School Performance Levels for Schools
Grades 3-8

School Performance Levels for High Schools
9-12

Human Resources and District Services
Customer Satisfaction Survey

Summary of Schools’ Strategic Plans

Schools’ and Departments’ Quarterly Reports
Appendix

Appendix 1

School Performance Levels for Schools Grades 3-8

<table>
<thead>
<tr>
<th>School Name</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Nunn Elementary</td>
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<td>Partially Meeting</td>
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<tr>
<td>CY Middle School</td>
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<tr>
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<tr>
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<tr>
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<td>Not Meeting</td>
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<tr>
<td>Woods Learning Center</td>
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# School Performance Levels for High Schools 9-12

<table>
<thead>
<tr>
<th>School</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>Partially Meeting</td>
<td>Partially Meeting</td>
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<tr>
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<td>Partially Meeting</td>
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<tr>
<td>Natrona County High School</td>
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<td>Partially Meeting</td>
<td>Not Meeting</td>
</tr>
</tbody>
</table>
Appendix II Curriculum and Instruction Customer Satisfaction Survey

Assessment and Research Department

Satisfaction
Are you satisfied with the services provided?

![Bar chart showing satisfaction levels]

Specific Feedback

![Bar chart showing feedback on various aspects]

Differentiation & Early Childhood Department
This department had fewer than 10 responses.
District Athletics and Activities
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

Satisfaction
Are you satisfied with the services provided?

![Satisfaction Bar Chart]

Specific Feedback

![Specific Feedback Bar Chart]
Appendix III Human Resources and District Services Customer Satisfaction Survey

**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.

**Enrollment Office**
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

Satisfaction
Are you satisfied with the services provided?

![Satisfaction Chart]

Specific Feedback

![Specific Feedback Chart]

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
This department had fewer than 10 responses.

Risk Management Services
This department had fewer than 10 responses.

Substitute Services
This department had fewer than 10 responses.

Transportation
This department had fewer than 10 responses.

Warehouse
This department had fewer than 10 responses.
Bar Nunn Elementary

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

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

Data: Reading WY-TOPP Data:

May 2015 - Not Meeting
- Growth - Below Targets - 31%
- Equity - Below Target - 26.5%
- Achievement - Below Target - 37%
- Participation - Met

May 2016 - Partially Meeting
- Growth - Meeting Targets - 45%
- Equity - Meeting Targets - 50%
- Achievement - Below Targets - 52%
- Participation - Met

May 2017 - Partially Meeting
- Growth - Meeting - 50%
- Equity - Below Targets - 48%
- Achievement Below Targets - 52%
- Participation - Met

May 2018
- Growth - Below Target - 40.5%
- Equity - Below Target - 41.5%
- Achievement - Below Target - 48%
- Participation - Met

Math WY-TOPP Data:

May 2015 - Not Meeting
- Growth - Below Targets - 42%
- Equity - Below Targets - 30%
- Achievement - Below Targets - 38%
- Participation - Met

May 2016 - Partially Meeting
- Growth - Meeting Targets - 45%
Strategic Plan Quarterly Update  
Quarter 2 - 2018-19

Equity - Meeting Targets - 51%  
Achievement - Below Targets - 39%  
Participation - Met

May 2017 - Partially Meeting  
Growth - Meeting - 54%  
Equity - Below Targets - 21%  
Achievement Below Targets - 50%  
Participation - Met

May 2018 - Not Meeting  
Growth - 52.2% - Meeting  
Equity - 47% - Not Meeting  
Achievement - 39% - Not Meeting  
Participation - Met

Strategy: E.L.A. Common Core State Standards  
Grade Level Collaboration Meetings using the P.L.C. model  
Vertical Team Meetings using the P.L.C. model  
Alignment of CCSS within our whole group reading instruction  
Use of Common Formative Assessments to guide whole/small group instruction  
District Assessment Facilitator - working with staff around Priority Standards, C.F.A., Proficiency Scales, Data Analysis  
C.F.A. written for end of quarter priority standards to drive instruction within our Intervention and Enrichment times

Timeline: 10/2014 - 5/2019

Focus this quarter: Each grade level has identified priority standards in both ELA and Math.  
Grade level teams are creating common formative assessments for each selected priority standard. Each team has a designated day to work through writing assessments, administrative guidelines, and data analysis to continue driving instruction through quarter 3.  
Grade level teams will work with district I.F.s to continue our learning around writing common formative assessments and data analysis.

Results: Bar Nunn has new teams at every grade level, so we are continuing to grow at grade level/collaborative teams using the P.L.C. structure to guide our work.

Next Steps: To continue to grow as collaborative teams across the school. We will continue our work around school culture with the guidance from Dr. Muhammad. Teachers/staff will continue to learn about standards based teaching, common formative assessments, and how to use the data correctly in order to form and drive our instruction in the area of math and ELA.

Goal: By May of 2019, Bar Nunn will achieve an overall stakeholder satisfaction rating of 90% from an annual climate survey of students, parents, and staff.

Data: Our team believes the stakeholder perceptions reflected in our surveys implies the following:  
1. in general, students enjoy school and feel supported  
2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all

Bar Nunn Elementary Page 2
Stakeholders.

3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students' needs. One trend in their comments is how much parents like and appreciate the staff and professional, yet family, atmosphere.

Specific data is listed in our strategic plan. Based on this 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
- Effective Parent Involvement Activities

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

**Focus this quarter:** Staff at Bar Nunn will continue to focus on working within collaborative teams, supporting students, and communicating with families. We will continue to review our systems around the building and make needed adjustments.

**Results:** Based on last year's survey information, stakeholder perceptions have improved in all areas. We know that with new leadership, new expectations, and new staff results can change as everyone is learning together.

**Next Steps:** Review Bar Nunn mission and vision and make needed adjustments based on stakeholder feedback.

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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:**
Casper Classical Academy

CCA seeks to produce actively engaged students who strive to reach or surpass high expectations. We believe student success relies upon a collaborative relationship among students, parents, and staff. Students will gain the necessary tools to become self-sufficient, responsible lifelong learners through a classical philosophy that focuses upon acquiring fundamental skills, thinking logically, and communicating effectively.

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

**Data:** Meeting Standards (Wyoming State Accountability data)

**Strategy:** Implement PLC’s and MTSS effectively to help reach our mission and to increase student achievement.

**Timeline:** 01/02/19 - 06/06/19

**Focus this quarter:** This quarter, teachers will examine their WYTOPP symbol reports to celebrate areas of strength and make adjustments to improve areas of weakness. We then will look at finishing up our formative assessments as a part of our PLC process. This will help teachers identify how well students are mastering a standard before a summative assessment, allowing time for extra re-teaching and practice. This in turn helps more students become proficient by the end of a teaching unit.

**Results:** In 2018, our school was meeting expectations.

The challenge is that we have added several students to our numbers, some of them coming in struggling with behavior and/or academics. How can we help these students to succeed at CCA, while maintaining our high standards for learning and achievement? This is the work of our grade level collaboration teams, as well as our leadership team as we move forward.

**Next Steps:** We have looked at school wide and grade level WYTOPP data.

Now I plan on having teachers examine their individual WYTOPP symbol report to reflect and make any necessary adjustments for improvement at a classroom level.

I hope to then use the PLC process to ensure we are teaching the standards effectively, and using formative assessments before a summative test.

Later this spring, we will then weave in the academic MTSS component into this to offer support to students who are struggling either on the WYTOPP test or in a core class.
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Cottonwood Elementary School
The heart of Cottonwood Elementary is to create a caring community of learners through relationships, relevance, and rigor; one student at a time. (Updated Spring 2016)

Goal: Student Growth and High Academic Achievement
By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in reading as measured by WY-TOPP results.

Data: Reading Achievement
Year - Target - Actual
2015 - 55% - 54%
2016 - 62% - 60%
2017 - 60% - 65%
2018 - 65% - 42%**
2019 - 51%

Reading Growth
Year - Target - Actual
2015 - 45 - 39
2016 - 45 - 41
2017 - 50 - 60
2018 - 65 - 41**
2019 - 48

**Indicates WY-TOPP Baseline year for Cottonwood.

Strategy: Implement Guaranteed and Viable Curriculum aligned to state reading standards.
Timeline: 9/2014 – 5/2019

Focus this quarter: During the second quarter, we focused on our ELA Resource Adoption. The ELA goal team reviewed our data and determined that we needed more consistency in our framework for ELA with a strong vocabulary component. The team then researched the approved ELA resources. They narrowed it down to four resources to preview. The team scheduled a time with the resource room at the district. Upon previewing the resources, the ELA goal team narrowed it down to their top two choices. The team brought the information to the entire staff and presented the strengths and the weaknesses of each resource.

Results: The staff voted and with 100% agreement, Cottonwood will be using Making Meaning and Becoming a Writer as their ELA resources in addition to the already purchased Zoo Phonics. Both of these will add a consistent framework and a strong vocabulary component that will still allow the school to focus on priority standards. The school also decided to continue with the resource, Learning A-Z, as kindergarten through fourth grade use it regularly to supplement their reading instruction.

Next Steps: The new ELA resources were purchased. Upon their arrival the ELA team will meet to determine the amount of professional development that will be needed to use the resources effectively. The ELA team will also be looking at an intervention resource, SIPPS, that is a part of the Collaborative Classrooms, Making Meaning and Becoming a Writer, resources.

Grade level teams will also begin work with Common Formative Assessments in ELA starting in February by identifying priority standards, creating vertical alignment, and beginning to unpack these standards.
Goal: Student Growth and High Academic Achievement
By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in math as measured by WY-TOPP results.

Data: Math Achievement
Year - Target - Actual
2015 - 54% - 40%
2016 - 54% - 58%
2017 - 60% - 56%
2018 - 60% - 43%**
2019 - 51%

Math Growth
Year - Target - Actual
2015 - 45 - 31
2016 - 45 - 51
2017 - 55 - 49
2018 - 55 - 43**
2019 - 48

**Indicates WY-TOPP Baseline year for Cottonwood.

Strategy: Create and implement common assessments through PLC work.
Timeline: 9/2014 – 5/2019
Focus this quarter: We continued our work with common formative assessments in the area of Math during our PLC collaboration time.
Results: All grade levels have completed identifying priority standards, vertically aligning those standards, unpacking the standards, and identifying the depths of knowledge. All grade levels with the exception of fourth grade have completed proficiency scales to go with their priority standards.
Next Steps: The grade levels that have completed their proficiency scales will continue to create assessments and administration guidelines. Fourth grade will be meeting in January to complete their proficiency scales and to begin their assessments in order to catch up with the rest of the school. Grade levels will complete their assessments and begin to administer those assessments in order to evaluate them.
Results:

Next Steps:
**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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013 = Meeting</td>
<td>May 2015 = Meeting</td>
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<td>May 2014 = Meeting</td>
<td>May 2016 = Meeting</td>
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<tr>
<td>May 2015 = Partially Meeting</td>
<td>May 2017 = Meeting/Exceeding</td>
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<tr>
<td>May 2016 = Partially Meeting</td>
<td>May 2018 = Meeting/Exceeding</td>
</tr>
<tr>
<td>May 2017 = Meeting</td>
<td>May 2019 = 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 through the Professional Learning Community structure.

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

**Focus this quarter:** The focus for this quarter is on the continued implementation of the PLC Framework with a concentration on answering questions three and four: What do we do when student didn’t learn the content? What do we do for the students that do understand the content? In order to answer these questions, teams are assessing students through the use of common formative assessments that are focused on identified priority standards. Common formative assessments are being utilized in the areas of math and ELA in each grade level. Assessment results are being entered into common data templates created and maintained by each grade level team. Collaborative teams then analyze the data using data protocols that each team has chosen from four options. During the analysis, teams identify learning targets in need of intervention and enrichment. Teams also determine the sequence of these learning targets and which are of urgent priority. Teams then discuss strengths in staff supporting these students in order to decide which professional will work with which learning target during the short cycle. Teams work together to plan for high yield instruction during the cycle.

**Results:** - All grade level teams have successfully gone through the cycle multiple times in both ELA and math.
- District IF’s support several teams and offer valuable input and tools.
- Collaborative teams are meeting weekly with principal. Teams are agenda driven.
- PLC teams are finishing a book study on The New Art and Science of Teaching by Dr. Marzano in order to enhance tier one instruction.

**Next Steps:** - Teams will work on pacing guides to plan for instruction on all priority standards in alignment with current resources
- Teams will build units for each priority standard which can be refined for future instruction
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

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

Strategy: Decrease the percentage of students meeting tier three indicators in reading and math to 5% or less as measured by flagged tier three students in Infinite Campus (2018-2019) in order to meet or exceed Wyoming School Accountability and Equity targets.

Timeline: 10/2014 to 5/2019

Focus this quarter: The MTSS structure includes: All students receiving tier one instruction math and ELA. Students requiring more targeted support in tier two will work in skill based groups within the WIN structure in addition to tier one instruction. Students requiring intensive intervention receive tier one instruction, targeted instruction in WIN and intensive intervention in small groups with certified teachers. This entire structure has been fully implemented this quarter in math, ELA and behavior.

Results: - All teachers have met with the MTSS team to review student data and appropriately determine necessary intervention levels.
- The MTSS team is meeting regularly to review progress monitoring data for tier 3 students.
- Math K-2: Tier one = 75%; Tier two = 19%; Tier three = 6%
- Math 3-5: Tier one = 67%; Tier two = 16%; Tier three = 17%
- ELA K-2: Tier one = 69%; Tier two = 16%; Tier three = 15%
- ELA 3-5: Tier one = 64%; Tier two = 17%; Tier three = 19%

Next Steps: The MTSS Academic leadership team will continue to monitor student data in order to make data based decisions on the amount of intervention needed for each identified student. The MTSS structure will continue to be monitored and adjusted in order to reduce the number of tier 2 and tier 3 students.

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tr>
<td>May 2013= Meeting</td>
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<td>May 2018= Meeting/Exceeding</td>
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<tr>
<td>May 2017= Meeting</td>
<td>May 2019 = Exceeding</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

**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 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); Common Formative Assessment (2017-2019).

**Data:** NWEA reading assessment/Common Formative Assessment

<table>
<thead>
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<tr>
<td>May 2013= 79%(3); 77%(5)</td>
<td>May 2014 = 80%(3); 85%(5)</td>
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<tr>
<td>May 2015= 85%(3); 85% (5)</td>
<td>May 2016= 76%(3); 83%(5)</td>
</tr>
<tr>
<td>May 2017= 74%(3); 83%(5)</td>
<td>May 2017= 90%(3); 90% (5)</td>
</tr>
<tr>
<td>May 2018= *</td>
<td>May 2018= 95% (3); 95% (5)</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019= 100%</td>
</tr>
</tbody>
</table>

*There was an insufficient group size to determine proficiency from common formative assessments as of May 2018. This measure will be taken during the 2018-2019 school year.

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

**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 for identified students in grades 3-5. Students are receiving targeted instruction through the WIN structure.

**Results:** - Identified students have been placed in tier 3 intensive intervention groups with certified teachers.
- These students are being progress monitored using FastBridge weekly.
- Students have been placed in WIN groups.
- Staff has been assigned to lead WIN groups.

**Next Steps:** Adjustments will be considered to instruction based upon data analysis of progress monitoring results.
CY Middle School

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.

CY Belief Statement: With respectful, independent members of our society as the ultimate goal, together, the CY staff strives to educate, grow, and nurture students in a safe and positive community that provides consistent, as well as, equal opportunities.

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>
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</thead>
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<tr>
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<td></td>
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<tr>
<td>May 2014 = 46%</td>
<td></td>
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<tr>
<td>May 2015 = 45%</td>
<td>May 2015= 53%</td>
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<tr>
<td>May 2016 = 44%</td>
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<td>May 2017 = 46%</td>
<td>May 2017= 73%</td>
</tr>
<tr>
<td>May 2018 = 52.3%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

Strategy: Implement the newly adopted NCSD Integrated Science Curriculum.

Timeline: 8/2014 – 6/2019

Focus this quarter: CY is above both the district and state averages on the WY-TOPP Science assessment with the highest percentage of Advanced Proficient students in the district. 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. CY will infuse the new district standards with the program that we have built that is showing great results for our students. Topics will continue to be spiraled throughout the three grades.

New this quarter: Looking at 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. The validation portion of the Science Area Committee is underway and CY’s Science department is instrumental in leading this district change and alignment.

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. Science teachers are evaluating the new curriculum to ensure that all units and standards flow and make sense where they are included in the new curriculum.

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 with a focus on maintaining as much of our original program as possible specifically in the area of spiraling some of our priority
standards to ensure that there are some fundamental learnings that are taught and expanded upon at each grade level.

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

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

**Goal:** Our School will excel in Literacy - 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 in English Language Arts.

**Data:** Dean Morgan ‘17 - ‘18 WY-TOPP: CLICK HERE

Dean Morgan Fall ‘18 - CLICK HERE

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

Dean Morgan is currently Not Meeting Expectations on Wyoming Accountability Model. 52.2% of students were proficient or advanced on the Spring 2018 WY-Topp Assessment. 70% of students were performing at or above grade level on the 2018 Fall Fastbridge aReader screener.

**Strategy:** Strategy 1: Students will have access to a guaranteed and viable curriculum including common instructional resources and vertically aligned priority standards.

Timeline: May 2019

Strategy 2: Student feedback will be frequent and prescriptive through common assessments.

Timeline: May 2020

**Timeline:** May 2020

**Focus this quarter:** Grade level departments reviewed Priority standards and selected 4 to review unpacked standards.

The department was gathering that information in one department wide document, and reviewing vertical alignment.

Goals were to discuss the articulation of unpacked standards (Reading Literature first) and review as a department the connection and spiraling across all 3 grade levels, which grade level is owning big learning from the standards.

6th grade & 7th grade have priority standards marked; need to discuss each unpacked standard to see who will own what in each grade

Teams share proficiency scale trackers, to monitor progress towards our goal.

**Results:** Teams shared Quarter 1 proficiency scale data. Recognized 40% - 60% were below a 3 on the scale for that point in time. Recognized effective strategies for improving learning. Recognized a continuation of learning focus

Becoming “insanely clear” in what each grade level is teaching. These are what we are guaranteeing each student will leave with to go to the next grade level

Began with the strand Reading Literature, and will need to complete that strand before moving to the next one (in regards to unpacking and aligning vertically).
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

**Next Steps:** Complete Reading Literature, goal to have grade level unpacked priority standards linked and reviewed at a grade level prior to next January 16th meeting.
Goal to begin Reading Information by February.
Continue to update proficiency trackers and share effective instructional strategies as a department.

---

**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 and Science.

**Data:** 6th- In number and operations with decimals and fractions common summativ... above.
7th- Formative data shows that the majority students are currently at a proficient level on solving equations.
The summative assessment is next week (which is after the deadline for this quarterly report)
8th- All 8th grade math students have had multiple opportunities to demonstrate proficiency on Expressions and equations measured through daily quizzes, formative assessments, summative assessments, district assessments, and choice boards. Students are demonstrating proficiency on one step, two step, and multi-step equations. Additionally, 83% of 8th grade students have had various opportunities to demonstrate improvement in the functions domain. The other 17% of students are in the introduction phase of the functions unit.

Dean Morgan ‘17 - ‘18
WY-TOPP: https://docs.google.com/spreadsheets/d/1aHSykxPua_zTrYJsubaeBWuotTEWiA-3AwRHdCCLc_8/edit?usp=sharing

Dean Morgan Fall ‘18 -
https://docs.google.com/spreadsheets/d/14XacfXfDNLSYfo8t-xOBdzko5Ihr6HtIOUxHHosfJ7g/edit?usp=sharing

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

**Strategy:** All Dean Morgan math teachers are currently working on analyzing and evaluating the 8 Mathematical Practices in order to best fit student needs. Each grade level will be identifying two of the eight practices that they feel best impact student learning. As a department, we will collaboratively vote on two of the 8 practices and work on vertical alignment in regards to implementation and utilization as a strategy in the academic classroom.

**Timeline:** May 2020

**Focus this quarter:** 6th- Work on unpacking standards and aligning our common assessments, incorporate the WY-TOPP modulars, Focus on integer introduction and expressions and equations.
7th- We will use formative assessments data to drive instruction in order to fit the needs of all students including Tier I through Tier IV students. Ratios and proportions
8th- We will use CFA data to drive instruction in order to fit the needs of all students including Tier I through Tier IV students. We will focus on reviewing our functions unit but to also introduce the 8th grade geometry students.

**Results:** 6th- We are meeting our goal of 80% of our students being proficient on our common assessments.
7th- We are meeting our goal of 80% of our students being proficient on our common assessments.
8th- Common formative assessments have shown that the majority of students are achieving proficiency of a level 3 or approaching proficiency at a level of 2.5 on expressions and equations.

Dean Morgan Page 2
Next Steps: 6th- Review our unpacked standards document in order to improve our common assessments and make sure we improve our use of the WY-TOPP modulars.

7th- Review our unpacked standards document in order to improve our common assessments and make sure we improve our use of the WY-TOPP modulars.

8th- Mathematical Practices: Attend to Precision, Make sense of problems and persevere in solving them; Work together as a collaborative team to analyze Winter Fastbridge, Winter WYTOPP and CFA data in order to ensure standards are being mastered in the functions domain.

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

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

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

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

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

**WY-TOPP**
- 3rd: 59
- 4th: 43
- 5th: 61

**Strategy:** Research best practices in reading instruction and implement a system of short-cycle predictive assessment

**Timeline:** 2018-2019

**Focus this quarter:** This quarter we worked on ways to implement our new Wit and Wisdom primary resource and collaborated with UW on informational text and had grade-level quarterly planning.

**Results:** PLC teams are developing assessments based off of the proficiency scales they wrote the last quarter.

Two teachers presented at UW literacy conference.

**Next Steps:** Teams are sharing assessments with looping team members and we partnered with UW for grade-level quarterly planning.

---

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

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

**WY-TOPP**
- 3rd: 61
- 4th: 76
- 5th: 74

**Strategy:** Evaluation of instruction and resources to find additional ways to support struggling students.

**Timeline:** 2018-2019
Focus this quarter: We decided to continue our work on math with this goal. We are also including science. A STEAM focus will help us to continue our solid work with math, but also focus on the new science curriculum of the district.

Results: We shared the Bridges math essentials with staff. We have also engaged a math consultant to provide professional development opportunities for our new staff in the area of constructivist math.

Next Steps: We will continue to monitor our effective math instructional system. We will also add support and professional development for teachers as they implement science curriculum.

Goal: By 2019, we will see increased student engagement and success in the area of citizenship and attendance.

Data: Attendance
14-15  93.93%
15-16  95.53%
16-17  95.19%
17-18  94.88%

Strategy: Evansville is implementing the “House” structure and Transformation Days. We will continue to review our behavior document and communication plans in an effort to improve our system.

Timeline: 2018-2019

Focus this quarter: We have reviewed our attendance support system and are implementing it this quarter.

Results: Results will be determined officially at the end of the second quarter, but our year to date attendance is 94.90% for the 2018-2019 school year.

Next Steps: Our attendance award is given weekly to support our increased attendance goal. We also award “Eagle Cup” daily points for behavior. Our behavior data for tier 1 and 2 students is showing good results.

We will continue our transformation days, Soaring Eagles and Evansville Eaglets program and begin monthly house meetings. We will look for ways to continue to support our tier 3 behavior students. We are also working on strategies to support the “hidden students” in our school.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
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:**

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<th>Targets</th>
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</tr>
<tr>
<td>May 2019 = 61 MGP</td>
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</tr>
</tbody>
</table>

**Strategy:**

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

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

**Timeline:** 10/2018-1/2019

**Focus this quarter:** Fort Caspar Academy staff is working on common formative assessments, measuring whether they know what we want them to know. The school leadership team has conducted a root cause analysis review of multiple data points.

**Results:** Fort Caspar Academy grade level teams continue work on common assessments. Root cause work identified the need to focus on and follow the strategies laid out in this plan, specifically strategy 1, alignment to and implementation of Common Core State Standards, with vertical alignment discussions.

**Next Steps:** Fort Caspar Academy staff will continue to write common formative assessments, and review and revise priority standards documents. Vertical collaboration and gap analysis will be conducted through additional professional development this quarter.

**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:**

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**Strategy:**

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

**Timeline**: 10/2018-1/2019

**Focus this quarter**: In terms of Professional Learning Communities work, Fort Caspar Academy staff will continue to work in collaborative teams to plan and implement lessons that align to common core standards.

**Results**: Fort Caspar Academy grade level teams are continuing their focus on Professional Learning Community work in math, while using data from assessments to address and adjust instruction in language arts so that students are successfully learning standards in language arts.

**Next Steps**: Fort Caspar Academy staff will work on effective instruction to engage students in learning and mastering standards and outcomes in language arts. Major collaborative work building systems around language arts will follow completion of collaborative work in math.

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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:**
Journey

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

**Goal:** By May of 2022, our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math as measured by WY-TOPP results.

**Data:** Data: Achievement Data: WY-TOPP

**Strategy:** Journey staff will implement a common K-5 Tier 1 reading instructional framework.

**Timeline:** Jan. 2019-June 2020

**Focus this quarter:**
https://docs.google.com/spreadsheets/d/1vbP-eM9jEsjNj5pCSzjTlv64TTM4SvKpETtChiG904/edit?usp=sharing

**Results:** Based off the root cause analysis the leadership team is focusing on common training and structures as a part of our implementation timeline.

**Next Steps:** Staff are currently getting times to observe schools that are implementing this structure, a Daily 5 book study, Stacey Moore is coming to do the Student Discourse Questioning.

---

**Goal:** See first goal

**Data:** PLC Data

**Strategy:** 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

**Timeline:** Sept. 2017-May 2022 MONITOR-meeting this

**Focus this quarter:** Monitoring due to Data reviews shows this strategy is working-This is our Flooding time and each 10 day cycle data is being discussed.

**Results:** PLC flooding groups began in December 2018 for ELA

**Next Steps:** We will track the percentage of kids that increased in skills after a flooding cycle.

---

**Goal:** See first Goal

**Data:** See First Goal

**Strategy:** Common assessments in the power standards on 4 levels of proficiency scales in reading and math.

**Timeline:** Timeline: Jan. 2019-June 2020

**Focus this quarter:** Journey is currently working with Jenny Johnson district IF to formulate and create alignment among grades.

**Results:** once alignment is completed data will be attached

**Next Steps:** See above

---

**Goal:** By May of 2022, Journey students will use 21st Century skills (creativity, collaborative, communication, critical thinking) to apply to their learning and problem solving.

**Data:** Formative assessments-21st Century Skills Rubric

**Strategy:** Staff will incorporate a PBL structure using STEAM strands which measure the 4 C’s and problem solving.

**Timeline:** Sept. 2017-May 2022
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Focus this quarter: Each grade level has completed a PBL project and expectations are that each grade level will complete one a quarter.

Results: November/December 2018  K-5th 44% are proficient for 21st Century Skills

Next Steps: Look at data from 1st and 2nd quarter to compare in PLC teams.
Kelly Walsh High School

"Preparing All Students for their Next Step" by creating High Expectations, Academic Rigor, and Personal Responsibility. WE VALUE Character, Integrity, Respect, and Accountability

**Goal:** By 2019, Kelly Walsh will increase our four-year graduation rate to 85%

**Data:** We will use the WDE 684 data in December to clean and confirm that graduation data is correctly reported to the WDE in January of 2019. Also, student data was harvested through the released WyTopp summative data and fall interim data

**Strategy:** We are in the completion stage of our graduation cohort timeline, ensuring that all graduation data is correct. Additionally, we focused November 5th PD day as a data sharing, identification of gaps, targeting of equity needs for students, and college and career readiness standards for all staff members using the School Performance Report, ACT trend data, WyTopp results, and College Career Readiness indicators for high school graduates.

**Timeline:** 11/2018 - 2/2019

**Focus this quarter:** The November 5th PD focused our staff on the clearer focus of our school-wide interventions and indicators as measured by WyTopp, ACT, Graduation %, and the KW School Performance Report. Staff were able to focus in on the trend data and create goals around increased performances.

**Results:** Graduation cohort work was completed and the data is clean for the classes 18, 17, and 16. This, within itself, is a win.

Teachers had a learning opportunity to learn more details about the WyTopp interim and the information we can gather from that "living" student performance indicator. As a staff we are becoming much more comfortable using the data and looking forward to seeing the student growth as we enter semester 2. It will be a great opportunity for goal setting and allowing teachers to know where they students left semester 1 with their growth progress.

**Next Steps:** Graduation data will be released and celebrated.

After the second interim, teachers will work through the data and look for gaps and areas for improvement within their classes. We will also inservice teachers how to use the modulars within our Trojan Connections time to more effectively prepare for the WyTopp tests.

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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:**
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Results:
Next Steps:

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

*It is our mission to grow students and ensure high levels of achievement for all.*

**Goal:** Goal #1: By May of 2019, 85% of our students will read at grade level (31st+ %ile) as measured by the District assessment (FastBridge).

**Data:** Fall 2018:

- 40% of our Kindergarten students were at or above grade level.
- 33% of our 1st grade students were at or above grade level.
- 47% of our 2nd grade students were at or above grade level.
- 76% of our 3rd grade students were at or above grade level.
- 48% of our 4th grade students were at or above grade level.
- 62% of our 5th grade students were at or above grade level.

We are currently in the winter window for Fastbridge at this time.

**Strategy:** Strategy #1: Follow master schedule that includes a reading block at each grade which provides sufficient time for grade-level content and differentiated instruction, to include WIN time.

Strategy #2: To deliver our new program, Expeditionary Learning's K-5 ELA Program by Open Up Resources, with integrity in all classrooms at Lincoln ES

**Timeline:** 9/2018 - 5/2019

**Focus this quarter:** Grade level teams are continuing to familiarize themselves with flow of program and navigation of materials. They have also had 4 sessions of virtual coaching during PLCs to support Year 1 implementation. Also, we have located other differentiated PD opportunities for teachers specific to instructional components of the program.

**Results:** Still too early to tell. Students are continuing to engage with the materials at high levels, thinking deeply, having thoughtful conversations with peers, justifying their reasoning, etc.

**Next Steps:** PLCs will continue to make sure instruction and program CFAs are aligned to identified priority standards. CFA data is discussed in PLCs using our data discussion protocols and tracked in Mastery Connect.

---

**Goal:** Goal #2: By May of 2019, 90% of our students will meet or exceed the expectations in reading as measured Wy-TOPP state assessment

**Data:** WY-TOPP ELA summative assessment - Spring 2018:

- 10% of our 3rd grade students were proficient
- 27% of our 4th grade students were proficient
- 65% of our 5th grade students were proficient

WY-TOPP ELA Interim assessment (formative) - Fall 2018

- 2% of our 3rd grade students were performing at or above the proficiency level
- 13% of our 4th grade students were performing at or above the proficiency level
- 20% of our 5th grade students were performing at or above the proficiency level

The window for WY-TOPP winter interim assessment is coming soon.

**Strategy:** Strategy #1: To deliver our new program, Expeditionary Learning's K-5 ELA Program by Open Up Resources, with integrity in all classrooms at Lincoln ES

Strategy #2: To explicitly teach CCSS-aligned ELA
content vocabulary words to students.

Strategy #3 - To solidify our formative assessment systems at each grade level and discuss CFA data at weekly PLCs.

Strategy #4 - Greater alignment of instruction to standards

**Timeline:** 9/2018-5/2019

**Focus this quarter:** Grade level teams continue to work on merging previous work with content vocabulary to our new program. We continue to scrutinize the rigor of the program assessments and seek out any redundancies in our assessment system. Principal, Coordinator, and IF were trained in a walkthrough protocol for EL/OpenUp.

**Results:** It is apparent that the level of rigor in this program is higher that what students were exposed to last year.

**Next Steps:** Refine walkthrough document, monitor program implementation, provide teachers feedback on implementation, and continue to evaluate assessments throughout the year.

**Goal:** Goal #3: 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 district (FastBridge) and state (Wy-TOPP) assessments

**Data:**

FastBridge Math - Spring 2018 (30th+%ile):
- Kindergarten - 59% at grade level
- 1st - 78%
- 2nd - 88%
- 3rd - 49%

FastBridge Math - Fall 2018 (30th+%ile):
- 55% of our Kindergarten students
- 51% of our First Grade students
- 67% of our 2nd grade students
- 76% of our 3rd grade students
- 61% of our 4th grade students
- 54% of our 5th grade students

WY-TOPP Math - Spring 2018 summative assessment:
- 25% of our 3rd grade students were proficient
- 32% of our 4th grade students were proficient
- 55% of our 5th grade students were proficient

WY-TOPP Math - Fall 2018 interim assessment:
- 0% of our 3rd grade students were performing at or above the proficiency level
- 0% of our 4th grade students were performing at or above the proficiency level
- 11% of our 5th grade students were performing at or above the proficiency level

Winter interim/summative data coming soon.

**Strategy:**

Strategy #1: PD work with NCSD SST to attain greater alignment of instruction to standards - identify priority standards, create proficiency scales & develop common formative assessments.

Strategy #2: Deliver Engage NY/Eureka Math program with fidelity.

Strategy #3: To explicitly teach CCSS-aligned math content vocabulary words to students, to include:
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

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 #4: To solidify discuss CFA data at weekly PLCs.

Timeline: 9/2018 - 5/2019

Focus this quarter: This fall, Lincoln teachers partnered with NCSD’s SST to begin work to address performance in math, to include (a) identifying priority standards, (b) vertical alignment of priority standards, and (c) receive training in how to unpack priority standards to identify learning targets. We continue to follow and monitor non-negotiables established by our math goal team.

Results: No new data at this time. FastBridge and WY-TOPP winter interim/formative assessment windows this month.

Next Steps: 1. NCSD SST - unpack math priority standards, create proficiency scales & develop common formative assessments.
2. Continue to refine PLC practices within grade-level teams
3. Align instruction to adequate rigor level required of CCSS
5. Increase use of common formative assessments.
6. Seek correlations between data from different assessment sources.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Manor Heights Elementary School

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 along with the WAEA achievement indicator.

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

WAEA – School Indicator Performance

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Reading Growth

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Reading Achievement

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<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

Mathematics Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>38%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Manor Heights Elementary School Page 1
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

2015-2016  40%  45%
2016-2017  46%  48%
2017-2018  55%
2018-2019  60%

Mathematics Equity
Actual        Target
2014-2015  26%   35%
2015-2016  46%+  40%
2016-2017  46%   45%
2017-2018  50%
2018-2019  55%

Mathematics Achievement
Actual        Target
2014-2015  42%   50%
2015-2016  47%   55%
2016-2017  44%   60%
2017-2018  65%
2018-2019  70%

**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:** 8/2014 - 6/2019

**Focus this quarter:** We have continued to focus on professional development in the area of priority standards in mathematics. Charlotte, Stephanie and several district IFs have provided this training. Previously, we have identified our priority standards, unpacked and vertically aligned these standards, identified the DOK, and developed proficiency scales. Currently, we are completing common assessments, administration guidelines and analyzing the data. This work will continue in our grade level PLC meetings and PD.

During the summer, a team of teachers represented our school at the August PLC training with Dr. Many. This team developed our Jaguar Implementation Guide (JIG) as a scoring rubric to measure the growth of our collaboration teams. Our JIG and some PLC training updates were then presented to our full staff during August PD.
We have a team of staff members that will continue to participate in the district MTSS training and provide PD updates for our full staff.

**Results:** Each of our grade level teams will share a data sample at our January school-wide PLC team meeting. This data review will be lead by Charlotte, Stephanie and district IFs.

**Next Steps:** Our next steps will be to continue to unpack the identified priority standards in math, discuss the DOK, develop proficiency scales for these standards, build common assessments, and discuss best practices in the use of this assessment data.

In February, our staff will participate in a PEBC traveling institute on Mathematical Numeracy.
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:** Preliminary WY-TOPP data

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

**Timeline:** 5/2019

**Focus this quarter:** Continue work in determining priority standards, creating proficiency scales and assessments.

**Results:** Teachers have begun work to complete standards work and scales and assessments in all classes/grade levels/subject area.

**Next Steps:** Vertical alignment of priority standards K-12

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Oregon Trail

*Through Bull Proofing we have created an inclusive, respectful, safe, environment where teachers can teach and students can learn.*

**Goal:** By May 2020 100% of our students will be proficient or higher as measured by the Wyoming School Accountability model as measured by WY-TOPP results

**Data:** WY-TOPP scores were very disappointing. 62% of our 3rd, 4th, and 5th graders scored basic and below in math. While in Reading 63% of our 3rd graders were proficient. 4th and 5th grades scored 53% and 56% respectfully.

**Strategy:** Identify priority standards from the new 2018 state math standards and focus on K-5 mathematics

**Timeline:** 2018-2020

**Focus this quarter:** This quarter we held an all day PD with assistance from district IF’s to unpack the new state math standards and PLC teams have begun to identify priority standards in math.

**Results:** Our scores dropped from meeting expectations to not meeting expectations in one year. After a root cause analysis we discovered we were not aligned with the new standards. All K-5 teachers are now involved in a year long plan focusing on math to increase student achievement.

**Next Steps:** With assistance and support we have from the district we are engaged in a year long plan to bolster our math scores.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Park Elementary

Think, Dream, Believe, Achieve

Goal: By May of 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math as measured by WY-TOPP results.

Data: Baseline data from Fall WY-TOPP Interim showed 15% proficient or advanced in math, and 36% proficient or advanced in ELA.


Timeline: 10/2014-5/2019

Focus this quarter: Teachers are participating in a cohort "Developing Priority Standards and Vertical Alignment" for ELA and math, with the assistance of District IFs.

Results: Teachers have currently identified priority standards and DOK in ELA and are in the process of completing proficiency scales by the first of February.

Next Steps: ELA should be complete this spring and the process will begin for Math.

Goal: By May of 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math as measured by WY-TOPP results.

Data: Multiple data points are being used to identify and support student learning. (FastBridge, WY-TOPP, classroom assessments, Mastery Connect, etc.) Using the data, students are identified, regrouped, and moved on an as needed basis.

Strategy: Strategy 3: Implementation of small group intervention/enrichment periods (WIN) for all students 3-4 days a week to address student learning gaps in ELA and Math. & Strategy 4: Implementation tutor model with Tier 2 & 3 identification for students to address learning misconceptions/gaps in ELA and Math.

Timeline: 2018-2019

Focus this quarter: Continued WIN times and fidelity to meeting individual student needs as well as services provided by tutor.

Results: Students are now being identified as Tier 2 and 3 when appropriate. Data is recoded in Infinite Campus, and students are regrouped based on need during PLC meetings.

Next Steps: Park is faced with the possible need of additional tutoring services. Interventions will continue, knowing there is a shortage of staff in this area. Processes are being reviewed in PLCs to review classroom practices addressing student needs with Tier 1 and Tier 2 improvements.

Goal: By 2019, Park Elementary School will achieve an overall stakeholder satisfaction of 90% from annual surveys from students, parents, and staff.

Data: At this time, data has not been collected for this goal.

Strategy: Recognize, and celebrate student, parent, community and employee contributions.

Timeline: 10-2014-5/2019

Focus this quarter: To explore the MTSS process and begin collecting meaningful data to improve school climate and student behavior through positive reinforcement and celebrations.

Results: Students are receiving tickets for exemplary behavior, classes are collecting tokens to win "the golden whistle" in common areas, and a monthly pizza lunch is held for students exhibiting the 7 Keys. These recognitions are reducing the number of behavioral disruptions at Park.
Next Steps: The MTSS team will continue to attend the DBW workshops, and weekly meetings are held to inform staff of the learning.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
We guarantee each student and staff member achieve high levels of learning for success through actions, which reflect high expectations.

**Goal:** By May of 2019, each student will show significant improvement, with an increase of 5% proficiency on reading and math, getting closer to meeting proficient, or above, as measured by the Wyoming Accountability System in Growth, Equity, and Achievement.

**Data:** First Year Baseline WyTopp Data 17-18

<table>
<thead>
<tr>
<th>DATA:</th>
<th>ACTUAL</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: Grade</td>
<td>% Proficient</td>
<td>Target Proficiency</td>
</tr>
<tr>
<td>3</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>5</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>MATH: Grade</td>
<td>% Proficient</td>
<td>Target Proficiency</td>
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<tr>
<td>3</td>
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<tr>
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<tr>
<td>SCIENCE:</td>
<td>% Proficient</td>
<td>Target Proficiency</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
<td>65%</td>
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</tbody>
</table>

**Strategy:** The four critical questions of learning will drive collective inquiry and action research:

What do we want students to learn? (essential standards)
How will we know if they have learned? (team-developed common assessments)
What will we do if they don’t learn? (systematic interventions)
What will we do if they already know it? (extended learning)

We will use the Pineview PLC Process Rubric during collaboration, but “loose” on which of the 4 elements will be discussed weekly:

Collaborative Team Structures - Teams & support staff work collaboratively & with intentionality to take collective responsibility for the learning of each child at high levels academic and behaviorally.

Guaranteed & Viable Curriculum - Teams collectively develop & build power standards by using the summary chart to ensure the instruction of teaching & learning is at a high level. Teams collectively develop and build, from MInd Up and Caring School Community,, an agreed upon protocol for how behavior is taught in the classroom.

Common Assessment Creation & Analysis - Collaborative teams monitor student learning through an ongoing assessment process that includes frequent team-developed common formative assessments for academics and behavior.

Pyramid of Intervention - Educators use the results of common assessments to improve individual practice,
build team’s capacity to achieve its goals, and intervene and enrich on behalf of students.

**Timeline:** 10/2018 - 5/2019

**Focus this quarter:**

Re-mission, re-vision, re-goal, re-strategize GOAL TEAMS:

There will be 2 Goal Teams: Curriculum/Academics & MTSS/Behaviors

Re-Norm with new initiatives.

**Goal Teams:** ELA, Math= Academic AIRA/MTSS (FOCUS ON THE 4 PLC Qs)

AIRA - Caught-ya data by teacher and all school (who is and who isn’t)

ELA - Reading and Writing combined - ELA Chart Summaries and Proficiency Scales, CFAs & Fountas and Pinnell Expectations for instructional reading text levels, which students should be at per month.

Math - Math Chart Summaries and Proficiency Scales, CFAs, Reflex, Number Corner Fluency & Fidelity (all pieces monthly)

Team time will be provided through collaboration and professional development daily/weekly to support implementation of Pineview PLC Process Rubric.

We will identify process of designing and employing new systems at the classroom and school level. We have agreed upon raising expectations for ourselves and each student, yet “how” needs worked on by Pineview, to design and effectively employ quality assessments that enable teams to collect meaningful instructional data and respond appropriately with interventions and enrichments.

**Results:** Pineview Elementary’s 17-18 accountability data is not meeting expectations in growth, achievement, or equity.

**Next Steps:** Grade level collaboration 2 x weekly and team collaboration 1 x a week with Chris and Mari. We will use the Pineview PLC Process Rubric to guide the collaborative work of collaborative team structures, guaranteed and viable curriculum, common assessment, creation & analysis, and pyramid of interventions.

NEED EACH TEAM bringing Pre/Post Assessment Data, Proficiency Scale and CFA, and Chart Summaries.

Continued work on: creating, using & analyzing:

Power Standard Summary Charts

DOK alignment on pre/post assessments, common formative assessments and proficiency scales & Analysis of information for next step decision making.

Grade level teams will dig into the the context and depth level per standard.

Providing Vertical Alignment & Blue Print Alignment. Teams will continue working on establishing a consistent way to effectively monitor student learning, collectively responding to results, using proficiency scales, and implementing informed practices.

Teachers will know and understand the level and context of standards taught and how they are going to pre-assess, formatively assess, and reach proficiency with each student in all content areas. We will use our data to guide instructional change as needed.

Teachers and students will engage in relevant high quality discussions, exemplified by responding to and extending each other’s thinking in all content areas.
Continued PD 2 x a week developing Data Housing of ELA, Math, Science Chart Summaries/Power Standards, Common Assessments, Small/Whole Group interventions/strategies

RTI-MTSS Year 2 of 5 work with Diana Browning Wright: academic & behavior. PD continued for the rest of staff on new DBW initiatives from Year 2. 1 x a week for MTSS meetings

Teachers will provide continued opportunity for growth and achievement on all power standards and behavior goals, for each child at every grade level, until proficiency has been met.

Continued implementation of Behavior curriculum/framework resources:
Mind Up and Caring School Communities (we are learning by doing).
Continued Ron Clark Academy Framework of The Essential 55, which are part of our Pineview Behavior Matrix.

Pineview behavior goals are to meet and exceed our previous expectations as defined by the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) and the TFI (Tiered Fidelity Inventory) as well as student learning from the Mind Up and Caring School Community Behavior Curriculum whole school.

Ongoing Professional Learning by Fountas & Pinnell Consultant on  ELA District purchased curriculum/framework resources: The Fountas and Pinnell Classroom K-3 and the Fountas & Pinnell Benchmark Assessments + 5 to 10 days of PD from F & P Continuum through the year with the purchase of 4th and 5th in one year.

Fountas and Pinnell Reader/Writer Notebooks - Teachers will encourage reflection, inquiry, critical thinking and dialogue about reading. The reader’s notebook will help students account for what they read through writing and drawing as they explore and convey their understanding.

*Principal and IF will provide a balance of work with Pineview teachers in all areas as needed.

Continue to align strategic goals for our district, school, and classroom.

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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 2018:
- 3rd-5th- 61% of students are proficient or advanced
- 6th -8th- 42% are proficient or advanced
- 3rd- 8th- 48% are proficient or advanced

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

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

**Focus this quarter:** We are implementing the ARC Core program in grades K-8th. We worked with the ARC coach to implement and complete the Literacy Labs. We are almost finished completing the proficiency scales in ELA in all grades K-8th.

**Results:** IRLA Data is showing growth in Reading. We will use Winter WyTopp data to track progress from Fall.

**Next Steps:** We will finish the ELA proficiency scales and write common assessments. We will work with district IFs in this process. All teachers K-8th will work with students in engaging in the ARC Research Labs. We will work with ARC coach on the Research Labs.

---

**Goal:** By May 2019, 100% of our school will meet or exceed the expectations of the Wyoming School Accountability Model in reading, math, and science.

**Data:** Poison Spider was in the red (not meeting) in all areas on the accountability model.

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

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

**Focus this quarter:** We wrote proficiency scales in ELA and Math. We switched the focus from ELA to math based on our WYTopp Results. Our math scores are significantly lower than our ELA scores.

**Results:** WYTopp 2018-
- Math
  - 3rd - 8th- 27% Proficient or Advanced
- Reading
  - 3rd - 8th- 48% Proficient or Advanced
- Science
  - 4th & 8th- 51% Proficient or Advanced

**Next Steps:** Finish proficiency scales in ELA and Math. Write common assessments and use them to target instruction in ELA and Math. Visit other schools who are using full-inclusion and change our approach to working with IEP kids.

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**Goal:**

**Data:**
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

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

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

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

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**Goal**: By 2022, 100% of RHS students will meet or exceed school level performance expectations as measured by the Wyoming Alternative Accountability model.

**Data**: During the data review of our spring 2018 Wy-Topp data we identified areas of strength and areas of growth. We scored high in the areas of Growth in 9th and 10th grade ELA. Our growth in 9th grade high growth in ELA was at the NCSD average. In 9th grade ELA 2/3 of our students had typical or high growth. In 10th grade our students with low growth were only 6% lower than the district average. In Math our 9th graders with Typical growth is 4% higher than the district average.

Areas of concern- 10th grade Math 73% of our students were at Typical or Low growth. This will be an area of focus for our Math teach as we prepare students for the Spring Wy-Topp assessment.

**Strategy**: We have analyzed the data as a team. Our Math team is working to align their instruction to the Math Blueprint. We are using the Fall, and winter Assessment windows to monitor student progress and alignment.

**Timeline**: 2018-19 school year on-going

**Focus this quarter**: PLC work focused on alignment of Math curriculum. Large group PLC focus on successful credit completion. Large group focus on Literacy in the content area to continue our improvement in ELA scores.

**Results**: Our Bulldog Block restructure has significantly reduced the number of F's in courses during the second quarter. The week of Jan. 7, 2019 we had 95 students with one or more F's. Over the course of the week, through Bulldog Block remediation, we reduced that number to 69 student with one or more F's. Students are more focused.

**Next Steps**: Continue the work through PLC.

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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**: 

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Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: By May 2023, 100% of Sagewood students will be at grade level according to Wyoming School Accountability Model.

Data: Meeting Targets
Strategy: Ensure vertical alignment k-5 using CCSS
Timeline: 8/2018-5/2023
Focus this quarter: This quarter we have continued our focus on priority standards and digging deeper into the unpacking of standards to support instruction. With individual PLC teams we have dug into standards below and above to see where students are coming from and where they are headed with each standard.
Results: This has opened up conversations between grade level teams during our Tuesday team meetings to support students moving from grade level to grade level.
Next Steps: Our next steps are to continue this work to ensure that the teacher's level of understanding of each standard is deep enough and consistent between grade level teams. This will impact the instruction of students and the instructional practices.

Goal: By May 2023, 100% of Sagewood students will increase individual growth based on the Wyoming School Accountability Model.

Data: Meeting Targets
Strategy: Develop consistent ELA structure K-5
Timeline: 8/2018-5/2023
Focus this quarter: Our focus this quarter is to continue our work in establishing tier 1 at Sagewood based off our standards work. Goal teams have worked to solidify the structure of instruction within the building.
Results: Teachers are observing and reading resources to support instruction and the structure that is established.
Next Steps: Next steps for this is to continue the professional learning through a book study in addition to providing professional development with explicit phonics to support instructional practices.

Goal: Decrease percentages of at-risk students in the area of emotional behaviors as measured by SAEBRS.

Data: 39% of population is considered at risk.
Strategy: Provide professional learning for all staff surrounding SEL/Behavior resources, expectations and strategies of support.
Timeline: 8/2018-5/2023
Focus this quarter: Our focus this quarter was to step back into our tiered fidelity inventory to find our areas of need and to take our learning from our behavior MTSS training to establish the next level of professional learning to impact tier 1. This includes a major focus on PBIS as our structure for expectations.
Results: Teachers are more consistently utilizing our PBIS strategies to support students.
Next Steps: Continue to focus on our tier 1 and what instruction/resources are used to support students in addition to continuing to imbed learning for staff from our MTSS behavior training.
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: Goal: By May of 2019, 100% of our students will read at or above grade level as measured by WY-TOPP 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
May 2018 = 58.1 (WYTOPP)

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

Timeline: 10/2014 to 5/2019

Focus this quarter: The Southridge staff has continued their work started Dr. Gilbar in unpacking standards, selecting priority standards, and developing proficiency scales with assessments that align to WY-TOPP. The work this quarter has shifted to building and administering common formative assessments.

Results: Fastbridge benchmark data indicates 79-90 percent of students are at benchmark or higher.

Next Steps: We will continue to align to the WYTOPP blueprints through the development of proficiency scales, formative assessments, and instruction to the new state assessment system.

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
May 2018 = 42.5 (WYTOPP)

Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Timeline: 9/2014 – 5/2019

Focus this quarter: The focus of our Math Team is preparing selecting priority standards and facilitating vertical alignment and unpacking of 2018 standards.

Results: Fastbridge benchmarks indicate 70 - 85% of students are at or above targets for this time of year.

Next Steps: Southridge will be selecting and unpacking priority standards in math during the third quarter. While teams progress at different rates in this work, it is our goal to develop proficiency scales and some assessments more closely aligned to WYTOPP in Math.

---

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 & 2018)

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

Actual
2016 = 209
2017 = 96 (Goal Met)
2018 = 129 (Goal Met)

Strategy: Southridge will enter into the first year of full implementation of the Second Steps and Mind UP curriculums in all classes and utilize Skill Streaming in the Learning Center (Refocus Area).

Timeline: 5/2016-5/2019

Focus this quarter: Southridge will continue to improve behavior systems through district provided MTSS training and implementation of the new social and emotional curriculums.

Results: Southridge met this goal for the first time in the 16-17 school year. Our goal is to continue this trend to be consistently under 100 office referrals each year. Our Beliefs About Behavior Survey indicated significant gains versus that same survey from the pervious year.

Next Steps: The MTSS team will complete the next phase of training with Diana Browning Wright in January and February. During are winter benchmark, we will look for improvements in our SAEBREs assessment to reflect on the first full semester of Second Steps/Mind Up implementation.

---

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
Goal: Summit Elementary will increase Achievement, Growth, and Equity Targets (Each by 5MPG% per year) to meet exceeding targets on the WAEA.

Data: On the Spring 2018 WAEA report Summit was below target in growth and equity while meeting the target for achievement.

Strategy: We have created a schedule for intervention and Enrichment that allows each grade level 45 minutes a day in ELA and Math. During this time each grade level will receive help from additional certified teachers in the building (tutors and SPED) to flood into the classrooms. In grades K-3 where there are four units, we will have a minimum of 2 extra certified and one classified staff to lead intervention groups. Students are grouped based on performance on Common Formative Assessments and the most qualified staff will be leading the groups with the most need.

Timeline: 12/1/18 - 6/7/19

Focus this quarter: This quarter we will focus heavily on PLC questions 3 and 4 in collaboration with teachers and I/E time with students. What will we do when students do not learn, and what do we do when they already have learned it.

Results: We have restuctured our leadership systems. We moved from a system of goal teams to a system of 3 leadership teams focused on PLC, MTSS Behavior and MTSS academics. Our leadership teams have gotten off to a great start this year and we continue to refine tasks, and responsibilities for each team.

Next Steps: We will continue to monitor the success of our I&E time based on the results of Common Formative Assessments created by each PLC team and make adjustments accordingly.

Goal: By Spring 2019, 85% of students in grades K-5 will be proficient in reading as measured by the latest Wyoming State Assessment.

Data: Our students took the Wy-Top interim assessment late this fall. The following is a quick snapshot of how our students results.

First Grade Average number of correct answers - 33%
Second Grade Average Number of correct answers - 42%

Third Grade the highest area was reading informational texts. 74% of students were "at or approaching" proficiency. Third grade biggest area of need was listening, 18% of students were at or approaching proficiency.

Fourth Grade reading literature was the high point with 70% of students at or approaching while 58% were at or approaching in listening.

Fifth grades strength was in Language/vocabulary where 85 % of students were at or approaching proficiency while only 16% were at that mark in listening.

Strategy: Each grade level has identified priority standards, unpacked those standards and identified learning targets and are in the process of creating proficiency scales for each priority standard and common formative assessments aligned to the scales.

Timeline: All ELA proficiency scales will be completed by 1-29-19.
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Focus this quarter: Each grade level PLC group upon completing their proficiency scales and common formative assessments will use protocols in collaboration to analyze student data, and place students in the appropriate I & E group.

Results: We will dig deeper into this area at the Feb. 15 PD Day.

Next Steps: Each grade level PLC group upon completing their proficiency scales and common formative assessments will use protocols in collaboration to analyze student data, and place students in the appropriate I & E group.

---

Goal: To build a healthy and robust system of supports at Tier 1 in both academics and behavior at Summit Elementary.

Data: Focusing particularly on behavior. The average number of refocus and office referrals during the 18-19 school year:

- Sept. 2.68
- October 4.04
- Nov. 3.18
- December (as of 12/7) 3.85

Out of 227 total referrals 33 were girls, 194 were boys. Kindergarten was responsible for 121 of those referrals, 80 coming from 4 students.

Strategy: We continue to send 8 folks to work to Diana Browning-Wright PD sessions supplied by the district. Our MTSS behavior team has changed their name to SES Leadership team and we have an aggressive action plan. Revised and reconditioned "Golden Lunch Tray" strategy for lunchroom behaviors.

Timeline: 9/6/18 - 6/7/19

Focus this quarter: Continued emphasis on 17 + 1 proactive classroom management strategies as well as I&E time academically.

Results: Each lunch table now has a rubric for the golden lunch tray attached as well as a board monitoring each grade levels points based on the rubric has been installed in the Village Center.

Next Steps: Continue our work with Diana Browning Wright, Refurbish our behavior matrices, and monitor I&E groups.

---

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
Verda James

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

**Goal:** Grades K-2: 100% of Verda James students in grades K-2 will be indicated as “College Pathway” according to the earlyReading (K-1) and aReading (2) assessments from FastBridge by June 2019.

Grades 3-5: 100% of Verda James students in grades 3-5 will be proficient or advanced according to the ELA WyTOPP summative assessment by June of 2019.

**Data:** We currently do not have data for grades K-2 on the earlyReading (K-1) and aReading (2) assessments from FastBridge. FastBridge assessments will take place in January and data will be updated.

As of October 2018, this is Verda James' data from WyTOPP 2018 for grades 3-5.

5th Wy-TOPP
Reading - 64% Proficient

4th Wy-TOPP
Reading - 45% - Proficient

3rd Wy-TOPP
Reading - 55% Proficient

**Strategy:** Identify ELA power standards
Each grade level will be making proficiency scales and then developing common formative assessments for each proficiency scale.

Grades 2-5 will give the FastBridge aReading assessment three times throughout the school year.
Grades K-1 will give the FastBridge earlyReading assessment three times throughout the school year.

Work through the handbook Learning By Doing to align practices within our Professional Learning Community

**Timeline:** 10.11.18 - 1.10.19

**Focus this quarter:** Grades K-5 - FastBridge assessments (aReading or earlyReading)
Grades 3-5 - WyTopp assessment

**Results:**
https://docs.google.com/document/d/1rdjUuBGb1srAkXK35UT-coT-2on4ieGUeaWrs59gvrA/edit?ts=5c2f7c31

**Next Steps:** Develop a schedule for ELA power standards to be identified by Jan 2019
Vertical discussion about ELA power standards on February 15, 2019
Develop a schedule for ELA common formative assessments to be completed by May 2019

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

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>FastBridge</th>
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<tbody>
<tr>
<td>5th Wy-TOPP</td>
<td>aMath</td>
<td>Early Math</td>
</tr>
<tr>
<td>Math - 53% Proficient</td>
<td>5th Grade</td>
<td>1st Grade</td>
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<td>61%</td>
<td>55%</td>
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Verda James Page 1
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

4th Wy-TOPP
Math - 48% Proficient  4th Grade  Kindergarten
Science - 51% Proficient  92%  64%

3rd Wy-TOPP  3rd Grade
Math - 58% Proficient  85%

2nd Grade
82%

Strategy: - Review, Reflect, Revise identified Math power standards and proficiency scales.
- Grades K-5 will give the FastBridge Early Math (K-1) or aMath (2-5) assessments three times per year.

Timeline: 10.11.18 - 1.10.19

Focus this quarter: The STEAM team will adjust goals to align with the district strategic plan. Teachers will progress monitor students identified as needing Tier 2 and Tier 3 interventions weekly and biweekly through the FastBridge assessments. The STEAM team will also develop a schedule to ensure that STEAM opportunities are available to all students. Teachers will utilize the score interpretation guide to find specific instruction recommendations for students based on individual scores.

Results: The WyTOPP data remains the same since the summative assessment will not be administered until Spring of 2019. Data for kindergarten and 1st grade was collected from FastBridge utilizing the Early Math assessment. The overall kindergarten score for students scoring proficient or advanced was 64% and 1st grade was 55%. The second through fifth grade students were assessed using the aMath assessment. Eighty-two percent of second graders scored proficient or advanced and 85% of third graders scored in the same category. Fourth graders scored proficient or advanced at 92%. Fifth graders scored proficient or advanced at 61%.

Next Steps: The STEAM Goal team will analyze WyTOPP data from the spring of 2019. The STEAM team will analyze and compare data collected from the winter FastBridge assessments. The team will determine school-wide strengths and areas of improvement. With this data they will set targets and begin action planning to meet the goals. As a school we will be aligning all of the predetermined power standards to ensure that there is consistency across grade levels.

Goal: 95% of Verda James students will meet or exceed the behavioral expectations (at least 80% of the days in a month at green or above) each month, according to the Viking Ship Guidelines.

Data: link to spreadsheet

https://docs.google.com/spreadsheets/d/1JHzofBGsO1Rlnngmr9hG62hj53WG4Lr8YOC85t-Hs84/edit#gid=0

Strategy: · Monthly Recognition & Reteaching
· Teaching 8 Keys and 4 Be’s and MindUp according to school-wide schedule.

Timeline: 10.11.18 - 1.10.19

Focus this quarter: - Common Teach To Schedule for 4 Be’s, 8 Keys, & Mind Up, Recognition/Reteaching Schedule, Viking Ship Guidelines.
- Grade levels have common social skills times 5 days per week.
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

- Created flow chart for responses to Magnitude Scales as a staff.
- Implemented use with Refocus and Office referrals. Will now track data and look at it as a goal team.
  Implemented new refocus forms for clear communication between refocus and classroom.
- Prioritized topics for MTSS to address.
https://docs.google.com/document/d/1elTVV40NROD9C5k0w9iK4-ZA2AXV8gVkd-r6MsIrdlc/edit Added our monthly training for staff.
- Looking into alternatives to Viking Ship. Surveyed parents, staff and students about the Viking Ship. Will make decision as a staff.
- Adjust documentation in Behavior Tracker to reflect Office Referrals.
- Staff began to look at SAEBRS data. Celebrated growth and will look into data third quarter.
- Members of the staff will attend MTSS trainings (year 2) in the fall & winter of 2018.

Results: (as a school)
October’s Data: 91.7% meeting behavior expectations
  8.3% not meeting behavior expectations
November’s Data: 91.5% meeting behavior expectations
  8.5 not meeting behavior expectations
December’s Data: 93.1% meeting behavior expectations
  6.9% not meeting behavior expectations

Next Steps: -Address prioritized topics.
-Implement grade-level Behavior Intervention Check meetings, on a monthly basis.
-Establish Buddy Classrooms/Break Zones.
Woods Learning Center

The mission of Woods Learning Center is to instill a love of learning and foster responsible citizens.

Goal: By May of 2019, Woods Learning Center will meet or exceed the expectations of the Wyoming School Accountability model.

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<tr>
<th>Data:</th>
<th>Actual</th>
<th>Targets</th>
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<tr>
<td>May 2013=</td>
<td>Meeting Expectations</td>
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<td>May 2016=</td>
<td>Partially Meeting Expectations</td>
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<tr>
<td>May 2019 =</td>
<td>Meeting Expectations</td>
<td>May 2019 =</td>
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Strategy: Teach and assess the ELA Wyoming State Standards/NCSD Curriculum focusing on priority standards.

Timeline: 8/2017-6/2019

Focus this quarter: Each K-8 grade level worked on writing two proficiency scales and two common assessments. K-8 teachers, tutor and special ed teachers reviewed 2017-2018 summative WY-TOPP data.

Results: Each pod (K-1, 2-3, 4-5, 6-8) has one proficiency scale and one common assessment completed. K-8 teachers, tutor and special ed teachers reviewed WY-TOPP data and identified low/high domains.

Next Steps: Each K-8 grade level will continue to write common assessments and proficiency scales. Teachers and Sped staff will attend phase III of assessment training (data analysis protocol) on January 18, 2019. We will review winter WY-TOPP data by March 15, 2019.

Goal: By May of 2019, Woods Learning Center will meet or exceed the expectations of the Wyoming School Accountability model.

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<td>May 2019 =</td>
<td>Meeting Expectations</td>
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Strategy: Implement the Professional Learning Community process with fidelity.

Timeline: 8/2014-6/2019

Focus this quarter: WLC revised the goals and strategies in October. Goal teams began new action plans in November. WLC also began the process of revising the school mission, vision, collective commitments, PLC goal and norms in October.

Results: The revised goals and strategies were adopted at the November SI admin meeting by the 13/13 members present. The admin team ( / members) adopted revised school mission, vision, collective commitments, PLC goal in December 2018.

Next Steps: All teams will keep action plans current. Yearly data will be added to Goal 2. New norms will be complete January 2019.
Goal: By May of 2019, 100% of our students achieve their maximum educational, emotional, physical, and social potential in a healthy and safe school community environment.

Data: Working on it in our MTSS training

Strategy: Engage students through Project Based Learning.

Timeline: 8/2014-6/2019

Focus this quarter: Working with consultant, Joanie James, on project development, refinement and rubrics.

Results: Joanie James collaborated with teams monthly. Dates August 30, October 15th and 16th and December 6th and 7th.

Next Steps: On-going project development.

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Goal: By May of 2019, 100% of our students achieve their maximum educational, emotional, physical, and social potential in a healthy and safe school community environment.

Data: Working on it in our MTSS training

Strategy: Implement a school wide Behavior Multi Tier Systems of Support

Timeline: 8/2018-6/2019

Focus this quarter: Was establishing common expectations for all areas in the building, administering the SAEBRS to all students and positive acknowledgement for staff and students.

Results: Created matrix of expectations for each area. Classroom teachers (10/10) administered the SAEBRS behavior screener to all of students in the school. Started acknowledging good student behavior.

Next Steps: Continue working on PBIS behavior system by posting our matrices and teaching the common expectations. Everyone giving out acknowledgment tickets to kids caught with good behavior by February.
District Athletics & Activities

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

Goal: By May 2019, student participation (engagement) in co-curricular activities offered 6-12th grade will be supported, tracked, analyzed and shared district-wide in order to promote the development of prepared graduates, to annually grow student participation rates in co-curricular activities and to increase the graduation rate to 85% or above.

Data: 6th-12th Grade Participation Rate In Co-Curricular Activities

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<th>Targets</th>
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<tbody>
<tr>
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<td>71%</td>
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<tr>
<td>May 2014</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>67%</td>
<td>75%</td>
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<tr>
<td>May 2016</td>
<td>70%</td>
<td>77%</td>
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<tr>
<td>May 2017</td>
<td>67%</td>
<td>79%</td>
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<tr>
<td>May 2018</td>
<td>74%</td>
<td>82%</td>
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<tr>
<td>May 2019</td>
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<td>85%</td>
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Strategy: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which promote the total development of students and align with the interest of students. Student interest in activities will be gathered from student surveys, feedback from athletics coaches and activities sponsors, input from teachers & administrators plus through parent feedback during parent meetings and open houses.

Data: 12th Grade Participation Rate In Co-Curricular Activities

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<tbody>
<tr>
<td>May 2013</td>
<td>48%</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>45%</td>
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<tr>
<td>May 2016</td>
<td>54%</td>
<td>54%</td>
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<tr>
<td>May 2017</td>
<td>46%</td>
<td>56%</td>
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<tr>
<td>May 2018</td>
<td>57%</td>
<td>58%</td>
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<tr>
<td>May 2019</td>
<td></td>
<td>61%</td>
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</table>

Timeline: 10/2014 - 6/2019

Focus this quarter: Action Plan: 1.) Provide continued direction & support to the 6th-12th grade co-curricular activities tracking systems which measures student participation (engagement) in co-curricular activities twice per year December 15 and May 15. 2.) Spend additional time working at schools with the ADs, AAFs and activity secretaries training them on the use of the rschooltoday software which houses student participation data.

3.) Emphasize the importance of being proactive in communicating with sports and activities coaches/sponsors regarding tracking and reporting student participation in the sport or activity they lead. As well, the importance of maintaining accurate and accurate data each school year.
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

**Results:** The first date for schools to report student participation was December 15 and the results were disappointing. Student participation reports at the midway point in the school year were at an all time low. The poor results were the result of schools not collecting participation data from activities as well as sports offered during this time period. The individuals who we rely on for this information are new in five of the seven schools. The training we provided did not meet the need as each individual learned the many, many daily tasks required in the new position.

**Next Steps:** We are meeting January 23, 2019 to go over the participation data and find out what steps we can take to help with this process. We have an opportunity to make up for the disappointing results in the first half of the school year. Communicating with coaches and sponsors will be imperative in collecting the data, ensuring the data is correct and in attracting more students to participate in co-curricular activities.

Last, we will focus on collecting the 2017-2018 graduation data reported by the state in January. The results we be recorded and shared regarding graduation rates for students participating in sports and activities versus students not participating. Graduation data will be recorded and shared by school and by gender in order to help us celebrate the victories and focus on how to improve areas of disappointment.

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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:**
Department of Differentiation and Early Childhood

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

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

**Data:** Currently looking for new data collection sources.

**Strategy:** Strategy 1: Early Childhood - School Readiness

**Timeline:** 9/2017 - 5/2019

**Focus this quarter:** Accredited Preschool Programs

Preschool teachers/programs at Mt. View, University Park and Willard have been moved to other Title I schools allowing for the continuation of services to students. Bar Nunn, Lincoln and Journey now house two teachers, four classes and up to 72 preschool students each. In July, Sagewood Elementary became a Title I Targeted Assistance school. When this happened, Sagewood added two sections of preschool for up to 36 students. NCSD has space for up to 369 preschool students this fall.

**Collaboration with Early Childhood Agencies**

The Natrona County Early Childhood Alliance continues to meet monthly. Collaboration between Directors of Head Start, CDC, Casper College, CWCC, Parents as Teachers, the Natrona County Library, NCSD and other early childhood care providers has focused on providing professional development for preschool teachers and child care providers through Round Table presentations. The first Round Table of the year was held on October 16 at the Ramkota. The presentation was an introduction to Neuroscience, Epigenetics, Adverse Childhood Experiences and Resilience. Sixty providers attended the dinner and professional development opportunity.

**We Read**

We Read books were purchased for all kindergarten through third grade students from Follett to be distributed to schools for monthly student book distributions. A total of 6984 books were purchased for kindergarten students, 6360 books were purchased for first grade students, 6702 books were purchased for second grade students and 6570 books were purchased for third grade students. Elementary school librarians distribute the books monthly.

Monthly meetings with the Casper Star Tribune and the Natrona County Library provide opportunities to market the We Read program. Mari Stoll and Tanya Southerland attend the monthly meetings. The CST has purchased a new Platte the Pronghorn costume to help with community promotion. Tanya is working with high school teams and groups to bring Platte the Pronghorn to schools and community events to promote reading.

**Results:** Accredited Preschool Programs

Preschool teachers/programs at Mt. View, University Park and Willard have been moved to other Title I schools allowing for the continuation of services to students. Bar Nunn, Lincoln and Journey now house two...
teachers, four classes and up to 72 preschool students each. In July, Sagewood Elementary became a Title 1 Targeted Assistance school. When this happened, Sagewood added two sections of preschool for up to 36 students. NCSD has space for up to 369 preschool students this fall.

Current Preschool enrollment as of 8.1.18
Total PreK Capacity - 369
Total Students Enrolled - 351
Seats available - 18

Collaboration with Early Childhood Agencies
The Natrona County Early Childhood Alliance continues to meet monthly. Collaboration between Directors of Head Start, CDC, Casper College, CWCC, Parents as Teachers, the Natrona County Library, NCSD and other early childhood care providers has focused on providing professional development for preschool teachers and child care providers through Round Table presentations. The first Round Table of the year was held on October 16 at the Ramkota. The presentation was an introduction to Neuroscience, Epigenetics, Adverse Childhood Experiences and Resilience. Sixty providers attended the dinner and professional development opportunity.

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Next Steps: Accredited Preschool Programs
Enrollment for NCSD preschools will continue until all classes are full. This is the first time that our district has space in preschool classes after the school year has begun. The Director of Differentiation and Early Childhood will begin to look at recruitment strategies to fill the preschool classes.

Collaboration with Early Childhood Agencies
The Natrona County Early Childhood Alliance will continue to provide professional development by planning two additional Early Childhood Round Table learning opportunities for preschool teachers and childcare providers, one in February and one in April. The Alliance will also begin to plan for the Annual Early Childhood Fair and several Family Night opportunities. The larger project for the Alliance this year will be to work together on a Preschool Child Find Project. Members will work together to get out into the community to find children ages 3 and 4 who are not currently enrolled in preschools to assist families in getting them into programs.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

We Read

As we begin to work with local bookstores to order We Read books for March - August 2019, new enrollment numbers will be used. This should help with getting the correct number of books at each school for distribution. Meetings with the Casper Star Tribune and the Natrona County Public Library will continue. Mari and Tanya will begin to schedule Platte the Pronghorn to make appearances at schools during book distribution times or at family nights.

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

Data: Currently searching for new data collection sources.Strategy 2: Differentiated Learning Opportunities

Strategy: Strategy 2: Differentiated Learning Opportunities

Timeline: 9/2017 - 5/2019

Focus this quarter: Differentiated Kindergarten

The Classic Kindergarten program and teacher at Mountain View have moved to FCA for the 2018-19 school year. The Classic Kindergarten program and teacher at Willard have moved to Southridge for the 2018-19 school year. The Director of Differentiation and Early Childhood worked with the Classic K teachers and new principals to create transition plans for the physical move, the classroom space, and the furnishings. Much time was spent reviewing the Classic K purpose, curriculum, assessment plan and other important aspects of the plan prior to the move.

Two seats were saved at each Classic Kindergarten for students who may not have been screened prior to kindergarten but who might benefit from the program. Fourteen students were referred for the six spots. Data was collected from classroom teachers, counselors, behavior interventionists and principals as students were referred. The six students most in need were placed into the Classic K program. Other students will be offered differentiated opportunities in their Traditional Kindergarten classes.

Although a handful of students who were screened last spring qualified to attend the Advanced Kindergarten Program at Pineview, no families selected this opportunity for their child. Pineview kindergarten continues to host Traditional Kindergarten programs.

ESL Programing

All K-12 English as a Second Language teachers have begun monthly collaboration with each other using the PLC framework. Elementary ESL teachers collaborate with each other and secondary ESL teachers collaborate with each other half a day each month. Kim Jones, our EL Instructional Facilitator will help lead this new process. Both groups have met twice so far this year. They also continue to work together to validate the new English Language Development Standards that they created together last year.

MTSS - Multi Tiered Systems of Support

Five middle schools have committed to a three year MTSS/Behavior training with a trainer Diana Browning Wright(DBW Cohort 2). These schools brought their entire staff to the first two days of the train the trainer
opportunity in August. They will bring their MTSS leadership team to the following six
days of training this year. The focus for this cohort will be Tier I strategies for teachers to use in their own
classrooms to increase positive behaviors and decrease inappropriate behaviors through the use of evidence
based social emotional learning strategies. Local support for Cohort 2 is provided by members of the NCSD
MTSS Leadership team composed of Ted Hanson, Mari Stoll, Shelley Ellbogen and Katie Seely. This team
has organized the training schedule, the agendas, the materials submitted by the trainer and has scheduled
school visits with school based MTSS leadership teams between each Diana Browning Wright training. The
team met with each of the middle schools during October 2018 to help structure the roll out of information and
to offer support.

Seventeen elementary schools committed to the Diana Browning Wright MTSS/Behavior training last year and
will begin the second year of the three year commitment in November (MTSS Cohort 1). The NCSD MTSS
Leadership Support Team is currently in the process of visiting each school for continued clarification of
processes and for support as needed. Although each of the MTSS cohorts are taking training for
MTSS/Behavior, the school visits consist of support in both the area of behavior and academic tiers of support.

Library Support
With the closing of the NCSD Library Services Office, schedules have been created to allow elementary
librarians and secondary librarians opportunities to collaborate at regularly scheduled meeting times
throughout the year. This collaboration opportunity helps librarians learn from and support each other. These
collaboration times are supported by Director of Differentiation and Early Childhood, Mari Stoll. Much time has
been spent learning to use the updated Alexandria version 7 system which has changed the
cataloging/checkout system from site-based to web-based. Librarians have worked with tech support at
Alexandria and with tech support, Kip Merchant, to help navigate the newer system.

An NCSD Librarian Advisory Team has formed which includes librarians from the elementary, middle and high
school level. This team is working closely with Mari Stoll to help develop plans for providing education and
support to their colleagues.

The school rep from Follett attended the October Elementary Librarian meeting to provide updates on the new
programs and supports that Follett continues to provide. Follett also will continue to process and catalog
books ordered from them at no charge throughout this school year.

Results: Differentiated Kindergarten
Classic Kindergarten Programs have settled into their new school settings. All three classes are full with 15
students each for a total of 45 Classic Kindergarten students who have qualified and whose parents have
chosen this opportunity for them prior to Traditional Kindergarten. Differentiation is happening to allow students
to feel successful and to learn and grow in positive ways. Social/Emotional Curriculums are in place and being
used at all three programs.

ESL Programing
Two hundred and two students at NCSD qualify and receive English as a Second Language Services. Those
who choose to attend the ESL Program schools are being served by certified ESL Teachers. Those who
choose to attend other schools are being served by certified tutors.
Monthly collaboration between ESL teachers has allowed for discussions about the use of the new NCSD
English Language Development Standards. Validation of these standards has just been completed and
adjustments to the standards to be taught is complete.

MTSS
The NCSD MTSS Leadership Support team has visited twelve school based MTSS teams at their schools for clarification and support to this point. Each visit lasts approximately 90 minutes with follow up visits as requested. School teams have commented about how helpful the school visits have been as they work their way through both the behavior and academic MTSS processes.

Library Support
Regularly scheduled collaboration between NCSD school librarians has helped them move through the process of learning the new Alexandria Cataloging/Checkout system. More training is needed and being requested. A google form survey answered by librarians indicated that over 80% of them believed that they were in need of specific training. The NCSD Cabinet has approved the funds to bring in an Alexandria Trainer for one day to work with all librarians and to answer their questions. The proposed date for the training is November 5, however that has not been confirmed yet by the company.

Next Steps: Differentiated Kindergarten
The NCSD Early Childhood Leadership Team will begin to meet again to study the effects of Classic Kindergarten success on the success of students as they enter kindergarten, first, second and third grades. When this study is complete, it will be presented to the NCSD Board Academic Steering Committee for review. This committee will also look at the success rate of the students in Classic K who are not placed initially, but who were placed after school had begun. This will be to determine if placing children after school begins is something we want to continue to do in the future.

This team will also study issues that may be contributing to the decreasing number families selecting Advanced Kindergarten programming for their children. This study will also be submitted to the NCSD Board Academic Steering Team for review. This will help determine if advanced programming for kindergarten students is something we want to continue in the future.

ESL Programing
ESL teachers will continue to collaborate monthly. During this collaboration time they will begin to look at an assessment plan to go with the new English Language Development Standards. They will also begin to look at resources to help teach the standards.

MTSS
The NCSD MTSS Leadership Team will meet to review and discuss the data collected from the first round of school visits. MTSS Behavior trainings will continue in November with both the elementary cohort and the middle school cohort. Once those training are complete a second round of school visits from the NCSD MTSS Leadership Support team will be scheduled and this will continue throughout the year.

Library Support
Alexandria Training will take place in November 2018. The Library Advisory Team will continue to meet with Mari Stoll to plan for future professional development needs. Regularly scheduled Librarian collaboration/Meetings will continue monthly.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

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

The mission of the Grants Office is to manage local, state and federal grants for Natrona County School District through accurate and timely applications, monitoring and reporting.

Goal: By May of 2019, the Grants office 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: At this time no data to analyze this goal.

Strategy: Build and maintain a positive relationship and rapport through quality service approach with schools as well as local, state and federal grant managers.

Timeline: 5/2019

Focus this quarter: Focus on small, not tradition consolidated grants, and meeting purchase and reporting requirements. Historically these have been the grants in which we have not spent at an appropriate rate and have come close to missing reporting deadlines. Grants like the Positive School Climate grants (3) and WDE Innovation grant fall are examples.

Results: I have not received any data to analyse.

Next Steps: Continue to create a better, ongoing monitoring of all grants.

Goal: By May of 2019, the Grants office 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: Budget reports, cash requests

Strategy: Design, implement and maintain a system to monitor grant allocations and spending to ensure that we are drawing down funds at an appropriate rate, with appropriate purchases following grant guidelines.

Timeline: 5/2019

Focus this quarter: Build spreadsheet to monitor all grants with prediction of when grants will run out of funding.

Results: Have built spreadsheets that involve monthly monthly input and analysis. Spreadsheet is designed to predict when grants will run out of funds.

Next Steps: Continue to input information, analyse and fine tune the spreadsheet.

Goal: Goal: By May of 2019, the Grants office 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: Compliance Monitoring

Strategy: Implement and maintain a system to monitor grant activity implementation in order to ensure compliance as measured by state and local monitoring protocols.

Timeline: 5/2019

Focus this quarter: Completed monitoring and am working with WDE with follow-up requirements.

Results: Complete

Next Steps: Build a better system to house all required information for annual monitoring in all goal areas.
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
## Maintenance and Custodial

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, the Maintenance and Custodial Services Department will achieve 80% satisfaction on customer surveys, identify and implement strategies that allow us to expedite the completion of work orders, monitor and work towards achieving our Key Performance Indicator (KPI) benchmarks.

Outstanding work order benchmarks will be met by June 2019:
- 0-30 days: 75%
- 31-60 days: 10%
- 61-90 days: 6%
- 91-120 days: 4%
- 120+ days: 5%

### Data: Stakeholder Satisfaction Rating:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Maintenance and Custodial Services Department</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 17</td>
<td>92.30%</td>
<td>85%</td>
</tr>
<tr>
<td>FY 18</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### KPI - Average work orders assigned per technician:

- NCSD #1: 400
  - Top 20%: 320
  - Median: 214
  - Low 20%: 130

### KPI - Average number of days to complete all work orders submitted:

- NCSD #1: 15.02 days
  - Top 20%: 9.72 days
  - Median: 16.3 days
  - Low 20%: 26.43 days

### KPI - Percent of corrected maintenance work orders completed within 7 days:

- NCSD #1: 64%
  - Top 20%: 76%
  - Median: 62%
  - Low 20%: 46%

### KPI - Percent of preventive work orders completed in 30 days or less:

- NCSD #1: 90%
  - Top 20%: 95%
  - Median: 80%
  - Low 20%: 55%

### KPI - Percent of preventive work orders compared to total work orders:

- NCSD #1: 21%
  - Top 20%: 50%
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Median: 20%
Low 20%: 5%

KPI - 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: 100%
  Top 20%: 96%
  Median: 79%
  Low 20%: 34%

Outstanding work order benchmarks will be met by June 2019:
0-30 days: 75%  31-60 days: 10%  61-90 days: 6%  91-120 days: 4%  120+ days: 5%

Outstanding work orders as of 12/31/2018:
0-30 days: 60%  31-60 days: 18%  61-90 days: 10%  91-120 days: 5%  120+ days: 7%

Total number of outstanding work orders:
10/31/18: 457  10/31/17: 394  10/31/16: 546  10/31/15: 401  10/31/14: 575

Total number of work orders completed this quarter:
10/01/18 thru 12/31/18: 2,542
10/01/17 thru 12/31/17: 2,495
10/01/16 thru 12/31/16: 2,296
10/01/15 thru 12/31/15: 2,387
10/01/14 thru 12/31/14: 3,184

FY number of work orders completed:
FY 19 YTD Number of completed work orders: 6,624
FY 18 Number of completed work orders: 12,256
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
FY 14 Number of completed work orders: 12,104

Strategy: Monitor and improve identified department programs and processes that achieve our outstanding work order benchmarks which will assist us in achieving our customer satisfaction goal.

Timeline: 10/2014 – 6/2019

Focus this quarter: The Maintenance and Custodial Services staff continues to identify processes that meet or exceed customer expectations by.

• Effective and timely communication
• Continuously improve responsiveness, cost effectiveness and quality of service
• Cultivate teamwork, placing group success ahead of personal goals
• Provide and support a safe, sustainable environment

Results: We met our customer satisfaction survey goals for FY18. This quarter we exceeded the top 20% nationwide in two of our six KPI (Key Performance Indicators) and were above the median on the remaining four KPI's.
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

**Next Steps:** We will continue to identify and implement processes that help us achieve our work order benchmarks by:

- Ensure effective documented processes are in place
- Identify, develop, implement and monitor operational processes that enhance services for all stakeholders
- Continue to develop and implement strategies that ensure we exceed the median percentage nationwide for K-12 schools using School Dude and work toward achieving Top 20% status in all KPI's areas.

**Goal:** Identify staff training, additional licenses or certifications for maintenance and custodial staff that allow us to enhance our skills and abilities to efficiently inspect, maintain, and repair our building systems, ensure our buildings are safe and secure.

**Data:** None to report.

**Strategy:** Monitor and improve 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:

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

**Results:** WGGA (Wyoming Groundskeepers and Growers Association) training - January and February:

- Tips and tricks for best spraying applications
- Choosing the right material for fields
- Emerald Ash Borer: it's getting closer
- Big picture planning for weed control
- Valve troubleshooting, wire tracing and valve locating
- You can not take the forest out of the trees
- Weed management
- Basic irrigation controller programming
- Chemical sprayer calibration
- Top dressing and the components of it
- New and general practice of cool season turf management
- Tree climbing
- Irrigation audit and its importance
- Potential new pests and what to do if you find them
- Proposed changes to the certification and training of pesticide applicators
- Turf update
- Tree round table
- Channeling your inner Sherlock Homes and improving plant diagnostic

DBC Irrigation Training

Hydra wise training - Hunter irrigation Hydra wise Wi-Fi controllers

Maintenance and Custodial Page 3
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Quarter 2 - 2018-19
How, when and what of turf care

Other work:
Waste management cost analysis - Purpose: Identify potential cost savings by utilizing different trash removal
companies, evaluate trash dumpster requirements, etc.

Exterior door number project is underway that will ensure all exterior doors are numbered as required by
Casper Fire Department.

The surplus plan to re-assign this work to Warehouse and Food Services throughout the year will be finalized
in January. This work will allow our Landscape and Support Services staff to additional time to focus on
landscape and support service work.

Maintenance staff is developing a plan in conjunction with our Major Maintenance Manager to update and/or
replace computer access management locks that will enhance security to our buildings, replace remaining
off-line computer locks to on-line locks, etc.

Our Electrical Foreman identified a new LED retrofit product that will allow custodial staff to replace T-12, T-8,
and T-5 with LED lamps without having to replace the light fixture. If successful, this will decrease the cost of
lamp replacements, decrease the amount of time custodial staff spend replacing lamps, decrease utility costs,
and significantly increase lamp life expectancy.

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

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

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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:
Public Relations

NCSD’s Media and Public Relations team is responsible for the building and implementation of creative and effective public relation and marketing strategies that assist in the development of campaigns through the use of high-level communication, marketing, design of creative content, event management, and strategic audience engagement. The department is responsible for both internal and external communications for the school district.

Top priorities include continuous improvement and evaluation of priority tasks related to key PR/Marketing strategies, delving deeper into internal communication improvement (Staff News, Admin News, informing key internal stakeholders), internal website redesign, and revamp of social media communication and stakeholder impact.

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**Goal:** Increase Social Media and Website Engagement for maximum communication effectiveness and impact.
Identify new key strategies for internal communication effectiveness - staff/admin news
Website promotion of key communication elements, stories/celebrations/events, at a minimum of 2 monthly
Continuation of ADA compliance - NCSD Website, support provided to schools/depts. regarding ADA compliance

**Data:**

Social Media Insights: NCSD Facebook - Sept - Jan
(https://docs.google.com/spreadsheets/d/15wl7mqvgkk7F85CH2rtqjhnCc9B5YulI1J9mqqbwuQ/edit?usp=sharing)

**SUMMARY - Quarter One**
FB Page Followers = 8706
Engagements = 187,785
Daily Total Reach - Unique Users = 245,943
"Dislikes" or Negative Feedback = 925

Social Media Posts Created by NCSD PR during Q1 = 117 posts

NCSD Social Media Followers - 8,707 audience
*Comparable District: Laramie County SD - 5,377 audience

NCSD Website Data
Website Posts/Pages created by Public Relations - (summary
doc-https://docs.google.com/document/d/1wyZZgHcUrA658Ge9TuEJUu_HOKMnIlbkNQMTXC4McIU/edit?usp=sharing)

Increase of approx. 600% in productivity (posts/pages created) in Quarter 1
Website traffic- Q1 (Sept 2018- Jan) = 529,776

Comprehensive Document shared with all school/building website managers regarding ADA compliance, training, and requirements. On-going support and alignment with District ADA Compliance Plan
**Strategic Plan Quarterly Update**
Quarter 2 - 2018-19

**Strategy:** Identified key strategies for audience engagement, increased frequency of posting, created comprehensive public relation plans and communications.

**Timeline:** 2018-19

**Focus this quarter:** Increase Social Media and Website Engagement for maximum communication effectiveness and impact. Identify new key strategies for internal communication effectiveness - staff/admin news

Continuation of ADA compliance - NCSD Website, support provided to schools/depts. regarding ADA compliance

**Results:** From Sept/18 to Jan/19 increase of approx. 600% in website communication creation (unique and new posts and page creations on district events, news, department/school updates, publications, etc.)

Approx. 5 posts per week on Social Media - communication of District events, news, and noteworthy information

**Next Steps:** Continue movement forward with an increase engagement in social media and website use to effectively communicate with all stakeholders.

Work with NCSD IT Dept. to effectively manage and work through website efficiency, accuracy, and effectiveness as a tool for all stakeholders - specifically as an employee resource.

**Goal:** Create Multi-year Communications Services Report/project flowcharts to support NCSD depts. (ex: Transportation/Food Service/Enrollment/etc.)

**Data:** n/a

**Strategy:** Import monthly data analysis into Public Relations Calendar. Maintain updated data and analysis of Public Relations Plans in relation to project work, data, effectiveness, and completion. Continuation of cross-department work in identifying on-going PR plans and communication needs for NCSD Depts.

**Timeline:** Quarter 2 - 2019

**Focus this quarter:** na

**Results:** na

**Next Steps:** na

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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:**
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: 23 Schools are currently receiving systematic and ongoing support from instructional facilitators related to data analysis and developing common formative assessments.

Strategy: Developed a process to document the support being provided by the instructional facilitators assigned to the buildings. Documentation logs are maintained on a weekly basis and shared with Executive Directors of School Improvement in order to provide continuous coaching based on school needs.

Timeline: 09/2015-05/2019

Focus this quarter: Implement formative assessment in PLC through a systematic approach.

Results: In Quarter 2 18-19 there are 23 schools using a systematic approach with ongoing support of instructional facilitators.

Next Steps: Develop and train administrators and instructional facilitators in analyzing data from common formative assessments using a systematic process.

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: K - 5 teachers trained on analyzing and utilizing reports in FastBridge. Based on survey data 97% of teachers stated they had a more in depth understanding of the reports in FastBridge.

All principals trained in accessing reports in ORS.

Strategy: Training related to understanding and interpreting reports in ORS and FastBridge.

Timeline: 8/2015-5/2019

Focus this quarter: Led administrators through a protocol to analyze assessment results in the Standards Report in ORS that they could use with their teachers. This can be found on the Administrator Website.

District IFs received trainings from a FastBridge trainer related to analyzing and using the reports on October 8. IFs trained K-5 teachers on how to utilize the reports on November 5 PD day. Evidence is in the training presentation, survey data and the sign in sheets for the training.

Results: Based on survey data 97% of teachers stated they had a more in depth understanding of the reports in FastBridge.

Survey data from principal cohort was positive in regard to the data protocol related to the standards report.

Next Steps: Continue to support building leaders in helping staff and leadership teams to analyze data in FastBridge and ORS.

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 held

Strategy: Monthly meetings with set agendas

Timeline: 8/2015-5/2019

Focus this quarter: Continued training related to ORS, AIRWays, and rostering.

Results: 2 AF meetings (see website and Agenda/Minutes)

Next Steps: Continue with monthly meetings
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Special Services

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

Goal: By 2019 Develop a system (including implementation, monitoring and adjusting) for the differentiation of subgroups in order to engage all students in learning aligned to Wyoming's nine content area standards

Data: For WDE, Special Education programs is monitored on progress on WyTOPP. The 2016-17 target for students with disabilities in reading was 100% for all grades. In grades 3-6, NCSD students scored at 22.32% (an increase from previous report card), grades 7-8 scored at 14.04% (a increase from previous report card), and grade 11 scored at 11.43% (a decrease from previous report card). In math the target was 100% proficiency for all grades. In grades 3-6, NCSD students scored at 21% (an decrease from previous report card), grades 7--8 at 9% (an increase from previous report card), and grade 11 at 11.43% (a decrease from previous report card).

Strategy: Co-teaching- Cottonwood continued work with Christi Kasa this year. MTSS work is happening at all sites as we align admin reg 6240 to practices in buildings. FLS continues work on Math and ELA curriculum and assessments. BASE teachers begin to work with PLC's for grade levels.

Timeline: 2014-19

Focus this quarter: Continue work on MTSS academic interventions. FLS teachers will begin ELA assessment work. BASE focus on engaging academic curriculum and alignment to grade level PLCs. Compare LRE rates to academic performance for schools.

Results: The department LRE rate has improved to 70% on our last report card.

Next Steps: Compare LRE rates to academic performance for schools. Continue to support schools moving to a more inclusive/ co-teaching model for service delivery- Conversation at KWHS.

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

Data: According to the 2016-17 report card from WDE. NCSD graduation rate for students with disabilities in the 4 year co-hort is 62.96%. The state target is 85%. Indicator 14 data indicates 70.91% of students are either employed, pursuing post-secondary education, or pursuing a trade. This is up from 63.79% on the previous report card.

Strategy: Identify gaps in transition services and develop a plan to address student needs. Transition facilitators are tracking students on track for graduation.

Timeline: 2014-19

Focus this quarter: We have new transition facilitators at both high schools. We have been focusing on potential to look at different data, what data would be beneficial to schools, and how transition facilitators can gather that information. We have redefined the role of the transition facilitator.

Results: Continued work needed on transition facilitator role and appropriate data we can gather that is meaningful to schools.

Next Steps: Next meeting is Oct 31st to finalize plans for moving forward. Working with indicator 14 data to analyze student responses and high school course of study

Goal: BY 2019, THERE WILL BE A REDUCTION IN THE NUMBER OF STUDENTS REQUIRING TIER 3 INTERVENTIONS TO ADDRESS DISRUPTIVE BEHAVIORS (Aligns to District Strategic Goals 1, 2 &3)
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Data: At the end of first quarter 2018, 27 students had tier 3 status in infinite campus for behavior.
At the end of the 2017-18 school year, 19 students ended with a Tier 3 status.
At the end of quarter 1 (2016-2017), 29 students had active tier 3 status.
Historical: 2014: 89
2015: 100 (The 89 & 100 are total served throughout the year, not necessarily active students at the end of the year).
2016= 71 (This includes the 59 students who were active tier 3 at the end of last year and the 12 new referrals this fall).

Strategy: Implement MTSS across elementary and secondary schools.
Timeline: 2014-19

Focus this quarter: Start MTSS with 5 middle level students. Continue year 2 cohort with 14 elementary schools. Provide schools with systems of supports for students across all tiers. This quarter has focused on the work with schools and Diana Browning Wright. Each school has taken information from the training and begun implementation plans at their site.

Results: Currently an analysis at the middle level showed students who needed updates in their flags. This accounts for the increase from spring to fall.

Next Steps: Continued work to support schools with implementation of an MTSS system.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
C&I - 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.

Data: 9/10 Standards have curriculum written. The 10th content is Computer Science and there are no State Standards yet.

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

Timeline: By May 2019

Focus this quarter: Social Studies - The SAC worked on resources this quarter. They are ready to move a their recommended list to the next step of public viewing.

Foreign Language - The SAC worked on resources this quarter. They are ready to move a their recommended list to the next step of public viewing.

CVE - The SAC worked on resources this quarter. They are ready to move a their recommended list to the next step of public viewing.

Results: English Language Arts - Natrona County School District teachers are implementing the adopted curriculums and selecting resources. One additional ELA resources were approved by the Board of Trustees on November 11. The deadline to request a materials for ELA has passed and all schools accessed their allocation to meet the needs of their students. The ELA Vertical Articulation meeting was held in Jan. 

Health – Natrona County School District teachers are implementing the adopted curriculums and selecting resources. One additional ELA resources were approved by the Board of Trustees on November 11. The deadline to request a materials for ELA has passed and all schools accessed their allocation to meet the needs of their students.

Fine and Performing Arts – Natrona County School District teachers are implementing the adopted curriculums. The recommended resources were approved by the Board of Trustees on May 14, 2018. Schools are currently able to submit their request for access to their resource allocation. 

Physical Education - Natrona County School District teachers are implementing the adopted curriculums. The recommended resources were approved by the Board of Trustees on May 14, 2018. The PE/Health Articulation Committee was scheduled on April 18, 2018.

Science Subject Area Committee - This Subject Area Committee did not meet in Quarter 1. The curriculum is being used and validated through feedback. A call for new members went out in December. Five teachers requested to be on the SAC and are joining the current team. The Science SAC will be meeting Jan. 24 to
Next Steps: English Language Arts - Teachers will continue to implement the NCSD curriculum and schools will purchase approved resources through December 2018.
Health - Teachers will continue to implement the NCSD curriculum and schools will purchase resources through December 2018.
Fine and Performing Arts Subject Area - Teachers will implement curriculum and schools will purchase approved resources through December 2019.
Physical Education Subject Area Committees – Teachers will implement curriculum and schools will purchase approved resources through December 2019.
Foreign Language Subject Area Committee - Teachers will implement curriculum. The SAC will select and recommend resources to the Board of Trustees for approval.
Career and Vocational Education Subject Area Committee - Teachers will implement curriculum. The SAC will select and recommend resources to the Board of Trustees for approval.
Social Studies Subject Area Committees – Feedback for the additions to the Social Studies curriculum went out through C&I Stakeholder group. The feedback will be reviewed and adoption recommendation will go to the Associate Supt. of Curriculum and Instruction. The SAC will select and recommend resources to the Board of Trustees for approval.
Science Subject Area Committee - Teachers will implement and validate the draft curriculum. The SAC will make revisions based on teacher feedback and the science curriculum will be presented to the Board of Trustees Spring 2019 for approval.

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

Data: 9/10 content areas have curriculum written.

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 is working with SST to deliver PD to IFs and the principals on the Pathways of PLC. We are working to align and make the coaching resources more efficient.

Results: 2 more protocols were established for coaching PLC teams. A one-pager which aligns PLC Pathways and the protocols and support documents for principals was delivered in mid-December.

Next Steps: Develop and present a protocol for analyzing and evaluating teaching strategies with PLC teams.

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

Data: 84% satisfied
Strategy: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards' implementation.

Timeline: Timeline: 7/2015-6/2019

Focus this quarter: IFs and Director of Teaching of Learning are beginning to be trained on data protocol and analysis

Results: 84% satisfied with communication and job that our department is doing.
Next Steps: Continue to work on effective communication and making resources easier to find.

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

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

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

Data: 5169 student have registered using the IC registration process.

Strategy: Strategy 1: Build and maintain a positive community relationship and rapport through a quality customer service approach. EMPHASIZING SAFETY AND A NURTURING ENVIRONMENT

Action Plan: Evaluated, purchased, and installed an up-to-date camera system (REI) on all student transportation.

Action Plan: Coordination with IT department to development the initial stage of a registration process that integrates with Infinite Campus. On-going

Timeline: 10/2014 – 5/2019

Focus this quarter: The bus registration was implemented in Aug. Transportation and IT continue to PDSA this work to ensure customer use meet the needs of the user and end user.

Results: There are still process that need collaboration with Transportation and IT

Next Steps: Continue to access the registration process.

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

Data: see below

Strategy: Strategy 2: Transfinder and Zonar Purchased, implemented and maintain an advanced transportation management system (Routes, Field Trips, Activity) to monitor data, track students and vehicles, assess needs and determine areas of improvement.

Timeline: Developed: October 2014

Focus this quarter: Implemented a Field Trip Allocation for all buildings due to a fixed budget in Transportation. Removed a approval process that was implemented last year.

Results: not collect

Next Steps: Continue to gather input from users on the efficiency of this process.

Goal:

Data:

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

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