poison Spider School

*We weave a Web of Learning:*
- Capture Knowledge
- Build Relationships
- Connect to Community

**Goal:** By May 2019, 100% of our students will show growth in reading as measured by WyTopp, FastBridge, IRLA and other formative assessments.

**Data:** WyTopp and Fastbridge have been given. Baseline data has yet to be established.

**Strategy:** Continue to utilize high-yield strategies school-wide

**Timeline:** 1/2017-5/2019

**Focus this quarter:** Continued to implement the 100 Book Challenge and finished our PD with the American Reading Company coach. Worked on conferencing with every student in reading. Continued with high-yield strategy implementation.

**Results:** The IRLA data is showing significant growth in reading at all grade levels.

**Next Steps:** Diversify our high-yield strategies. Continue to build a culture of reading using the 100 Book Challenge. Work on ELA adoption process.

---

**Goal:** By May 2019, our school will meet or exceed the expectations of the Wyoming School Accountability Model in reading, math and science.

**Data:** No new data. WyTopp data for 2018 will be baseline data.

**Strategy:** Continue to utilize high-yield strategies school-wide.

**Timeline:** 1/2017-5/2019

**Focus this quarter:** Fully implemented Number Corner K-4th. Mapped math curriculum in all grades. Unpacking standards work has continued and all staff have completed Assessment Literacy Training.

**Results:** No new results

**Next Steps:** Finish unpacking standards and begin writing proficiency scales for all identified power standards.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Sagewood

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

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

**Data:** Sagewood was meeting expectations on the 2017 Wyoming Accountability Model.

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

**Timeline:** 5/2018

**Focus this quarter:** We are focusing on ELA resource adoption. Teams are sampling materials from American Reading, ReadyGen and Collaborative Classroom. The teams are looking for Standards aligned, yet flexibility resource. They are seeking a resource that is not tied to a daily basal series reading, yet still provides a direct connection to standards driven instruction. We are seeking ways to stay with or collective commitments in a K-5 tool.

Teams have begun to implement the use the Comprehension Toolkit as a supplemental resource.

**Results:** The staff met and wants to consider flooding funds to K-2 resources. There are insufficient funds to purchase materials in a K-5 plan. We have requested a quote for Collaborative Classroom in K-2. The quote as not returned at this time. The 3-5 teams would utilize Comprehension Toolkit and begin a search for additional resources to utilize.

**Next Steps:** Obtain a quote from Collaborative Classroom.
Define 3-5 resources and funding source.
Research and explore writing tool "Write now, Right now."

**Goal:** The Sagewood Community will continue to monitor a positive climate that is physically and socially safe.

**Data:** Sagewood currently has 572 office referrals with 173 being for Physical Harm and 92 being from transportation/bus. There are currently 16 students receiving a Tier 2 behavior intervention, with an additional 5 in referral status.

**Strategy:** Collective commitments including PBIS and integrating Dovetail Learning Toolbox SEL.

**Timeline:** May of 2019

**Focus this quarter:** A team is working with Diana Browning-Wright to identify positive Tier 1 behavior strategies and tier 2 interventions. Grade level teams meet with a focus team once every 6 weeks and tier 2 work and solutions has begun. This includes using the SIMS, targeting behavior interventions and focusing on data collection. Staff (classified and certified) meet once a month and are provided tier 1 behavior training and support. Staff is presented regular videos on the 17 proactive classroom management strategies and the PROMPT strategy. Teams are beginning to implement the good behavior game. We have completed a SET eval and a TFI review to identify focus areas. We have reviewed the PBIS matrices for the hallway and bathrooms. We have discussed a consequence framework.

**Results:** Most staff and students can articulate the STAR expectations and it appears STARBUCKS and HOUSE POINTS are implemented regularly based on the SET eval and TFI review.

**Next Steps:** Update the consequence framework.
Share implementation timeline with staff.
Update our School Process document for Behavior AND Academic MTSS/RTI.
Update the school store with categories.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Complete instruction on the 17 strategies.
Provide feedback to staff on implementation.

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<td>Results:</td>
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<td>Next Steps:</td>
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</table>
Southridge

Standing For Excellence Through Growth And Kindness.

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

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

Actual
May 2014 = 60.4
May 2015 = 60.4
May 2016 = 77.8
May 2017 = 67.2

**Strategy:** Reading Growth – Understand and implement the Wyoming State English/Language Arts Standards.
**Timeline:** 10/2014 to 5/2019

**Focus this quarter:** The staff is starting work with Dr. Gilbar on unpacking priority standards, identifying depth of knowledge levels, and developing proficiency scales.

**Results:** Benchmark testing in Fastbridge for January indicated 86% of students where on target for end of the year in Reading.

**Next Steps:** 1. The staff will continue to work with Dr. Gilbar on unpacking priority standards, identifying depth of knowledge levels, and developing proficiency scales.

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

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

Actual
May 2014 = 64.2
May 2015 = 47.2
May 2016 = 68.5
May 2017 = 58.75

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

**Timeline:** 9/2014 – 5/2019
**Strategic Plan Quarterly Update**
Quarter 3 - 2017-18

**Focus this quarter:** Focus this quarter: The focus of our Math Team is preparing for the vertical alignment of the curriculum that will take place after the literacy alignment work is complete. Both of these efforts are school wide and time intensive. One task has to be completed before the other.

**Results:** According to the winter benchmark using Fastbridge, 76% of students are on track to meet grade level benchmarks by the end of the year.

**Next Steps:** 1. The school is continuing to review our RTI model to provide appropriate interventions for students.
2. Next fall, the school will identify priority standards using the new WYTOPP blueprints, identify DOK levels, and develop proficiency scales.

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**Goal:** Monitor Safe and Healthy Goal. By May of 2019, the number of students receiving office referrals will be reduced by 30% (revised). (This goal was exceeded in the Spring of 2017)

**Data:** Targets
- May 2017 = 188
- May 2018 = 167
- May 2019 = 146

- Actual
  - 2016 = 209
  - 2017 = 96 (Goal Met)

**Strategy:** Southridge will implement the Project Wisdom Character Education curriculum in all classes and utilize Skill Streaming in the Learning Center (Yellow Zone).

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

**Focus this quarter:** Southridge is participating in the district's MTSS training/initiative. Our MTSS team has been working with the rest of the staff to implement these practices with fidelity. The school also adopted the Mind Up social/emotional curriculum and started implementing in March.

**Results:** We met the goal for 2019 in 2017. Results for this year will not be available until the end of the year. Current data projects to be about the same number of citations as last year.

**Next Steps:** 1. Continue to revise and implement MTSS practices.
2. Adopted a social curriculum such as Second Steps or Caring School Communities.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Summit Elementary School
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 Spring 2019.

**Data:** Summit exceeded 5 MGP and 5% target goals in Achievement and Growth on the Spring 2017 PAWS. Summit did not succeed in reaching its goal for Equity on the 2017 Spring PAWS.

**WAEA Actual Data From PAWS:**

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Growth MPG</th>
<th>Equity MPG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>64%</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>71% (+7%)</td>
<td>55.5 (+1.5)</td>
<td>44.5 (-7.5)</td>
</tr>
</tbody>
</table>

**Strategy:** 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 as well as acquiring the necessary tools and resources needed to increase rigor and support the use of common assessments in Professional Learning Community work.

Strategy 3: Using the four essential questions of Professional Learning Community Work (What do want our children to learn?, How will we know when they have learned it?, What do we do when they have not learned it?, What do when they have already learned it?) We will work in grade level PLCs to implement the CCSS to the rigor level expected in the Standards.

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

**Focus this quarter:** The grade level Professional Learning Community work continued in weekly collaboration with Mr. Theobald. After identifying priority standards at each grade level in ELA the communities unpacked the standards, created proficiency scales and began designing, implementing, and discussing the results of common formative assessments. During Collaboration time we spend the first 15 minutes in a book study, looking at Learning By Doing 3rd edition (DuFour, DuFour, et al.) We also focused on completing the book study using the text Teaching Literacy in the Visible Learning Classroom (Fisher, Frey, Hattie). In Math the focus was on streamlining instruction in Eureka Math. Using the materials to increase the focus on learning.

**Results:** In the Spring of 2017 Summit Elementary was meeting expectations according to WAEA. Our score in Equity was 44.5, a score of 45 would have put overall in the exceeding category.

**Next Steps:** We will continue to work through the timeline created by Dr. Gilbar and Mr. Theobald in August 2017. Each grade level will give a minimum of one common formative assessment. The teams will use the Data Analysis Protocol suggested by the DuFours in their PLC work. Each Grade level will begin to look at their master schedule for the 18 - 19 school year and creating weekly time for I/E in both reading and math, using data from common formative assessments to determine which students need enrichment and which students need an intervention on that particular learning goal.

**Goal:** By 2019, 85% of students in grades k-5 will be proficient in Reading as measured by the State RIT on the latest state assessment.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Data: Summit students participated in the Winter WY-TOPPS interim assessment. Our ELA Scores were as follow

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average Percentage</th>
<th>Average Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>57%</td>
<td>7/12</td>
</tr>
<tr>
<td>Grade 3</td>
<td>27% Low 41% At or Approaching</td>
<td>32% On or Above</td>
</tr>
<tr>
<td>Grade 4</td>
<td>37% Low 40% At or Approaching</td>
<td>23% On or Above</td>
</tr>
<tr>
<td>Grade 5</td>
<td>34% Low 31% At or Approaching</td>
<td>34% On or Above</td>
</tr>
</tbody>
</table>

Strategy: Grades K-5 have concentrated on the PLC work being done for the third quarter. The strategies they specifically concentrated on were:

* To teach and assess the NCSD #1 ELA Curriculum and offer the district assessments at the appropriate time.
* To Implement the use of Flex Reading Groups to meet students where the need is greatest and focus on growth in reading for all students.
* To begin using team-created common formative assessment results in creation of flex groups.

Timeline: 10/2015 - 6/2019

Focus this quarter: Grades K-5 have concentrated on the PLC work being done for the third quarter. Each grade level has now identified priority standards, unpacked those standards, created proficiency scales and have begun creating, and using common formative assessments.

In addition Each grade level 3-5 worked through the PLC Data Talk Protocol for WY-TOPP interim provided by Dr. Charlotte Gilbar.

Results: Every grade level has given at least one common formative assessment and analyzed those results

As a result of the PLC Data Talk Protocol for WY-TOPP interim each grade level identified instructional strategies that had the most impact, identified standards that needed more attention, identified students that scored in the low range in each domain, and brainstormed strategies and next steps.

Next Steps: *To continue to use the PLC Data Talk Protocol for WY-TOPP interim as a tool to increase learning and growth in reading.
*To create at least one more common formative assessment and use a protocol to analyze the results.
*To continue working in the book Learning By Doing in collaboration with the principal.

Goal: To build a healthy and robust tier 1 and move toward a system of positive reinforced.

Data: We have collected several pieces of data using a variety of tools in quarters 2 and 3.

We recorded, graphed and discussed reasons for and total time students are removed from instruction finding 75% of the time students are removed from instruction it is for mildly annoying or disruptive behavior - 2/3 of the time students are removed from instruction for less than 10 minutes.

Results from the SAEBERS Universal Screener we found the following data:

* 9% of Summit Students are at risk for general behavior.
* 13% of Summit Students are at risk for academic behavior.
* 24% of Summit Students are at risk for emotional behavior.
* 18% of Summit Students are at risk for social behavior.
Boys were much more apt to be at risk than girls.

We used the SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form to collect data from staff and students on the meaning of the acronym LEAD present on all Summit Matrices. Fewer than 10% of students and staff interviewed knew the meaning of the letters in the acronym.

**Strategy:** The goal team was busy this quarter attending several days of MTSS Training with Diana Browning Wright. In addition we had Ted Hanson and Shannon Kersonbrock attend a goal team meeting to help interpret some data and begin to define next steps. Shelly Ellbogen met with our team to also begin talking about some specific work we need to accomplish with both Tier 1 and Tier 2, specifically with academics.

**Timeline:** 8/2017 - 6/2020

**Focus this quarter:** We have been extremely busy with MTSS in quarter 3 and will continue that work in quarter 4. In quarter three we moved from concentrating solely on Tier 1 to beginning to identify students in need of tier 2 interventions and putting those interventions in place. We identified 5 students from SAEBERS data and progress monitoring data for tier 2 interventions using the Check In - Check Out strategy. One student will also begin the Communication Home strategy. We will focus on the 17 Classroom management strategies, identifying specific strategies to employ at each grade level, and when it is appropriate to use them.

We will also focus on adopting a Social and Emotional Skills curriculum.

**Results:** We have begun Tier 2 interventions on six students and will continue to gather that data to determine the effectiveness of the interventions.

**Next Steps:** We have several next steps identified for our MTSS goal team. This team has been increasingly busy throughout the year, and will continue to be busy for the next several years.

* An MTSS Action Plan including Dates, parties responsible, and actions has been created and can be found in our team drive.
* The Behavior Matrices will be amended to remove the LEAD acronym and focus on behaviors directly related to the 7 Habits.
* We will rely on The Leader In Me to continue to be the focus of our social skills work but will adopt a curriculum to teach emotional skills in grades k - 5.
* Two grade levels will pilot the Good Behavior Game.
* Grade levels will work to carve out time in their schedule for mindfulness minutes.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
University Park
Every Child, Every Day...Whatever It Takes!

Goal: By June 2019, 100% of University Park students will score at or above grade level in reading and math as measured by FastBridge or WY-TOPP.

Data: Fastbridge Assessment Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Fall</th>
<th>Reading Winter</th>
<th>Math Fall</th>
<th>Math Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>52%</td>
<td>62%</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>1st</td>
<td>52%</td>
<td>78%</td>
<td>59%</td>
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<td>2nd</td>
<td>38%</td>
<td>60%</td>
<td>79%</td>
<td>79%</td>
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<tr>
<td>3rd</td>
<td>71%</td>
<td>91%</td>
<td>76%</td>
<td>91%</td>
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Strategy: Develop and implement the use of standard-based common assessments and skill based formative assessments to guide and inform instructional cycles using the PLC process. (IE, Proficiency Scales)

Timeline: August 2017-June 2018

Focus this quarter: Fastbridge was a new assessment for us this year. Our goal throughout the year was to learn as much as possible about the new assessments and how to use the data to best meet students needs. In addition to having teacher trainers on staff, meeting with district personnel to analyze data and delving deeper into the information provided on the Fastbridge site, teachers continuously participated in discussions around the Fastbridge data during collaboration. The learning curve has been steady, and staff willingly jumped in knowing this was the best way to grow. To assess academics in the fall and winter, we used Fastbridge reading and math assessments. In the fall, to assess social emotional learning, we used the SAEBRS which is a part of Fastbridge. Both assessments have allowed us to learn about student strengths and opportunities for improvement, and we have been able to target interventions based specifically on individual student need.

Results: Considering the Fastbridge assessment was new to us this year, the only comparative data we have thus far is from Fall to Winter. The growth in reading and math for each grade was impressive, but especially true in 2nd grade. Both these teachers were trained at the district level in Fastbridge, and served as trainers for our staff. Throughout the entire building, rich conversations have been taking place and staff have continued to share new knowledge with one another. It has been a great year of learning for staff, and it is evident they are gaining great insight into the assessment and how to use it to make instructional decisions in the classroom.

Next Steps: For the next two months, we will continue to focus on delivering quality instruction aligned to the standards. We will also continue use formative assessment cycles and data to measure student progress towards mastery of a standard. Staff are committed to ensuring students academic and social-emotional needs continue to be met, and we will use Fastbridge and SAEBRS in the spring to assess progress and get one last look at the effectiveness of our instruction, interventions and systems.
Verda James

Learning Today ~ Leading Tomorrow

ELA ~ Goal Team One:

The purpose of the ELA goal team is to increase reading, writing, and language learning by identifying our weak areas as a school on NWEA and PAWS (2017) assessments as we transition to FASTBridge and WY-TOPP testing and data.

Goal: SMART - Specific, Measurable, Achievable, Relevant, Timely
80% of Verda James students will be proficient or advanced in applying comprehension strategies when reading, using fall, winter, & spring FASTBridge CompEfficiency Screeners by June of 2018.

Data: Data will be pulled from FASTBridge CompEfficiency (grades 2-5), Rigby (grade K-1), and high frequency sight words (K). We will look at spring WY-TOPP as a summative assessment and correlate it back to FASTBridge data and adjust our SMART goal accordingly once data is normed. We are in the crossroads between systems currently - Most of the data we are using is self generated but we will look to see our Normed data from WY-TOPP by the end of the year.

Strategy: Teach comprehension strategies in every grade level team.
Identify ELA power standards - ongoing as we implement new ELA Materials too.
Each grade level will be making proficiency scales and then developing common formative assessments for each proficiency scale. (ongoing)

Timeline: September 2017- June 2018

Focus this quarter: Our focus 2nd quarter was on shifting our assessment to FASTBridge. This was done by using the FASTBridge CompEfficiency Late Fall Screener as a baseline score in overall comprehension. We followed up by administering the Winter Screener, then compared late fall and winter scores to determine what percentage of students increased their overall comprehension scores.

Results: Here is a link to the ELA Team's work:
https://docs.google.com/document/d/1GoxP-_vQRYFlB0nmTVBgX2_39cN68sNHg64UX7_BvOY/edit?ts=5ab513e7

Next Steps: We need to keep working on unpacking and building Proficiency Scales and supporting Formative and Summative Assessments. In the Fall of next year we will support this work in our 2018-2019 PD plan and bring an ELA consultant from Benchmark Advanced to help us refine and align our work further. We will also have summative data from WY-TOPP to assess at that time too.

Goal: 100% of Verda James students will be fluent in grade level appropriate math facts by May 2018, according to ReflexMath.com (Math Fluency was identified as an area of concern by this our STEAM Goal team and has been the focus this year. (TIER 1 Intervention)

Data: Grade Level Reflex Dashboard (Fact Fluency)
Kindergarten 100% = 44/71 students
>80% = 14/71 students
<80% = 17/68 students
80% and above = 58/71 students (82%)

Verda James Page 1
First Grade

Jennings-54%
Wisroth-45%
Bell-45%
Coleman-43%
1st grade average 47%

Second Grade

(addition/subtraction) 80%
(multiplication/division) 72%

Third Grade

(addition/subtraction) 93%
(multiplication/division) 43%

Fourth Grade

(multiplication/division) 92%

Fifth Grade

(multiplication/division) 83%

Strategy: Every grade level will implement math fact fluency using ReflexMath.com into their math time. Kindergarten will use Fast Bridge numeral identification fluency three times per year. During the second semester kindergarten will switch to tracking personal math fact data and tracking Reflex Math data like all other grades.

Timeline: September 2017 - May 2018

Focus this quarter: Using ReflexMath.com - The goal is that each grade level will see an increase in fluency each month.

Results: As indicated in the data we have seen overall improvement building wide.

Next Steps: From the winter testing window we will analyze trends from our WY-TOPP and FastBridge data to drive instruction.
This data will also provide us with information as to a school-wide area of need and an overall strength.
In short we will need to look at more district and state normed data to direct our next steps and look at grade level specific needs.

Goal: Safe and Healthy Goal Team: All students at Verda James will meet the behavior expectations (80% of the time) for monthly recognition in the area of behavior, as per the Viking Ship Guidelines.

Data: February

Percent of student who met goal by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>90%</td>
</tr>
<tr>
<td>First Grade</td>
<td>97%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>97%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>79%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>95%</td>
</tr>
</tbody>
</table>
School Summary November 96%
School Summary December 96%
School Summary January 96%
School Summary February 93%

**Strategy:** Monthly Recognition & Reteaching
- Teaching 8 Keys and 4 Be's according to school-wide schedule.
  - Implement MTSS strategies from trainings.
  - Implement trainings for ESP Staff - Develop a flip card system that they can have with them for all area and to be used as a reteaching tool for students.

**Timeline:** September 2017 - June 2018

**Focus this quarter:** MTSS work has kept us quite busy...
Continued the implementation of new Viking Ship Guidelines, 4 Be’s matrix schedule and common recognition/reteaching schedule for the whole school.
Members of the staff attended MTSS in January of 2017.
Members of MTSS implemented Proactive Classroom Management Strategies school-wide. Provided updated information to all staff, certified and classified.
  - MTSS Team began dabbling in Tier Two Behaviors.
Staff voted on implementing a research-based emotional resource, based on our SAEBRS data which indicated 27% of our population is emotionally at-risk. Mind-Up is the resource we selected.
  - Created the belief statements and we now have them posted outside of all rooms and community bulletin board stating what we believe as a staff.

**Results:** Monthly data for student behavior shows we are maintaining about 95% of students in grades K-5 who are meeting the behavior requirements for recognition each month. We took a small did in our percentage for March. We continue to discuss and reteach those who do not meet recognition within grade level teams.

**Next Steps:** Specific reteach for playground and lunchroom schedule to occur after Spring Break.
Continue with data collection of behavior.
Look into Infinite Campus to start looking at frequency, time of day, location, etc. to help areas that can be addressed.
  - Share data with staff regarding Tier Fidelity Inventory. (TFI)
Complete year one of MTSS training.
Provide Magnitude Scales training.
Continue implementing MTSS strategies.
Develop Crisis Plan/Extreme Danger developed for everyone.
Update the Handbook for 18-19 school year.

---

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

Verda James Page 3
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 as measured by the WY-TOPP results.

**Data:**

<table>
<thead>
<tr>
<th>Date</th>
<th>PAWS</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>57.7%</td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>49%</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>44%</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>55%</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>49%</td>
<td>Not Meeting Meeting</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>Exceeding</td>
</tr>
</tbody>
</table>

**Time:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Low</th>
<th>At or Approaching</th>
<th>On or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 5th Grade ELA Interim</td>
<td>74%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Fall 4th Grade ELA Interim</td>
<td>76%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Fall 3rd Grade ELA</td>
<td>65%</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>Winter 5th Grade ELA Interim</td>
<td>66%</td>
<td>23%</td>
<td>12%</td>
</tr>
<tr>
<td>Winter 4th Grade ELA Interim</td>
<td>69%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>Winter 3rd Grade ELA Interim</td>
<td>78%</td>
<td>11%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Strategy:**

Reading Achievement -
Grade Level Collaboration using the P.L.C. Model
Intermediate and Primary Collaboration using the PLC Model
Inclusion/Co-Teaching
Focus on Research Based Instructional Strategies
Read A Loud
Word Work
Guided Reading
Differentiated Student Centered Workstations
Vocabulary Development
Alignment of CCSS within Whole Group Reading Instruction
Identification of ELA Power Standards
Common Formative Assessments
Proficiency Scales
Implementation of WY-TOPP Modules as an instructional tool

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

**Focus this quarter:** Willard Elementary Teachers and Staff have focused on the following items:
* Teachers will understand and analyze data received from FastBridge Universal Screening Tool
* Grade level teams have continued to work on developing and adjusting ELA common formative assessments
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

*Grade level teams have included strategies to implement writing centers into our school-wide instructional framework.
*Grade level teams have continued to analyze data from common formative assessments to drive instruction and form enrichment and intervention groups.
*General Education Teachers and Special Education Teachers have worked together to implement co-teaching strategies within whole group and small group ELA instruction.
*Grade level teams will analyze data received from WY-TOPP interims to help drive instruction and form enrichment and intervention groups.
*Grade level teams have selected a professional resource to continue their learning as professionals. The books by grade are:

Kindergarten - “7th Habits of Highly Effective People” by Stephen Covey
1st Grade/2nd Grade/3rd Grade - Transforming School Culture by Anthony Muhammad
4th Grade - Motivating and Inspiring Students
5th Grade - The Book Whisperer

Results: In 2017, Willard Elementary was considered a "Not Meeting School." Willard leadership and staff will continue to put systems into place that will focus our work around common formative assessments and how to properly use the data to drive our whole and small group instruction in the area of ELA.

Next Steps: Grade level teams will work to build systems to support data analysis. These systems will include how to share data with all members of the team, what our response will be to the data, and to align our grading practices. Using this data grade level teams will form intervention and enrichment groups, so we can better meet the instructional needs of our students. This work will be driven by our four guiding questions:

What do we want students to learn?
How will we know that students have learned?
What will we do when students don’t learn?
What will we do when students learn quickly?

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

Data: Data: PAWS Math Data

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>PAWS 80.9%</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2014</td>
<td>PAWS 43%</td>
<td>Partially Meeting 44% - Partially Meeting</td>
</tr>
<tr>
<td>May 2015</td>
<td>PAWS 39%</td>
<td>Meeting 50% - Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>PAWS 48%</td>
<td>Not Meeting Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>PAWS 36%</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>Exceeding</td>
</tr>
</tbody>
</table>

Data: WY-TOPP Interim Math -

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>At or Approaching</th>
<th>On or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 5th Grade Math</td>
<td>90%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Fall 4th Grade Math</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Fall 3rd Grade Math</td>
<td>85%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Winter 5th Grade Math Interim . 87%  10%  3%
Winter 4th Grade Math Interim  72%  25%  3%
Winter 3rd Grade Math Interim  63%  30%  7%

Strategy: Math Strategies:
* Grade Level Collaboration using the P.L.C. Model
* Intermediate and Primary Collaboration using the PLC Model
* Inclusion/Co-Teaching
* Unpacking of Math CCSS
* Differentiated Math Instruction
* School-Wide Math Fact Fluency Focus
* Alignment of CCSS within Math Instruction
* Identification of Math Power Standards
* Common Formative Assessments
* Proficiency Scales
* Classic K./Kindergarten/1st Grade - Bridges Number Corner
* Implementation of WY-TOPP Modules as an instructional tool

Timeline: 10/2014 - 5/2017

Focus this quarter: Willard Elementary Teachers and Staff have focused on the following items:
* Tier 1 Math Instruction
* Teachers will understand and analyze data received from FastBridge Universal Screening Tool
* Grade level teams have continued to work on developing and adjusting math common formative assessments
* Grade level teams have continued to analyze data from common formative assessments to drive instruction and form enrichment and intervention groups.
* General Education Teachers and Special Education Teachers have worked together to implement co-teaching strategies in math instruction.
* Willard Leadership team worked to build a master schedule that would allow all students to have access an intervention or enrichment group in the area of math.
* Grade level teams will analyze data received from WY-TOPP interims to help drive instruction and form enrichment and intervention groups.

Results: In 2017, Willard Elementary was considered a "Not Meeting School." Willard leadership and staff will continue to put systems into place that will focus our work around common formative assessments and how to properly use data to drive our whole and small group instruction in the area of math.

Next Steps: Grade level teams will work to build systems to support data analysis. These systems will include how to share data with all members of the team, what our response will be to the data, and to align our grading practices. Using this data grade level teams will form intervention and enrichment groups, so we can better meet the instructional needs of our students. This work will be driven by our four guiding questions:
What do we want students to learn?
How will we know that students have learned?
What will we do when students don’t learn?
What will we do when students learn quickly?

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

Willard Elementary Page 3
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

Data: Behavior Data

<table>
<thead>
<tr>
<th>School Year</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/2017</td>
<td>80%</td>
<td>73%</td>
<td>75%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td>2017/2018</td>
<td>86%</td>
<td>80%</td>
<td>73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018/2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data: SABERS Screener - Percentage of K-5 Students Considered At-Risk in each Category SABERS Screener General

| Academic | Emotional | Social | Fall 2017 | 24.26% | 22.28% | 48.51% | 24.64% |

Spring 2018

Strategy: Behavior Support

All students will have access to classroom/buddy classroom break zones
All staff will use the identified magnitude scale when reporting behaviors
All staff will use a 4 intervention protocol when supporting students through behaviors and calling for assistance with behaviors of 1 through 3 on the magnitude scale
All staff will implement the selected social/emotional curriculum -
Caring School Communities
Implement a universal system to teach school wide behavior expectations
Create a Behavior Leadership team that will disseminate content to Willard staff from district level training.

All students will have access to Buddy classrooms twice a month and Eagle Groups twice a month
All students will have access to the following Positive Reinforcement Menu
Student VIP
Winning Wednesday
Fabulous Friday
Eagle’s Nest Cafe
Quarterly Behavior Baskets
Quarterly Pancake Breakfasts
Principal 100 Board
Classroom Positive Reinforcement Menus

Timeline: 9/2017 - 5/2019

Focus this quarter: Behavior Leadership team shared results from our building Belief Survey with all staff
MTSS behavior team shared information on PBIS school-wide systems
Implementing PBIS with fidelity
Token economy
5:1

Being intentional when awarding students a token for following one of the 4 expected behaviors

Results: Our second and third quarter results have a positive trend compared to past years. Students and staff are beginning to use the strategies that have been learned through our MTSS work.

Next Steps: Our MTSS Leadership team will continue to use our Learning Wednesdays to share information from D.B.W. Our goal is to share as much information with all staff before they transition into other buildings next year.
Woods Learning Center

To foster lifelong learners and responsible citizens of a democracy.

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

**Data:**

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

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

**Timeline:** 8/2017 - 5/2018

**Focus this quarter:** During our PLC work, K-8 instructional staff identified 8-10 priority standards for ELA using the REAL criteria.

**Results:** Every grade level identified their priority standards in ELA, through weekly collaboration meetings.

**Next Steps:** This quarter we are focusing on unpacking priority standards in ELA. Goal for end of year is to complete 4-8 per grade level.

The beginning of next school year we will get training in proficiency scales and assessment rating to begin the next step in this process.

---

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

**Data:**

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

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

**Timeline:** 9/2017 - 5/2018

**Focus this quarter:** We will continue to use online resources for fact fluency practice K-7 and will have students chart data to track growth.

4th -8th will look at WY-TOPP modular by domain strand to focus instruction and predict success on
Strategic Plan Quarterly Update
Quarter 3 - 2017-18
summative spring assessments.
Focus on ELA priority standards will continue. The goal by the end of the year will be for each grade level to complete unpacking of 4-8 standards.
Teachers continue to take district interims regularly and we encourage teachers to use information to focus instruction

**Results:** We did not complete a vertical alignment of fact expectations and assessments to show fact knowledge.
Much of our school improvement/PLC time has been focused on identifying priority standards for ELA. K-7 has implemented resources and timed assessments for fact fluency practice.

**Next Steps:** 3rd grade will look at WY-TOPP modular to focus instruction.
We will continue to create a critical vocabulary list for Kindergarten to 8th grade.

---

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

---

**Goal:**
**Data:**
**Strategy:**
**Timeline:**
**Focus this quarter:**
**Results:**
**Next Steps:**
District Athletics and 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 & District’s Strategic Plans

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

Data: Data: 6th-12th grade participation rate in Co-curricular Activities

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 71%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 73%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 67%</td>
<td>May 2015=75%</td>
</tr>
<tr>
<td>May 2016= 70%</td>
<td>May 2016=77%</td>
</tr>
<tr>
<td>May 2017= 67%</td>
<td>May 2017=79%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018=82%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =85%</td>
</tr>
</tbody>
</table>

Data: 12th Grade Student Participation rate in at least one Co-curricular Activity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=48%</td>
<td></td>
</tr>
<tr>
<td>May 2014 =50%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 45%</td>
<td>May 2015=52%</td>
</tr>
<tr>
<td>May 2016=54%</td>
<td>May 2016=54%</td>
</tr>
<tr>
<td>May 2017=46%</td>
<td>May 2017=56%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018=58%</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019=61%</td>
</tr>
</tbody>
</table>

Strategy: Increase 12th grade engagement in co-curricular activities 2% or higher annually by supporting co-curricular activities K-12th grade which generate high levels of student participation, engages students in real life lessons and support academy based learning. The student participation data is collected twice annually, December and May 15. The participation data plus student, coach, sponsor and parent feedback provides the information necessary to determine if the activity meets the school's and district's goals and expectations.

Timeline: 10-2014 -6-2019

Focus this quarter: The focus this quarter was to support the good momentum generated in student participation in the first half of the year with the tools, knowledge and experience in order to grow our current co-curricular activities plus jump start the new activities added at the middle level-golf, soccer and archery. The preliminary numbers of students engaged in this quarter meet and exceed previous years at this time. Golf at CYMS has grown to 40 participants and soccer at the ML has over 150 students on teams at DM, CN, CY and CCA/FMS. The ML level swimming team boasted over 120 swimmers consistently coming to swim.
A new focus of this department the past 20 months is the management of outside use of NCSD facilities by club teams. All of the teams have NCSD elementary and secondary students on their volleyball, basketball, soccer, swimming, softball wrestling, track and baseball teams. We have been able to place all requesting teams in NCSD facilities for practices and tournaments. There are approximately 1000 NCSD participating on the teams which use NCSD facilities after 6pm daily for practices and on weekends for events.

An important focus of the second quarter was to determine the 2016-2017 graduation rate for 12th grade students engaged in at least one co-curricular activity during their senior year. Unfortunately the data was not available from the enrollment office until this quarter.

**Results:** Some of the results were stated above regarding the growth of participation in the new activities being offered at the ML. The use of NCSD facilities by outside groups/club sports teams is expanding/expanding and offering a broader range of usage by groups requesting the use of NCSD facilities. This coupled with the completion of some of the construction on schools has also allowed the scheduling of additional teams.

Graduation results for the 2016-2017 school year for 12th grade students engaged in at least one co-curricular activity during their senior continued to be impressive. This is the primary reason we continue to emphasize a comprehensive plan of engaging K-12th students in co-curricular activities.

Graduation data: Kelly Walsh-99.8%, NC-95.6% and Midwest-100% Roosevelt high school has stopped gathering participation data since moving into their new building.

**Next Steps:** Work with leaders at Roosevelt high school to once again start tracking participation data and graduation data. Continue to support new and existing co-curricular activities at all levels in our schools and also through the facility use system established and growing in the district.

Collect and analyze the end of the year co-curricular participation numbers in grades 6th-12th grade and compare the results with previous years and the goal set for 2017-2018. This information will be gathered on May 15 and analyzed the first week of June.

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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:**
Business Department

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

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

Data: Fewer than 10 responses were generated.

Strategy: Strategy 3: 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: The Business Services Department continued its implementation of key programs.

In the payroll area, work continued towards electronically capturing data for certified substitutes working in the district. The program will import the data into the payroll system and prepare it for payment according to our business rules. We have been live importing substitute data into payroll since January, 2018. This has created great efficiency and saved time manually inputting the data. The payroll area has also improved other key operations by automating certain calculations.

In the accounts payable area, we have continued automating key processes. We’ve implemented an electronic mileage reimbursement claim process. The plan is to fully eliminate the paper mileage claim process by the end of fiscal year 2018.

In the accounting area, we have created a plan to share duties related to grant management with the grant management office. This will transfer some current responsibility from the business office to the grants office creating efficiency in the business office.

Results: Current operations and new programs that have been implemented have been largely successful and created great efficiency in the business office.

Over 1,600 employees have been issued a district credit card. Over $9.8 million has been spent using the district card since July 1, 2017 generating over $97,000 in cash rebates.

Due to the implementation of key efficiencies, Business Services will be able to reduce staff through attrition by 3 staff members effective July 1, 2018.

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: Continued implementation of the subtracker electronic system to be able to import certified staff leave directly into payroll.

Continued implementation of the electronic mileage claim process, eventually eliminating the paper process.

We are exploring receipting software to enable schools be able to more effectively manage payments and donations. The software would give schools the capability to accept and process credit cards for payment.
Strategic Plan Quarterly Update
Quarter 3 - 2017-18

goal would be to no longer accept personal checks, thus eliminating the non-sufficient funds check processing and associated losses. It would also reduce the amount of cash handled by sites and the associated risks.

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

Goal:
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Focus this quarter:
Results:
Next Steps:

Goal:
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Focus this quarter:
Results:
Next Steps:
Maintenance and Custodial Services

The Maintenance and Custodial Services Department will collaboratively build a high functioning team with a commitment to continuous improvement that enhances our ability to efficiently and effectively repair, maintain, clean and provide a safe environment for students and staff.

Goal: By June 2019, Maintenance and Custodial Services will achieve 80% satisfaction on customer surveys.

Data: Stakeholder Satisfaction Rating:
FY 17 = 92.30% Maintenance and Custodial Services Department
FY 18 YTD = N/A Maintenance and Custodial Services Department – Less than 10 responses were received

Grounds (Landscape & Support Services)

Outstanding work order benchmarks established 07/2016:

0-30 days: 67% 31-60 days: 13% 61- 90 days: 7% 91-120 days: 5% 120+ days: 8%

Revised outstanding work order benchmarks starting 4/1/2018:

0-30 days: 75% 31-60 days: 10% 61- 90 days: 6% 91-120 days: 4% 120+ days: 5%

Strategy: Monitor and improve identified department programs and processes that achieve our outstanding work order benchmarks.

Timeline: 10/2014 – 6/2019

Focus this quarter: The Maintenance and Custodial Services staff continues to identify processes that:

a. Ensure effective documented processes
b. Identify, develop, implement and monitor operational processes that enhance services for all stakeholders

Results: Outstanding work order benchmarks 03/31/2018:

0-30 days: 56% 31-60 days: 23% 61- 90 days: 11% 91-120 days: 2% 120+ days: 8%

Total number of outstanding work orders:

Total number of work orders completed this quarter:
1/01/18 thru 3/31/18: 2,525
1/01/17 thru 3/31/17: 2,681
1/01/16 thru 3/31/16: 2,381
1/01/15 thru 3/31/15: 2,672

FY number of work orders completed:
FY 18 (7/1/17 thru 03/31/18): 9,171
FY 17 Number of completed work orders: 11,657
FY 16 Number of completed work orders: 11,351
FY 15 Number of completed work orders: 12,431
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Overtime reduction efforts:
FY15 to FY18 YTD: Overtime has been reduced by: 91.32%  Our work to reduce overtime saved $126,843.08 over this time period.

This was accomplished by creating a "Work Order Prioritization Protocol" so our customers are aware of how we prioritize our work, enhanced screening of after hour calls we receive to determine if they are truly an emergency that we need to respond or if it can wait until the next business day, and flexibility that has been approved to trade non-exempt work hours within the same work week along with other operational efficiencies and initiatives.

School Dude work order "Key Performance Indicators" (KPI):

Average number of days to complete all work orders submitted:
NCSD #1 Maintenance and Custodial Services: 13.1 days
Top 20%: 10.32 days
Median: 17.3 days
Low 20%: 28.26 days

Percent of corrected maintenance work orders completed within 7 days:
NCSD #1 Maintenance and Custodial Services: 66%
Top 20%: 75%
Median: 62%
Low 20%: 45%

Percent of preventive work orders completed in 30 days or less:
NCSD #1 Maintenance and Custodial Services: 97%
Top 20%: 95%
Median: 79%
Low 20%: 53%

Percent of preventive work orders compared to total work orders:
NCSD #1 Maintenance and Custodial Services: 24%
Top 20%: 50%
Median: 19%
Low 20%: 5%

Percent of all work orders completed by requested completion date:
NCSD #1 Maintenance and Custodial Services: 76%
Top 20%: 85%
Median: 71%
Low 20%: 51%

Percent of completed work orders with quality data (Key fields have information-craft, purpose labor hours, material costs, action taken, work request description, etc.)
NCSD #1 Maintenance and Custodial Services: 100%
Top 20%: 96%
Strategic Plan Quarterly Update
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Median: 76%
Low 20%: 34%

Next Steps: We will continue to identify and implement processes that help us achieve our work order benchmarks by:
   a. Ensuring effective documented processes are in place
   b. Identify, develop, implement and monitor operational processes that enhance services for all stakeholders
   c. KPI – SchoolDude Key Performance Indicators. Develop strategies that maintain our position in the “Top 20% KPI” that we currently achieved and work toward achieving the “Top 20% KPI” in other KPI benchmark areas.

Goal: Identify staff development needs, additional licenses or certifications for maintenance and custodial staff to ensure we maintain and enhance our skills and abilities that allow us to efficiently inspect, maintain, and repair our building systems.

Data: None to report
Strategy: Monitor and improve identified department programs and processes that enhance operational efficiencies, and cross-functionality between work units.
Timeline: 10/2014 – 6/2019
Focus this quarter: The Maintenance and Custodial Services Department staff will identify processes that:
   a. Create and implement action plans
   b. Monitor actions and data
   c. Make improvements and adjustments as needed
   d. Identify additional training, licenses and/or certification that allow staff to enhance our cross-functionality between work units

Results: Custodial staff: No additional certifications or licenses were obtained.

Maintenance staff:
Class: Electrical Code Update – Recertification license
Date: 4/5/18 – 4/6/18
Attendees: John Frantz – John McNally

Class: ASSE Backflow Re-Certification Class
Date: 4/26/18 – 3/27/18
Attendees: Chris Warner

Class: Locinvar Boiler Seminar
Date: 3/21/18
Attendees: Michael Simpkins, Matt Baier, Jason Long

Class: Wyoming Grounds Keepers and Growers Association Conference
The Director of Maintenance and Custodial Services and our Major Maintenance Project Manager presented Board Infrastructure Planning Committee members an overview of the services and processes we use to manage our District facilities and grounds on April 6th, 2018. We have been invited to update the committee members on our continuous improvement work will be shared each month and quarterly reports will be provided.

**Next Steps:** The Maintenance and Custodial Services Department staff will continue to identify processes that:

a. Create and implement action plans
b. Monitor actions and data
c. Make improvements and adjustments as needed
d. Identify additional training, licenses and/or certification that allow staff to enhance our cross-functionality between work units

On April 19th, 2018, the Director of Maintenance and Custodial services will present a draft site-based custodial inspection and maintenance plan, and tentative implementation plan at the Human Resources and District Services stakeholder meeting.

The project scope included developing an automated preventive work order system that automatically sends an e-mail to head custodians and others that reminds them when equipment needs to be serviced. The system will automatically schedule next service (e.g. filters changed, fire extinguisher inspections, eye wash station inspections, oil and/or grease building equipment, roof drain inspections, door hardware inspections, security camera inspections, etc.).

We are confident this system will have a positive impact on maximizing the longevity of the building systems and enhance customer satisfaction if the equipment is being serviced in timely manner and reduce the number pre-mature equipment failures.

This project is not additional work for our custodians but work that is already part of their job duties and responsibilities.

The goal of the project is to implement processes and bring a greater awareness when the work needs to be done, where the equipment that needs serviced or inspected is located, ensure the work is being successfully completed, and a schedule when this work needs to be completed.

Work continues to update and provide additional on-line resources to Building Administrators, Custodial and other District staff on facilities, maintenance, custodial, information and protocols from our Google Departmental Resource portal for the Maintenance and Custodial Services Department. Staff is starting to use this information in many ways from determining site-based responsibilities, school PTO projects, academic projects, etc.

CSF custodial staff continues to evaluate surplus equipment sent to us by schools and whether they can be repaired and repurposed elsewhere. For example, they were able to recently repair an older scrubber from a
school and repurpose it to be used at CSF.

We will begin to collaboratively develop agenda items during this quarter with District custodians and others in preparation for the annual custodial training this summer.

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Goal:
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Focus this quarter:
Results:
Next Steps:

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Goal:
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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: 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: 27 Meetings were held with building teams
Strategy: Meet with building leadership teams/collaborative teams to discuss data results, determine what it means, and how to use it through the PLC process
Timeline: 09/2015 - 05/2019
Focus this quarter: Continue to implement formative assessments in PLC through systematic approach
Results: In quarter 3 17-18 there are 20 schools using a systematic approach
Next Steps: Continue the work

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: 2 AF meetings (see website and Agenda/Minutes)
Strategy: Monthly meeting with set agendas
Timeline: 8/2015-5/2019
Focus this quarter: Continued support of new state summative assessment (WY-TOPP)
Results: Successful attendance of 2 AF meetings
Next Steps: Continue with monthly Meetings

Goal:
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Focus this quarter:
Results:
Next Steps:

Goal:
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Focus this quarter:
Results:
Next Steps:
Teaching and Learning

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

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

Timeline: 10/2014-6/2019

Focus this quarter: Principals and Instructional Facilitators continue to support teachers as they implement the ELA, Health, Physical Education and Fine and Performing Arts Curriculums. Teachers continue to teach and provide feedback (through the validation process) on the draft Social Studies (Year 2), Foreign Language and Career and Vocational curriculums. The Science Subject Area Committee began writing the K-12 Science Draft Curriculum.

Results: NCSD elementary, middle and high teachers participated in a Curriculum/Assessment professional development on February 16, 2018. Participants continued instructional discussion on curriculum and assessment. Principals lead PLC work with building teams and/or cross school teams. English Language Arts - Natrona County School District teachers are implementing the adopted curriculums. The ELA Articulation Committee met on November 15, January 17 and March 21. Health – Natrona County School District teachers are implementing the adopted curriculums. The Health Articulation Committee was scheduled for December 13 and February 14.

Fine and Performing Arts – Natrona County School District teachers are implementing the adopted curriculums. The Fine and Performing Arts Subject Area Committee made adjustments to the K-8 Music Curriculum as a result of the changes in band and orchestra offerings at elementary schools beginning the 2017-2018 school year on October 17, 2017. On February 22, 2018 the committee reviewed comments from the October 17 - November 14, 2018 comment period and made no changes. The FPA curriculum revision process was presented to the C and I Stakeholder Committee on March 1, 2018 and posted on March 2, 2018. Day 2 of resource selection conversations occurred on February 22, 2018. Suggestions were made and posted on the NCSD website for 21-day (March 14 - April 4, 2018) review/comment period. The FPA Articulation Committee met on November 15, January 17 and March 21.

Physical Education - Natrona County School District teachers are implementing the adopted curriculums. Day 2 of resource selection conversations occurred on February 21, 2018. Suggested resources were made and posted on the NCSD website for 21-day (March 14 - April 4, 2018) review/comment period. The PE/Health Articulation Committee was scheduled for October 18, December 13 and February 14.
Social Studies (Year 2), Foreign Language and Career and Vocational Education
Natrona County School District teachers are implementing and validating the draft curriculums. The SAC committees met to study validation on the following dates: January 24 (SS), January 25 (CVE) and Jan 26 (FL).
Science Subject Area Committee - The 45-member SAC represented by K-5 (19, all but 3 elementary schools), K-8 (2), K-12 (4) CSF, MW, 6-8 (11) 1-3 members per school, 9-12 (9) 1-4 members from KW, NC, RHS) wrote draft curriculum on December 12-13, February 6-7 and March 5-6. The K-5 science draft curriculum is complete and professional development is planned.

Next Steps: English Language Arts - Schools will purchase resources through December 2018. PE and Health - The final Articulation Committee meeting is on April 18, 2018. Schools will purchase Health resources through December 2018.
Fine and Performing Arts Subject Area - The draft curriculum has been revised and the FPA curriculum will be presented to the Board of Trustees May 2018, and if approved, posted June 2018. Recommended resources will be presented to the Board of Trustees Spring 2018.
Physical Education Subject Area Committees – The draft curriculum has been revised and the PE curriculum will be presented to the Board of Trustees May 2018, and if approved, posted June 2018. Recommended resources will be presented to the Board of Trustees Spring 2008.
Foreign Language Subject Area Committee - Phase 2 of validation is on April 12 and Phase 3 on May 3, if needed.
Career and Vocational Education Subject Area Committee - Phase 2 of validation is on April 11 and Phase 3 on May 2, if needed.
Social Studies Subject Area Committees – Phase 5 of validation is on April 10 and Phase 3 on May 1, if needed.
Science Subject Area Committee - The 6-12 members of the committee will finish writing the draft curriculum and plan professional development on May 8 and 9, 2018.

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

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<td>2019 =</td>
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Strategy: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-6/2019

Focus this quarter:
The Director of Teaching and Learning continues to lead one full-time and two half-time Standards’ Leads in Teaching and Learning Page 2
facilitating teachers to develop an NCSD curriculum in all nine content areas. There are 11 FTE dedicated to building-based Instructional Facilitators. All work is grounded in the strategic plan of each building and district efforts toward implementing a guaranteed and viable curriculum. IFs and district coaches will meet the first Friday of each month to strengthen Core Competencies, participate in collaboration with other IFs and attend the monthly Principal PLC Cohort with their principal(s).

Results: Results:
Coaching Learning Fridays are held the first Friday morning of each month (January 5 and February 2) focused on The Core Competencies: Agenda and minutes. The Principal Professional Learning Community Cohort met on January 11, February 15 and March 15. The goal of the principal cohort this year is to become a high functioning Professional Learning Community, leading school PLCs well to ensure student learning.

Next Steps: Coaching Learning Fridays will continue the first Friday of each month enriching Core Competencies. The Principal Professional Learning Community Cohort will collaborate on April 19 and May 17.

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.

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<th>Year</th>
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<td>2016</td>
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<td>2018</td>
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Strategy: Strategy 3: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards' implementation.

Timeline: 7/2015-6/2019

Focus this quarter:
Coaching Services – Continue implementing “Guiding Principles for NCSD Instructional Coaching” Standard Operating Procedure.
Articulation Committees – Dates, times, locations, and agendas are communicated through Admin News and Staff News. Dates for Math are Oct 18, Dec 13, Feb 21, and April 18. Health/PE are set for Oct 18, Dec 13, Feb 14, and April 18. English Language Arts dates are Sept 20, Nov 15, Jan 17, and March 21. Fine and Performing Arts are scheduled on Sept 20, Nov 15, Jan 17, and March 21.

Results:
Coaching Services – Coaches met on January 3 and February 2 to build on Core Competencies.
Articulation Committees - Math met on February 21, 2018. There were five attendees. Topics continue around math resources and alignment of expectations among elementary, middle and high schools. The draft state standards were also previewed.
English Language Arts met on January 17. The three attended drafted a document to send out to all secondary schools. (School Name) Choices for Protected Book List. Two school sent back their choices (1 middle and 1 high school). Those suggestions were reviewed at the March 21 meeting with three attendee.
One teachers attended the FPA meeting on January 17 and no one attended on March 21.
No members attended the PE/Health meeting on February 14.
Agendas and sign-in sheets were prepared and minutes were taken for all articulation meetings.
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Quarter 3 - 2017-18

Next Steps:
Next Steps:
Coaching – Implementation of the revised Guiding Principles continues. The principles will be monitored to allow for adjustments within the system.
Articulation Committees – English Language Arts is complete for the 2017-18 school year. Fine and Performing Arts has finished for the 2017-18 school year. Math is scheduled to meet on April 18, 2018. PE and Health are scheduled to meet on April 18, 2018. Agendas will be prepared and minutes will be taken. Communication will continue in Admin and Staff News, as well as principal and stakeholder meetings.

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