District Assessment System - School Level Data

Appendix II Curriculum and Instruction Customer Satisfaction Survey

Appendix III Human Resources and District Services Customer Satisfaction Survey
Appendix

District Assessment System - School Level Data
Math
Grade K Geometry Shapes

Figure 1
Figure 3
Grade 1 Place Value

Figure 4

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 1 Problem Solving to 20

Figure 5
Grade 2 Place Value

Figure 6
Grade 2 Addition and Subtraction

Figure 7
Grade 3 Problem Solving

Figure 8

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 3 Fractions

Score Level
- At or Above Proficiency
- Below Proficiency

Figure 9
Grade 4 Fractions

Figure 10
Grade 5 Addition and Subtraction of Fractions

Figure 11
Grade 6 Quantitative Relationships Using Equations

Figure 12

Score Level
- At or Above Proficiency
- Below Proficiency
Grade 7 Accelerated/Grade 7 Ratios and Proportions

Figure 13
Figure 14
Grade 7 Accelerated =/Grade 8 Functions

Score Level
- At or Above Proficiency
- Below Proficiency

Figure 15
Figure 16
Grade 1 Outcome 2

Figure 17
Figure 18
Grade 3 Outcome 3

Figure 19
Grade 3 Outcome 5

Figure 20
Grade 5 Outcome 4

Figure 21
Grade 7 Outcome 5

Figure 22
Grade 7 Outcome 6

![Bar chart showing percentage of students at different proficiency levels across various schools.

Score Level:
- At or Above Proficiency
- Below Proficiency

Figure 23
Grade 10 Outcome 4

![Bar chart showing the percentage of students at or above proficiency and below proficiency across different schools.]

- **Kelly Walsh High School**: 37.64% at or above proficiency, 62.36% below proficiency
- **Midwest School**: 38.46% at or above proficiency, 61.54% below proficiency
- **Natrona County High School**: 93.57% at or above proficiency, 6.43% below proficiency
- **Roosevelt High School**: 50.00% at or above proficiency, 50.00% below proficiency

*Score Level*
- Blue: At or Above Proficiency
- Orange: Below Proficiency

*Figure 25*
Figure 26
Grade 12 Outcome 4

Figure 27

Score Level
- At or Above Proficiency
- Below Proficiency

Kelly Walsh High School
- At or Above Proficiency: 56.03%
- Below Proficiency: 43.97%

Natrona County High School
- At or Above Proficiency: 71.43%
- Below Proficiency: 28.57%
Appendix II Curriculum and Instruction Customer Satisfaction Survey

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

**Differentiation & Early Childhood Department**
This department had fewer than 10 responses.

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

**Enrollment Office**
This department had fewer than 10 responses.

**Grant Management**
This department had fewer than 10 responses.

**Special Education Department**
This department had fewer than 10 responses.

**Student Support Services**
This department had fewer than 10 responses.

**Teaching and Learning Department**
This department had fewer than 10 responses.
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.

Facilities
This department had fewer than 10 responses.

Food Services
This department had fewer than 10 responses.

Grounds
This department had fewer than 10 responses.

HR Generalist Services
This department had fewer than 10 responses.

Information Technology
This department had fewer than 10 responses.

Maintenance
This department had fewer than 10 responses.

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

Payroll
This department had fewer than 10 responses.

Professional Development
This department had fewer than 10 responses.
Risk Management Services

Satisfaction
Are you satisfied with the services provided?

Specific Feedback

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

May 2019
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%

Bar Nunn Elementary Page 1
Strategic Plan Quarterly Update
Quarter 4 - 2018-19
Equity - Meeting Targets - 51%
Achievement - Below Targets - 39%
Quarter 3 - 2018-19
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

May 2019

Strategy: E.L.A. Common Core State Standards
Grade Level Collaboration 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
C.F.A. written for end of quarter priority standards to drive instruction within our Intervention and Enrichment
Data analysis in order to align student need to skill groups within I and E and small group reading times

Timeline: 10/2014 - 5/2019

Focus this quarter: Grade level teams continue to write and administer 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 4.

Teams are working to understand the process around data analysis and how to use the information to drive their instruction. Our building has a solid understanding of questions 1 and 2; we are beginning to dig into questions 3 and 4.

Results: Results: In 2018, our school was not meeting expectations. Our focus this year has been around standards based instruction. We have seen some growth 3rd, 4th, and 5th grades in the area of math and ELA on interim WY-TOPP assessments from fall to winter. We have tentatively seen an increase in our WY-TOPP scores from the Spring of 2018 to the Spring of 2019. We are waiting for these scores to be finalized.

Next Steps: Our grade level teams will continue to better understand how to support questions 3 and 4 with a focus on data analysis. We will also begin introducing P.D. around instructional strategies.

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 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:** Our Parent Goal Team in collaboration with our P.T.A. have ordered signs to direct stakeholders to the front of building, as we have received feedback that it can be difficult to find our front entrance. These teams have worked together to create the signs and have them printed in multiple languages. Our parent goal team also sent out a spring survey to collect input from families asking areas of celebration and areas of growth.

**Results:** Our Parent Goal Team and P.T.A. are sending out a survey seeking information on how we can improve our practices around the building. We take this feedback and adjust accordingly.

**Next Steps:** Interpret survey results and make needed adjustments according to the feedback provided by our stakeholders.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Centennial
Whatever it takes; make learning happen.

Goal: By 2024, Centennial will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.

Data: Awaiting official WY-TOPP scores

Strategy: Implement and sustain Professional Learning Communities (PLC’s) in order to develop processes to answer the four questions based on the district curriculum.

Timeline: 2019-2024

Focus this quarter: During the fourth quarter of the 2018-2019 school year, the math department continued to work on adjusting priority standards that aligned to what our data reported. As a department and as different grade levels we worked with substitute release days to determine what summative WY-TOPP data gleaned and made adjustments to instruction. One thing we continue to see is low performance in 8th grade. This continues to be an opportunity for growth. This team worked to realign their priority standards and started creating units of instruction that align to the district math curriculum. In addition to this, the team also worked to add better pacing that helped keep the rigor and mastery of priority standards at the front of their focus. The 8th grade team worked with the 7th grade team to see systems they had in place to help improve scores. In the past two years the 7th grade team has had strong test scores. This vertical alignment work allowed the 8th grade team to make additional adjustments to ensure our students are making strong growth moving forward.

Results: The math department was able to align their instruction to the new district curriculum. This is true of all three grade levels. We worked to ensure strong vertical articulation and a plan for addressing a continued need to improve targeting low scores in math based on analyzing data and adjusting priority standards and strategies used.

Next Steps: For the upcoming school year we have made some team and grade level teaching partner changes. These moves will allow each team to review work that has previously been done while strengthening teacher teaming, improving systems for data review, creating strong instructional strategies, reviewing and improving vertical alignment, and adjusting priority standards for needed improvement.

Due to the success and proven assessment results from the 7th grade teaching team last year, a determination to divide the 7th grade teacher team has been made by moving one of them to the 8th grade. By adjusting teaching teams and moving a strong team member to the 8th grade level will strengthen the systems work at the 7th and 8th grade levels. In addition, the 7th grade PLC did strong work with their math extension class that will function as a solid model for the 6th grade level. The extensions classes will focus on priority standards. For the first time Centennial will add 8th grade extensions in both math and ELA.

Goal: By 2024, Centennial will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.

Data: Awaiting official WY-TOPP scores

Strategy: Implement a Multi-Tiered System of Support (MTSS) developing tier one, two and three menus for academics and behavior.

Timeline: 2019-2024

Focus this quarter: The Centennial MTSS team completed the Diana Browning Wright year one training. The staff completed the belief survey for the MTSS team to examine the results. Centennial added some new members to the MTSS team. The MTSS team recommended a S.E.L. curriculum for the upcoming year,
created a behavior matrix to be placed in multiple areas of the building, and piloted SAEBRs assessment with several students and implemented specific behavior interventions. The MTSS team began planning for professional development for staff in SAEBRs data reporting.

**Results:** Centennial is still in the process of implementation as a MTSS team. Roll out and building wide systems will take place during the upcoming school year.

**Next Steps:** During the August, 2019, professional development days, staff will receive training in SAEBRs data collection and in our Tier 1 social and emotional curriculum. Staff will be given a dedicated time throughout the school week to provide this Tier 1 instruction. This time will be called homeroom. The MTSS team will move into year two implementation.

---

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

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

*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

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>2016</td>
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</tr>
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<td>2017</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>2018</td>
<td>65%</td>
<td>42%**</td>
</tr>
<tr>
<td>2019</td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
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<td>45</td>
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<td>2017</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>2018</td>
<td>65</td>
<td>41**</td>
</tr>
<tr>
<td>2019</td>
<td>48</td>
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</tr>
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</table>

**Strategy:** Create and implement common assessments through PLC work.

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

**Focus this quarter:** We continued to create proficiency scales and common formative assessments in the area of ELA during our PLC time. This work began in the third quarter by identifying priority standards. Staff also began looking at the preliminary scores for students on WY-TOPP. The ELA goal team also began to create a plan to use our new ELA resources in the fall. The goal team also met with the math team in order to create common systems to support students has they move through the tier system.

**Results:** Almost all grade levels have created all proficiency scales and have begun to create common formative assessments. Our individual WY-TOPP scores are not what we want to continue to achieve. A student data collection sheet was created for teachers to use to determine if a students requires tier 2 or tier 3 support. The collection sheet comes with guidelines for the services provided at each tier.

**Next Steps:** As a part of our PD plan, grade levels will meet one day prior to the start of school in order to in order to finish creating ELA common formative assessments. Grade levels will once again look at the symbols report for the most recent WY-TOPP data as well.

---

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>54%</td>
<td>40%</td>
</tr>
<tr>
<td>2016</td>
<td>54%</td>
<td>58%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** The Math goal team met with the reading team in order to create common systems to support students has they move through the tier system.

**Results:** A student data collection sheet was created for teachers to use to determine if a students requires tier 2 or tier 3 support. The collection sheet comes with guidelines for the services provided at each tier.

**Next Steps:** The guidelines and collection system will be implemented in Fall 2019.

---

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

---

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

Learning and Growing: Every person, Every day, in Every way

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

Data: Wyoming School Accountability Model; May 2018 = Meeting

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

Timeline: 10/2014 to 5/2019

Focus this quarter: Teams continued to apply 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 assessed students through the use of common formative assessments that are focused on priority standards in Math and ELA. Results were entered into common data templates created and maintained by each grade level team and analyzed using data protocols. Teams identified learning targets in need of intervention and enrichment and determined the sequence of these learning targets. Teams worked together to plan for high yield instruction during the cycle.

Teams also continued work on refining pacing guides for ELA and Math for 2019-2020 school year.

Results: Crest Hill Strategic Continuum Results show an increase from 3.8 to 4.1 to 4.3 (on a five point scale) in the area of collaborative teaming from September to January to May. In the area of question one work, results show an increase of 3.4 to 4.0 to 4.2. In the area of question two work, results show an increase of 3.7 to 4.1 to 4.5. In the area of question three and four work, results show an increase from 2.8 to 4.1 to 4.3.

Next Steps: Evaluate WY-Topp and FastBridge scores and data to adjust priority standards and pacing guides as needed for the next year's cohort of students. Create and/or refine common formative assessments as needed to measure proficiency. Teams will also have two dedicated WIN times starting in 2019, one for math and one for ELA.

Goal: same

Data: NWEA Reading Growth Projections (Meeting or Exceeding)/ % of tier 3 students in ELA and math as indicated in Infinite Campus

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. (*This strategy was updated in the fall of 2018 due to no longer utilizing the NWEA assessments.)

Timeline: 10/2014 to 5/2019

Focus this quarter: Refine interventions for students who are Tier 3 in ELA, Math, and Behavior. Provide evidence-based interventions with fidelity. Utilize FastBridge to monitor student progress on growth goals.

Results: ELA: 19% Math: 15%

All teachers have met with the MTSS team to review student data. Crest Hill Strategic Continuum Results show an overall decrease in the area of MTSS implementation from 3.1 in September, to 4.3 in January, to 2.4
in May. This change reflects an evolving understanding of the MTSS tier system and areas we need to improve upon.

**Next Steps:** Transition from single teacher intervention meetings to grade level intervention meetings to ensure consistency in identifying students and to develop a team-based strategy for interventions. We will also have professional development on Tier 3 interventions in the classroom and teacher responsibilities for providing interventions in collaboration with other school supports (e.g. tutor, resource, etc) in alignment with updated district policy. We will also analyze WY-Topp data for these at risk groups to determine effectiveness of current practice and to make adjustments.

---

**Goal:** same

**Data:** Academy Based Learning Survey

**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 embedded two interdisciplinary PBL Units. Grade levels have included a family extension component into their planning.

**Results:** All grade levels completed family extension activities. These activities ranged from astronomy nights with families to a museum viewing of displays created by students in our library. MakerSpace was utilized to provide extensions for students performing above standards.

**Next Steps:** Grade level PLC teams are identifying next year’s extension activities. Teams are also identifying additional ways to enrich learning for students.

---

**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).

**Data:** *Data is not currently being collected in this area. This goal will be updated to be in alignment with the new strategic plan for the upcoming school year.

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

**Timeline:** 10/2015 to 5/2017

**Focus this quarter:** 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.

**Results:** Identified students were placed in tier 3 intensive intervention groups with certified teachers. These students were progress monitored using FastBridge weekly.

Students were also placed in WIN groups based on performance on standards.

**Next Steps:** The master schedule has been adjusted to provide 20 minutes of WIN time for both Math and ELA 4x a week. Additionally, grade level teams will provide Tier 3 supports during the school day. Additional adult resources have been assigned to ensure small groups during WIN times and during protected instructional time in Math and ELA.
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 reading as measured by WY-TOPP results.

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>76.5%</td>
</tr>
<tr>
<td>May 2014</td>
<td>54%</td>
</tr>
<tr>
<td>May 2015</td>
<td>48%</td>
</tr>
<tr>
<td>May 2016</td>
<td>56%</td>
</tr>
<tr>
<td>May 2017</td>
<td>59%</td>
</tr>
<tr>
<td>May 2018</td>
<td>61.2%</td>
</tr>
<tr>
<td>May 2019</td>
<td>100%</td>
</tr>
</tbody>
</table>

Spring 2018 WY-TOPP ELA Summative Assessment Data

6th Grade:

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>18.3</td>
</tr>
<tr>
<td>Basic</td>
<td>18.7</td>
</tr>
<tr>
<td>Proficient</td>
<td>39.0</td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>23.9</td>
</tr>
</tbody>
</table>

7th Grade:

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>27.3</td>
</tr>
<tr>
<td>Basic</td>
<td>16.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>36.4</td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>19.8</td>
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</table>

8th Grade:

<table>
<thead>
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<th>Level</th>
<th>% of Students</th>
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<td>Basic</td>
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<tr>
<td>Proficient</td>
<td>44.4</td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>20.1</td>
</tr>
</tbody>
</table>

Strategy: Implement the Common Core English Language Arts Standards including the Content Literacy Standards.
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Timeline: 08/2014 – 6/2019

Focus this quarter: During the 4th quarter of the 2018-2019 school year the CY ELA teachers continued focused standards work that they began with Charlotte Gilbar and Stephanie Schafer during the 17-18 school year. Using the standards report provided from the WY-TOPP results teachers worked as grade level teams to reassess priority standards and adjust their curriculum to address areas of need reported by the report. They continued unpacking the standards and developing proficiency scales and common assessments to address the areas indicated on the WY-TOPP signal report. The work continues in PLC content collaborations during the school day. Teachers are able to administer the assessments and discuss common scoring to guide instruction and pedagogical changes. The assessments drive collaboration discussions as the data is analyzed to provide feedback for student needs through additional instruction, remediation, and enrichment. ELA teachers remain focused on the the taught and tested curriculum to prepare for WY-TOPP testing windows. The Summative WYTOPP results are promising showing growth in many areas and grade levels. This data is being used to further inform instruction. The comparative data protocol for each domain compared to district averages on the preliminary summative has been analyzed by the ELA Goal Team. This quarter CY Literacy Goal Team members are using the WY-TOPP blueprints, sample test questions, results from the assessment, and common classroom formative assessments to prepare students for the 2020 WY-TOPP assessment. The Urgent Learning Facts determined by the root cause analysis are still a focus area. Each grade level has been working to select and adjust new urgent facts based on the data from the preliminary summative results.

Literacy Focus Areas:
Teachers in all content areas continue to support literacy by helping students be able to: draw inferences, cite textual evidence, understand figurative and connotative meanings, select word choice, identify tone, theme, setting, plot, author’s purpose, point of view, complex words, structure of text, repetition of sound/rhyme, alliteration, analyzing poetry, character development, symbolism, mood, analogies, humor, suspense, dramatic irony, how parts of a story or text contribute to the whole, allusions, and analysis of author’s response to conflicting evidence or views. CY Literacy Goal Team members are utilizing the WY-TOPP Blueprints and released items to guide work and to create opportunities for other content area teachers’ support with literacy. All teachers are focusing on Hattie’s high-yield effect size strategies as well as graphic organizers, Marzano Strategies, Literacy First Strategies, and MIRP (Monitored Independent Reading Practice) strategies. Teachers meet during daily collaboration time (PLC time) to plan with their like-content teaching partners (3X per week) and CORE team members (2X per week.) The WDE Consolidated Report and WY-TOPP results have been used to make sure that students are placed in the appropriate interventions and have support through before or after school Bridges Extended Day. CY language arts and reading teachers co-teach with special education teachers and tutors to meet the needs of all students and to focus on the growth of each student.

New this quarter: Preliminary data from the 2019 summative WYTOPP is being used to look at trends among classes, and groups of students. Teachers have begun preparation for the 2020 WYTOPP by addressing areas of need and exposing students to items that allow students to practice formatting and verbage used in asking WYTOPP questions for students to familiarize themselves with the test format. Language Arts and reading teachers continue to work on WY-TOPP Blueprint items, test samples, and Hattie’s high-yield effect size recommendations to prepare students for the upcoming WY-TOPP type questions. Vocabulary continues to be a priority area. Teachers focus on the individual growth of each student using stretch goals to help students focus their efforts. All literacy teachers are teaching the outcomes of the draft curriculum as written. There has been an increased focus on assessment vocabulary and standards vocabulary that students will see on tests. The adjustment and determination of new Urgent Learning Goals and their focus has also been added for this quarter. CY has also continued to implement and refine our assessment literacy and proficiency
scale alignment checklists and protocols to allow our teachers to assess their own efforts at creating viable and reliable assessments of student learning. These can be used in collaboration to guide the creation and adjustment of common assessments used with our students.

**Results:** 100% of teachers are using their priority standards and curriculum maps based on the draft curriculum to guide instruction. Science, social studies and elective teachers are continuing to support literacy standards. Short readings have been developed, uploaded and are ready for teacher use.

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

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

There has been continued discussion regarding growth, results, data-driven decisions, co-teaching/inclusion successes, and discussion regarding professional growth goals. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. The preliminary results from the 2018-2019 WY-TOPP will be used to inform instructional decisions for the rest of the quarter and decisions concerning instruction for next year. Common assessments and focus on assessment will be an ongoing theme this year as we focus on growth of students and achievement. With the update of the Urgent Learning Goals and the assessment protocols there is an increased focus on preparing students and aligning our classroom practices with the WY-TOPP expectations.

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

**Data:** Reading Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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</thead>
<tbody>
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<tr>
<td>May 2014 = 80</td>
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<td>May 2015= 85</td>
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<td>May 2019 =</td>
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</tbody>
</table>

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

**Timeline:** 08/2014 – 6/2019

**Focus this quarter:** CY language arts and reading teachers co-teach daily with a special education teacher assigned to their CORE Team. Teachers utilize differentiation strategies including stations, parallel teaching, and differentiated groupings. Language arts tutors also provide inclusion support in language arts classrooms to assist students who need support mastering standards. Special education students and tutored students are included in regular language arts classrooms. The Equity group students, many of whom are also in inclusion classes, are expected to attend Bridges Extended School Day opportunities. Past WYTOPP growth data focusing on inclusion classes has been analyzed to identify trends.
Strategic Plan Quarterly Update  
Quarter 4 - 2018-19  

Results: There are very few students in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to the grade level taught and tested standards-based curriculum. When there is a need for additional help, students are referred to AM or PM Bridges Extended School Day. Tutors’ progress monitoring show growth of inclusion tutored students. Inclusion case managers are reporting more growth from their students than when they were in pullout resource classrooms.

Next Steps: Teachers continue to perfect the Inclusion/Co-Teaching Model. Teachers analyze individual student data from first quarter and the WY-TOPP Fall Interim and WY-TOPP summative data to guide differentiation and to make schedule decisions for fourth quarter regarding students being released from or added to tutorial classes. A new focus of 2018-2019 is the development of solid tier 1 interventions in our MTSS model. The focus on five strategies to improve relationships and processes in the classroom will impact equity group students and all students. Preliminary results of a student survey show that CY’s teachers are making positive steps in regards to these five strategies. Some Tier 2 and 3 students are beginning to receive interventions to improve behavior and academics. As a result of the Data Analysis done in the Urgent goal process there has been discussion about an increased focus on growth in the equity group especially at the 7th grade level.

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

Data: Math Achievement

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<thead>
<tr>
<th></th>
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<th>Targets</th>
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<td>90%</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Proficiency Level | % of Students Scoring
6th Grade:
Below Basic      | 21.9
Basic            | 22.3
Proficient       | 34.3
Advanced Proficient | 21.5

7th Grade:
Below Basic      | 28.1
Basic            | 18.6
Proficient       | 28.1
Advanced Proficient | 25.2

8th Grade:
Below Basic      | 27.3
Basic            | 29.4
Proficient       | 25.6
Advanced Proficient | 17.7

Strategy: Implement the Common Core Math Standards including Math Practice Standards.
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** Continued work: Math Goal Team members have analyzed the WY-TOPP results and continue to focus on areas where CY students showed a need for improvement in comparison to the district or state. Focus areas as determined by the Root Cause Analysis and Urgent Learning Goals based on WY-TOPP data will be:

Grade 6 - Math - Write, read, and evaluate expressions in which letters stand for numbers.
Grade 7 - Math - Understand ratios and proportional relationships through scaling measurements and comparing parts to whole. Understanding and creating percentages and ratios.
Grade 8 Math - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

These goals are now being re-addressed or updated using the data analysis from the 2019 preliminary summative WYTOPP results. Math teachers have created additional opportunities for students to practice in these areas and they will help other content area teachers know how to support students in the focus areas. Warm-ups, extended practice, exit slips and quick checks for understanding are being used to assess progress. The updated Urgent Learning Goals will inform instruction going into the fall of 2019.

Supporting Math Focus Areas Continued from 1st Quarter - What exactly do students need to know and be able to do in our focus areas?

**The Number System:**
6th Grade: multiplication and division to divide fractions by fractions, computing fluently with multi-digit numbers and find common factors and multiples, applying and extending understanding of numbers to the system of rational numbers.
7th Grade: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
8th Grade: Know that there are numbers that are not rational, and approximate them by rational numbers.

**Geometry:**
6th Grade: Solve real-world and mathematical problems involving area, surface area, and volume
7th Grade: Draw, construct and describe geometrical figures and describe the relationships between them.
8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

**Statistics and Probability:**
6th Grade: Develop understanding of statistical variability. Summarize and describe distributions.
7th Grade: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
8th Grade: WY-TOPP data indicates a need in all areas of 8th grade Geometry.

CY math teachers continue to implement the new math materials and math progression with fidelity including the administration of the required benchmark assessments. Differentiation of instructional strategies including flipped classrooms, small grouping and station and parallel teaching are being employed to address problem areas. Priority standards and proficiency scales for common assessments are being reviewed and evaluated using the alignment checklist and protocol to reflect an added import on the Geometry needs.
New this quarter: Math teachers are reviewing past work to identify and unpack the priority standards. The comparative data protocol for each domain compared to district averages was used to look at areas of need from the preliminary summative data. Principals are continuing to attend like content collaboration periods to support teachers PLC work. They are currently creating common, formative assessments and evaluating whether they are aligned to the proficiency scales created to match the assessment. This drives collaboration discussions. Results on formatives will determine instructional strategies, additional help needed, and enrichment for students who have met standards. Using data from the first two years of Summative data teachers are identifying areas of growth for the students in anticipation for the summative assessment in the spring of 2020. Collaborations will look at WY-TOPP data to compare, modify and adjust instruction. 8th Grade Math was given work days to improve on and identify priority standards for their Algebra classes. This will result in allowing our advanced Math students to reach a higher level of proficiency.

Results: 100% of the teachers are implementing the K-12 district math curriculum and math progression. Math teachers are following and adjusting their curriculum maps. Common assessments across the grade levels are in use. There is still a disconnect between the implementation of the new math curriculum/standards and growth and achievement; however CY is above the district and state averages for 6th and 7th grade achievement also meeting expectations in these two grade levels.

Next Steps: Teachers’ observation conferences with principals include discussion regarding embedding work related to the priority standards, proficiency scale alignment and standards language, and depth of knowledge. All teachers are continuing the work on identifying and unpacking priority standards, creating common assessments and proficiency scales and using the results to inform further instruction. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program.

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

Data: Math Equity

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<tr>
<td>May 2019</td>
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Strategy: Implement the Inclusion/Co-Teaching and Inclusion Tutoring Model.

Timeline: 8/2014 – 6/2019

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

Results: Very few students are in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. CY Students in inclusion classrooms are showing some of the highest growth in NCSD. Equity students will be expected to attend Bridges Extended School Day for additional skill support. The inclusion co-teaching model is showing promising results. As a
result of our Urgent Learning Goals work, we have identified areas in which growth can be improved for our equity group. Tiered students have begun receiving interventions to address behavior and academics.

**Next Steps**: Teachers will continue the Inclusion/Co-Teaching Model. The WY-TOPP results from 2017-2018 and the fall and winter interims will be used to focus on areas of growth and achievement for all students which will increase both in the equity group as will the focus on specific standards determined in our updated Urgent Learning Goals.
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>
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<tr>
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<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>
<td>May 2016= 63%</td>
</tr>
<tr>
<td>May 2017 = 46%</td>
<td>May 2017= 73%</td>
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<tr>
<td>May 2018 = 52.3%</td>
<td>May 2018= 90%</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019 =100%</td>
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</table>

**Strategy:** Implement the newly adopted NCSD Integrated Science Curriculum.

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** CY is expecting phenomenal data when the 2019 data is released. 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. Many teachers have begun to build assessments around proficiency.

**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
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

maintaining as much of our original program as possible specifically in the area of spiraling some of our priority standards to ensure that their are some fundamental learnings that are taught and expanded upon at each grade level. Next year the CY Science department will take a slower pace at beginning the unpacking of standards to make sure that we are not jumping ahead of the district in terms of adopted standards. CY will continue to monitor district and school trends to adjust our priorities to fit the district curriculum.

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:
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Dean Morgan

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

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

**Data:** Reading and ELA Wyo-Topp scores from Spring 2017-18 to Spring 2018-19. Grade 6 scores went from 44% to 51% proficient, Grade 7 scores went 56% to 59% and Grade 8 went from 53% to 46%.

On Fastbridge aReader scores from Spring 2017-18 to Spring 2018-19. Grade 6 median student score went from 514 to 536, Grade 7 median student score went from 528 to 540 and Grade 8 median student score went from 527 to 542.

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

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

**Timeline:** May 2020

**Focus this quarter:** The team has been working on identifying priority standards and sharing their unpacked standards, common assessments, and proficiency scales as a department. The overall goal is to vertically align the department with a common understanding of what kids should know and be able to do through their 3 year journey at Dean Morgan. Additionally the team has been reviewing Spring assessment scores in Wy-Topp & Fastbridge.

**Results:** The team has aligned their work on the reading literature standards. The teams are setting out to develop different structures for creating small groups to allow for tier 2 intervention and movement for Tier III students. They have share those processes as a department.

**Next Steps:** Continue the vertical alignment and review and revise work on tier 2 progress. Discussions around Tier III and inclusion practices within the classroom settings.

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

**Data:**
https://docs.google.com/spreadsheets/d/1jfhZN8xzGheEUyTsMA07vqCbaSARkoDMMeirczkarBc/edit#gid=653556680

6th- The Sixth Grade classes scored a combined average of a 2.6 on the Spring District Assessment (Expressions and Equations). In addition, our in-class assessment data shows that about 67% of our current students have tested proficient over the chapters covered since the end of the first semester.

7th- Preliminary results show that 43% of Dean Morgan 7th graders are proficient in math on the WYTOPP Summative Assessment. This shows a cohort growth of 23 average scale point growth between the end of 6th grade and end of 7th grade.

8th- Preliminary results show that 52% of Dean Morgan 8th graders are proficient in math on the WYTOPP Summative Assessment. This shows a cohort growth of 15% between the end of 7th grade and end of 8th
Math scores on the Spring WyTopp from 2017-2018 to 2018-2019: Grade 6 scores went from 44% to 46%, Grade 7 went from 37% to 43% and Grade 8 went from 50% to 52%.

On Spring Fastbridge aMath student median score from 2017-2018 to 2018-2019: Grade 6 went from 222 to 227, Grade 7 went from 211 to 229 and Grade 8 went from 221 to 227.

**Strategy**: 6th- We are working to develop and implement skills to support students in two of the eight mathematical practices, attending to precision and making sense of problems and persevere in solving them. We have utilized our grade-level instructional interventionist every-other day to assist students who are behind with their skills. We are also moving to a co-teaching model for next year and will work to support struggling students with the building’s new block schedule.

7th- We are working to develop and implement skills to support students in two of the eight mathematical practices, attending to precision and making sense of problems and persevere in solving them. Small group remediation will be added to take place while also utilizing the option of skinny classes next school year for the next cohort of 7th grade students. We are also moving to a co-teaching model around the at-risk population

8th- We are working to develop and implement skills to support students in two of the eight mathematical practices, attending to precision and making sense of problems and persevere in solving them. Small group remediation will continue to take place while also utilizing the option of skinny classes next school year for the next cohort of 8th grade students.

**Timeline**: May 2020

**Focus this quarter**: 6th- We will continue to provide students with multiple opportunities for success and work with our higher need students in Tier 3 (Mr. Murphy). In addition, we will continue to work on stressing the Mathematical Practices of Attending to Precision and Perseverance. We will also work to provide opportunities for review of “old” concepts through spiraling.

7th- We will focus on the priority standards and address the individual needs of at risk students. Students will be exposed to the supporting standards through a focused set of lessons. We will help all students with the mathematical practice standards of Attending to Precision and Perseverance in Problem Solving.

8th- Ensure students are exposed to priority standards on Geometry and the Statistics domain. Additionally, spiral material in order for students to have additional opportunities for mastery on all grade level priority standards.

**Results**: Pending the summative WYTOPP and aMath data, we will be able to analyze student progress towards proficiency. 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 congruence and similarity.

**Next Steps**: Analyze spring WYTOPP summative and aMath data; Evaluate instructional practices on grade level priority standards and consider alternative instructional methods and remediation/ intervention practices.

**Goal**: Dean Morgan will improve the culture, engagement and behavior of students as measured by annually by Gallup/AdvancEd stakeholder survey results.

**Data**: There are roughly 1800 office referrals plus an additional 600 incident reports at Dean Morgan for 2018-19. A tardies policy was put into affect for the 4th quarter and the data is still being analyzed.
Strategic Plan Quarterly Update
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Strategy: Dean Morgan will develop a Mutli-Tiered System of Supports with fluid systems of intervention for behaviors and academics.
Timeline: May 2021

Focus this quarter: The team has been working hard on a Multi-Tiered System of Supports. This quarter focused on a data collection for student behaviors, with a long term goal of categorizing discipline in the building. We have established 2nd steps, Ripple Effects and Mind UP as resources. We have built established procedures for intervention leaders, implemented the SIMS and have nearly 30 interventions working at the tier 2 and 3 behavior level.

Results: Orders are being placed for pilot practices for 2nd Steps, Mind Up and Ripple Effects. Tardies have decreased by nearly 67% on a daily basis. There are several tier 2 and 3 interventions in progress for behavioral needs.

Next Steps: Teams will implement and align Ripple Effects to our in school suspension process. We will utilize behavior data to develop consistency in categorizing behaviors. We need to establish a meeting schedule for our at-risk meetings for next year (this years schedule will not work next year.)

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

*Provide the direction, support and assistance needed to engage all students in co-curricular activities, clubs & sports that align with student interests and the goals and strategies of the District’s Strategic Plan*

**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 sports and to increase the graduation rate to 85% or above.

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

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<td>May 2014 =73%</td>
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<td>May 2015= 67%</td>
<td>May 2015=75%</td>
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<td>May 2016= 70%</td>
<td>May 2016=77%</td>
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<tr>
<td>May 2017= 67%</td>
<td>May 2017=79%</td>
</tr>
<tr>
<td>May 2018= 74%</td>
<td>May 2018=82%</td>
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<tr>
<td>May 2019 = 72%</td>
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</tbody>
</table>

**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 interests 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.

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

**Focus this quarter:** We met with high school Activity Directors, ML Activity Facilitators and support staff on 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.

**Results:** The results of the January 23rd meeting generated a renewed energy and commitment by each secondary school’s activities staff to make sure there is a structured & consistent plan in place to communicate with coaches and sponsors working with kids in co-curricular activities and sports. The plan will be implemented prior to each sport and activity season during coach/sponsor meetings. The results of the participation and graduation data we collect annually will be shared more intentionally throughout the school and the school district with students, parents/guardians, teachers and administration.

One of the data points followed the past five years has been the district's graduation rate for 12th grade students who participated in at least one co-curricular activity, club or sport during their final year of high school. We took the 2017-2018 graduation rate released by the WDE in March for Wyoming High Schools. Applied the results to the participation data we monitor at each secondary school through the rschooltoday activity scheduler software. The final calculations indicated that the graduation rate for 12th grade student’s participating in at least one co-curricular activity, club or sport during their senior year had a combined graduation rate for Kelly Walsh, Natrona County, and Midwest high schools of 98%. The individual school’s
2017-2018 graduation rate for 12th grade students participating in co-curricular activities, clubs or sports =
Midwest 100%, NCHS 98% and KWHS 97%.

**Next Steps:** Overall during the 2014-2019 Strategic Plan the data collected in grades 6th - 12th grade did not meet the goals set in our Department's plan as well as annually increasing the number of 12th grade students participating in at least one activity, club or sport.

There were several challenges during this time period which helped contribute to disappointing results besides our own department challenges (major construction projects, state wide budget cuts, staff reduction, staff retirements with many new people talking on crucial roles throughout the district).

The two areas showing positive outcomes throughout the five years, which will be a central focus of the upcoming five year Strategic Plan, are the positive customer service results for our department's daily work and the incredible graduation rate each year for students engaged in at least one co-curricular activity, club or sport during their 12th grade year. One again, over the five years 2014-2019, seniors participating, graduated at a better than a 97% graduation rate while seniors not participating in at least one co-curricular activity, club or sport during their senior year graduated at just under a 69% graduation rate.

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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:**

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District Athletics & Activities Page 2
Evansville

Empowering students to succeed in academics, attendance and citizenship.

**Goal:** By July 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:** We started implementation of an ELA standard tracking document at each grade-level.

**Next Steps:** We will review 2018-19 Fast Bridge and WYTOPP data and use it to determine strategic plan for the next five years.

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

**Data:** Data PAWS 15-16-17

3rd 55-54-49
4th 59-84069
5th 82-73-91

**WYTOPP 2018**

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 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. We will use data from 2019 WYTOPP to set new goals in our strategic plan for the next 5 years.
Goal: By 2019, we will see increased student engagement and success in the area of citizenship and attendance.

Data:
- 14-15 93.93%
- 15-16 95.53%
- 16-17 95.19%
- 17-18 94.88%
- 18-19 94.11%

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 and we sent a team to a professional development about an SEL supplement to the Second Steps program.

Results: We have committed to implementing an additional SEL program along with Second Steps to support our students. A committee is also working on reviewing our MTSS behavior process.

Next Steps: We will implement the new SEL curriculum and continue to develop our behavior MTSS system.
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: Actual 

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>43 MGP</td>
<td></td>
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<tr>
<td>May 2015</td>
<td>49 MGP</td>
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<td>May 2016</td>
<td>57 MGP</td>
<td>53 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td>46 MGP</td>
<td>58 MGP</td>
</tr>
<tr>
<td>May 2018</td>
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</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>61 MGP</td>
</tr>
</tbody>
</table>

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

Timeline: 10/2018-1/2019

Focus this quarter: All grade level teachers met to align math priority standards from K through 5 in Math. In order to complete the alignment process, grade level teams used REAL criteria to confirm math priority standards. Then grade level teams color coded priority standards to ensure balance throughout the domains. Grade level teams then analyzed priority standards from K through 5 in Math to ensure vertical alignment. Teams then unpacked all Math standards to identify learning targets.

Results: Priority standards are established and aligned in all grade levels K-5. Learning targets are 50% complete in Math building wide. Supporting standards have been identified and aligned in 50% of grade levels in Math. Resources have been identified for priority standards in 50% of grade levels in Math.

Next Steps: The identification of learning targets, supporting standards, resources and general pacing guides will be complete by October 2019.

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: Actual 

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
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<tr>
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<tr>
<td>May 2019</td>
<td></td>
<td>61 MGP</td>
</tr>
</tbody>
</table>

Strategy: 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: The MTSS structure was introduced to FCA staff. Discussion occurred to ensure a greater understanding of direction within the MTSS model.

Results: Every grade level dedicated PLC discussion time to obtain greater understanding of how the tier process will work.
Next Steps: A new MTSS system is being created for FCA staff and students to be initially implemented by December 2019.

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: Actual          Targets
May 2014 =58 MGP      May 2015= 59 MGP
May 2015= 62 MGP      May 2016= 60 MGP
May 2016= 60 MGP      May 2017= 61 MGP
May 2017= 53 MGP      May 2018= 62 MGP
May 2018= 46 MGP      May 2019= 63 MGP

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

Timeline: 10/2018-1/2019

Focus this quarter: All grade level teachers met to align math priority standards from K through 5 in ELA. In order to complete the alignment process, grade level teams used REAL criteria to confirm math priority standards. Then grade level teams color coded priority standards to ensure balance throughout the components of literacy. Grade level teams then analyzed priority standards from K through 5 in ELA to ensure vertical alignment. Teams then unpacked all ELA standards to identify learning targets.

Results: Priority standards are established and aligned in all grade levels K-5. Learning targets are 50% complete in ELA building wide. Supporting standards have been identified and aligned in 50% of grade levels in ELA. Resources have been identified for priority standards in 42% of grade levels in ELA.

Next Steps: The identification of learning targets, supporting standards, resources and general pacing guides will be complete by October 2019.

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: Actual          Targets
May 2014 =58 MGP      May 2015= 59 MGP
May 2015= 62 MGP      May 2016= 60 MGP
May 2016= 60 MGP      May 2017= 61 MGP
May 2017= 53 MGP      May 2018= 62 MGP
May 2018= 46 MGP      May 2019= 63 MGP

Strategy: 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: The MTSS structure was introduced to FCA staff. Discussion occurred to ensure a greater understanding of direction within the MTSS model.

Results: Every grade level dedicated PLC discussion time to obtain greater understanding of how the tier process will work.

Next Steps: A new MTSS system is being created for FCA staff and students to be initially implemented by December 2019.
Journey

Every Child Every Day Every Way—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:
- Spring Interim K 58% Math, 53% ELA
- First 68% Math 55% ELA
- Second 73% Math 49% ELA

Spring summative
- 3rd grade Math 26% ELA 27%
- 1st grade Math 39% ELA 30% 5th grade
- Math 39% ELA 38% Science 4th 33%

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

Timeline: Jan. 2019-June 2020

Focus this quarter: Daily 5 training with book study provided by district IF’s. 20 people are being trained and we will train again in the Fall of 2019 August 19th

Results: We did not meet expectations, we are a building that are merging many new staff and will be for the 2019-2020 school year. 13 new staff members will be added for the 19-20 school year in various classrooms and positions.

Next Steps: Walk throughs and other school observations are being supported to gain momentum on the new learning. Alignment has been completed K-5 with all power standards and proficiency scales and student proficiency scales with a common data notebook PreK-5. Next steps for 19-20 is common assessments.

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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: ELA and Math Power Standards Common and Summative Assessment Data

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

Timeline: Jan 2019-June 2020

Focus this quarter: Unpacking standards, building proficiency scales, and common assessments Kid

proficiency scales and data notebook PreK-5, common assessments have been started

Results: Journey will have a school wide alignment by June 2020 in ELA and Math-This has been completed before the June 2020 date set in Quarter 3 we will continue to look through and monitor alignment for the 19-20 school year

Next Steps: We will continue to look through and monitor alignment for the 19-20 school year-We will have a focus on Question 1 in PLC’s to make sure we are at a rigor and depth of knowledge for students K-5

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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

Focus this quarter: PBL projects were completed

Results: Quarter 1 2018 K-5th 44% are proficient for 21st Century Skills
Quarter 2 2019 K-5th 49% are proficient for 21% Century Skills

Students show growth from quarter 1 to 2

Journey Page 1
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Quarter 3 2019 K-5th 64% are proficient for 21st Century Skills
Quarter 4 2019 K-5th 69% are proficient for 21st Century Skills

Journey shows a great improvement with the work in growth mindset from first semester to second semester. Projects were deeper levels of learning to address the 21st Century Skills

Next Steps: Continue quarterly PBL work with focus on the 21st Century Skills and Growth Mindset. This work will be supported by AMPE with a 2 week rotation and training in PBL by Joanie James in August 2019 and every quarter for the 2019-20 school year.

Goal: By May 2022, Our students will feel hopeful, engaged, and thriving as measured by the Saebrrs and MTSS Tier 2 Intervention Data

Data: SABERS
Fall 2018: K-5th 28%
Winter 2018: K-5th 33%
Spring 2019: K-5th 26%
Fall 2018 and Spring 2019 can not be comparable due to the influx of enrollment from Fall to Spring however it still decreased by 2%
Access to more info in SABERS we have comparative numbers in Fall Winter and Spring

MTSS Tier 2 Intervention Data
Quarter 1-3rd grade only 8% average growth
Quarter 2-3rd grade only 9% average growth, 2nd grade only 1% average growth
Quarter 3-3rd grade only 9% average growth

Incident Reports
Quarter 1-68
Quarter 2-173
Quarter 3-175
Quarter 4-120
We dropped 55 reports in the last quarter even though there was an influx in enrollment.

From Fall 19 to Spring 20 there is a 24% decrease of students time out of class. We know this work refine it will impact improvements in academics.

11 kids have 97% of the office referrals and those decreased from Fall to Spring by 69%.

K/1 early intervention shows 59% was prevention activities instead of reactive
2/3 intervention shows 68%
4/5 intervention shows 88%
This shows our interventions are proactive and our older students have a stronger skill base. This data reflects growth and implementation of the SEL processes and curriculum with a preventative proactive approach to behaviors.

Strategy: Fully implement Whole Child Tenets
Timeline: Sept. 2017-May 2022
Focus this quarter: Implementing Tier 2 Behavior Interventions in the following grades 2nd and 3rd
Results: Journey has had 23 more new students from January 2019-NOW. This transient rate shows an impact on the
SAEBERS. New students coming in are being supported to the Journey culture through Restorative Justice Practices and Social Emotional Curriculum daily. Incident reports have increased since quarter 1 but we were creating new processes during this work. Quarter 2-3 have stabilized in incidents. Quarter 3-4 shows a drop of incident reports by 55 incidents.

**Next Steps:** We have assigned a behavior tutor to each village to implement and monitor Tier 2 and 3 interventions and support the case load at each village. Each tutor has a case load of: K/1-9 2/3-22 4/5-10 Not all grade levels have started flooding groups so we anticipate K/1 and 4/5 to have a higher case load as we build processes to support this work. We continue to develop processes in the behavior tutor model that will ensure fidelity in the Restorative School Practices. Data shows we are proactive and the tutor impact is positive.
Kelly Walsh

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: Final graduation rates for 2018 were determined in January, Kelly Walsh's final percentage was 80.6%, lowering from the previous year.
Strategy: Currently, KW continues to focus on error-free processes and record keeping. Tier 3 interventions are also being focused on for students at-risk for not graduating.
Timeline: 2/2019-9/2019
Focus this quarter: Teachers worked on identifying priority standards for each course in order to create Individual Learning Plans for students who fail their course. Demonstrated standards are identified for student remediation (Tier 3). All teachers were required to do this work throughout the 4th quarter in order to prepare for both summer school and next Fall.
Results: Standards remediation has proven to be fruitful for at-risk students. This focus can reduce the number of students who need to retake full 18 week courses in order to show proficiency in a few priority standards.
Next Steps: Goal teams will review Success Academy processes and data after the school school session.

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:
Lincoln ES

To grow students and ensure high levels of achievement for all

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

**Data:** Spring 2019:

- 47% of our Kindergarten students were at or above grade level.
- 50% of our 1st grade students were at or above grade level.
- 65% of our 2nd grade students were at or above grade level.
- 65% of our 3rd grade students were at or above grade level.
- 60% of our 4th grade students were at or above grade level.
- 60% of our 5th grade students were at or above grade level.

**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 continued to familiarize themselves with materials navigation and flow of their new program - Expeditionary Learning/Open Up Resources - of our new core ELA program, stemming from last year’s material adoption. They completed their monthly virtual coaching sessions during PLCs to support Year 1 implementation. The PD in NC our 3-5 team took turned into suggestions to implement and recommendations for adjustments to our non-negotiables document, both K-5 and 3-5. While in NC, our team also networked with other educators in the region, leading to a school visit to an EL school in Colorado with a K-2 team.

**Results:** Four of our grade-level teams showed substantial growth from fall to spring, one maintained similar levels of proficiency, and one of our teams lost ground from fall to spring.

**Next Steps:** We have completed our virtual coaching contract w/ Better Lessons and will be pursuing other PD opportunities this upcoming year. I am sending one new teacher to the "Starting Strong" launch PD from EL this summer for new practitioners. I will work collaboratively with our IF and RGT to disseminate this information to all other teachers new to the building this fall. Since the 3-5 PD in NC was so fruitful, we continue to seek out PD opportunities from EL Education -workshops, in-house PD, and/or school visits - for teachers specific to instructional components of the program. PLCs will continue to make sure instruction and program CFAs are aligned to identified priority standards. CFA data will continue to be discussed in PLCs using our data discussion protocols and tracked in MasteryConnect.

**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 interim assessment - Fall 2018:

- 2% of our 3rd grade students were proficient
- 13% of our 4th grade students were proficient
- 20% of our 5th grade students were proficient

WY-TOPP ELA interim assessment - Winter 2019:

- 29% of our 3rd grade students were proficient
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

29% of our 4th grade students were proficient
43% of our 5th grade students were proficient

WY-TOPP ELA summative assessment - Spring 2019:
33% of our 3rd grade students were proficient
28% of our 4th grade students were proficient
41% of our 5th grade students were proficient

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 adjusting walkthrough protocols - plan to implement in the fall. We have established a timeline for next year's work around ELA standards

Results: Some improvement noted in achievement from Spring 2018 to Spring 2019 on WyTOPP summative ELA test in Grades 3-5 - 31% proficient to 34% proficient.

Next Steps: teams will reaffirm ELA priority standards selected last year, then complete district process (similar to what we did with math standards this year) - unpacking ELA priority standards, developing ELA proficiency scales, and creating CFAs for ELA priority standards. We will continue to support quality PD opportunities to support program implementation. Develop plan for implementing walkthroughs, monitor program implementation via observations of classroom instruction and data discussions in PLCs, 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 - 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

FastBridge Math - Spring 2019 (@ 30th+ %ile):
66% of our Kindergarten students
70% of our 1st grade students
80% of our 2nd grade students
53% of our 3rd grade students
63% of our 4th grade students
60% of our 5th grade students
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

WY-TOPP Math - Spring 2019 interim assessment:
41% of our 3rd grade students were performing at or above the proficiency level
50% of our 4th grade students were performing at or above the proficiency level
64% of our 5th grade students were performing at or above the proficiency level

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: 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: Lincoln ES teachers completed their partnership work with NCSD's SST to address achievement in math. This quarter, grade-level teams completed common formative assessments for each of their identified priority standards. We continue to follow and monitor non-negotiables established by our math goal team.

Results: We saw solid growth on FastBridge math from fall to spring in our primary grades (K-2) as well as 4th grade, lost significant ground in 3rd grade, and remained about the same in 5th grade.

We saw substantial improvement on WyTOPP from Spring 2018 to Spring 2019 in math, double digit improvement in 2 of 3 grade levels. Our cohorts doubled in percent proficient from last year to this year - 3rd grade had 25% proficient in 2018; this same cohort group had 50% proficient in 4th grade in 2019. 4th grade had 32% proficient in 2018; this same cohort group had 64% proficient in 5th grade in 2019.

Next Steps: 1. Continue to refine PLC practices within grade-level teams using the PIG/SIG continuum document, increase use of common formative assessments and data discussion protocol, and seeking greater alignment of current instruction to the adequate rigor level required of CCSS
3. Seek correlations between data from different assessment sources.
4. Attending Eureka Math PD in Boston this summer with 3 members of our math goal team.
5. Bringing 2-day Eureka Math launch PD to Lincoln in August.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Maintenance and Facilities

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 by June 2019:
0-30 days: 75% 31-60 days: 10% 61-90 days: 6% 91-120 days: 4% 120+ days: 5%

Stakeholder Satisfaction Rating:
FY 17 - 92.30% Maintenance
FY 18 - 100% Maintenance
FY 18 - 85% Grounds
FY 19 - Maintenance - Fewer than 10 responses
FY 19 - Grounds - Fewer than 10 responses

Data: Average number of days to complete all work orders submitted:

<table>
<thead>
<tr>
<th></th>
<th>4th Quarter</th>
<th>3rd Quarter</th>
<th>2nd Quarter</th>
<th>1st Quarter</th>
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</thead>
<tbody>
<tr>
<td>NCSD #1</td>
<td>12.76 days</td>
<td>14.78 days</td>
<td>15.02 days</td>
<td>12.41 days</td>
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<tr>
<td>All SchoolDude Customers</td>
<td></td>
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<tr>
<td>4th Quarter</td>
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</tr>
<tr>
<td>Top 20%</td>
<td>9.49 days</td>
<td>10.19 days</td>
<td>9.72 days</td>
<td>9.40 days</td>
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<tr>
<td>Median</td>
<td>15.70 days</td>
<td>17.30 days</td>
<td>16.30 days</td>
<td>15.70 days</td>
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<tr>
<td>Low 20%</td>
<td>25.70 days</td>
<td>28.27 days</td>
<td>26.43 days</td>
<td>25.40 days</td>
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Percent of corrected maintenance work orders completed within 7 days:

<table>
<thead>
<tr>
<th></th>
<th>4th Quarter</th>
<th>3rd Quarter</th>
<th>2nd Quarter</th>
<th>1st Quarter</th>
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<tbody>
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<tr>
<td>4th Quarter</td>
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<tr>
<td>Top 20%</td>
<td>76%</td>
<td>75%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Median</td>
<td>62%</td>
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<td>63%</td>
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<tr>
<td>Low 20%</td>
<td>46%</td>
<td>44%</td>
<td>46%</td>
<td>47%</td>
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Percent of preventive work orders completed in 30 days or less:

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<tr>
<th></th>
<th>4th Quarter</th>
<th>3rd Quarter</th>
<th>2nd Quarter</th>
<th>1st Quarter</th>
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</thead>
<tbody>
<tr>
<td>NCSD #1</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
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<tr>
<td>All SchoolDude Customers</td>
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<tr>
<td>4th Quarter</td>
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### Strategic Plan Quarterly Update

#### Quarter 4 - 2018-19

<table>
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<tr>
<th>Top 20%</th>
<th>Median</th>
<th>Low 20%</th>
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<tbody>
<tr>
<td>91%</td>
<td>95%</td>
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<td>95%</td>
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</table>

Percent of preventive work orders compared to total work orders:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>NCSD #1: 20%</th>
<th>All SchoolDude Customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>20%</td>
<td>51%</td>
</tr>
<tr>
<td>Median</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Percent of completed work orders with quality data (Key fields have information-craft, purpose labor hours, material costs, action taken, work request description, etc.)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>NCSD #1: 100%</th>
<th>All SchoolDude Customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>Median</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Low 20%</td>
<td>34%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Outstanding work orders as of 6/30/2019:

- 0-30 days: 55% 31-60 days: 30% 61-90 days: 8% 91-120 days: 2% 120+ days: 5%

Outstanding work orders as of 6/30/2018:

- 0-30 days:70% 31-60 days:19% 61-90 days: 7% 91-120 days:2% 120+ days: 2%

Outstanding work orders as of 6/30/2017:

- 0-30 days:71% 31-60 days:10% 61-90 days:11% 91-120 days:3% 120+ days: 4%

Outstanding work orders as of 6/30/2016:

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

Outstanding work orders as of 6/30/2015:

- 0-30 days:67% 31-60 days:11% 61-90 days:8% 91-120 days:5% 120+ days: 9%

Total number of outstanding work orders:

- 6/30/19: 807 6/30/18: 624 6/30/17: 504 6/30/16: 606

Total number of work orders completed this quarter:

- 4/30/19 thru 6/30/19: 2,558
- 4/01/18 thru 6/30/18: 3,082

Maintenance and Facilities Page 2
FY number of work orders completed:
FY 19 Number of completed work orders: 12,064
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 enhance operational processes that will achieve our outstanding work order benchmarks and our customer service expectations.

**Timeline:** 10/2014 – 6/2019

**Focus this quarter:** The maintenance and custodial staff will continue to identify processes that meet or exceed customer expectations by:

- Enhancing communication with our customers
- Identify strategies that achieve our KPI benchmarks
- Cultivate teamwork, placing group success ahead of personal goals
- Provide and support a safe, sustainable environment

**Results:** We did not have an adequate number of respondents to determine if we met our customer satisfaction survey goals.

We met or exceeded the median and top 20% in seven of the eleven benchmark categories.

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

- Ensuring effective documented processes are in place
- Identify, develop, implement and monitor operational processes that enhance services for all stakeholders
- Continue to develop strategies to achieve the top 20% KP in each benchmark.

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

**Data:** No professional development training occurred this quarter.

**Strategy:** Monitor and identify professional development opportunities for staff that will enhance service to our customers, enhance operational efficiencies, and allow us to be cross-functionality between work units.

**Timeline:** 10/2014 – 6/2019

**Focus this quarter:** The maintenance and custodial services department will identify professional development opportunities that allow staff to obtain additional licenses and/or certifications that will enhance cross-functionality and enhance efficiencies between work units.

**Results:** 10/2014 – 6/2019
Next Steps: The following training/certifications is scheduled during the next quarter for our Electronic Technicians:
Fire alarm certifications
Electronics for complete beginners
Advanced locksmith
Advanced lock picking
Tech explorations - Basic electronics
Vanderbilt basic access control
Vanderbilt advance access control

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

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

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

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

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

<table>
<thead>
<tr>
<th>WAEA – School Indicator Performance</th>
<th>Growth</th>
<th>Equity</th>
<th>Achievement</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>44 (Below)</td>
<td>38 (Below)</td>
<td>52 (Meeting)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2015-2016</td>
<td>44 (Below)</td>
<td>46 (Below)</td>
<td>55 (Meeting)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2016-2017</td>
<td>50 (Meeting)</td>
<td>53 (Meeting)</td>
<td>48 (Below)</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>2017-2018</td>
<td>53 (Meeting)</td>
<td>51 (Meeting)</td>
<td>47 (Below)</td>
<td>Partially Meeting</td>
</tr>
</tbody>
</table>

ELA Growth

Actual | Target
2014-2015 | 49% | 50%
2015-2016 | 51% | 52%
2016-2017 | 54% | 54%
2017-2018 | 58%
2018-2019 | 60%

ELA Equity

Actual | Target
2014-2015 | 44.5% | 47%
2015-2016 | 51%+ | 49%
2016-2017 | 67%++ | 52%
2017-2018 | | 56%
2018-2019 | | 60%

ELA Achievement

Actual | Target
2014-2015 | 59% | 63%
2015-2016 | 59% | 66%
2016-2017 | 57% | 70%
2017-2018 | | 70%
2018-2019 | | 70%

Mathematics Growth

Actual | Target
2014-2015 | 38% | 40%
Strategic Plan Quarterly Update

Quarter 4 - 2018-19

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Equity</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>46%+</td>
<td>40%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics Achievement</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**Timeline**: 8/2014 – 6/2019

**Focus this quarter**: Our focus this quarter was to develop priority standards in ELA during our school-wide PLC in April and during grade-level PLC team meetings. These standards were vertically aligned in May with the assistance of district IFs.

**Results**: Our grade level teams have completed the task of developing priority standards and common assessments in mathematics and have completed priority standards in ELA. We will be prepared to respond to common assessment data in both areas in the fall.

**Next Steps**: Over the summer, our grade level PLC teams will develop common assessments for the identified priority standards in ELA. On August 27th, a follow-up training has been planned with district IFs for additional implementation strategies.
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:
Strategic Plan Quarterly Update  
Quarter 4 - 2018-19

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:** WY-TOPP Summative Data, ACT Data  
**Strategy:** Achievement – Develop a system to implement effective instructional strategies across all content areas. (PLC, PD, peer observation, IF support, Priority Standard work…)  
**Timeline:** 8/2018 - 5/2019  
**Focus this quarter:** Continued working with Marci Flicek, Tammy Cobb, and Aaron Wilson to move forward with standards and assessment work. HS Goal Team created a credit recovery plan for our high school students which will be implemented in 2019/2020.  
**Results:** We have developed a plan to improve PLC structure and opportunities for all staff for the 2019/2020 school year.  
**Next Steps:** Collaboration time will be moved to 7:15 am - 7:55 am Monday through Thursdays. We are creating opportunities for academic discussions through vertical alignment, content specific collaboration and grade level collaboration.

---

**Goal:** By 2019, Midwest School will create a school climate and culture where every stakeholder feels welcomed, accepted, and valued.  
**Data:** Attendance Rates, Behavior referral numbers  
**Strategy:** Midwest will implement a House system to include all staff and students.  
**Timeline:** 9/2018 - 5/2019  
**Focus this quarter:** Continued with bimonthly House meetings and quarterly celebrations to build a positive culture.  
**Results:** Behavior referrals dropped significantly at the elementary and high school levels. Our attendance rates didn’t show a significant change, dropping somewhat at the high school level.  
**Next Steps:** Continue the House System with adjustments to create more buy-in at the high school and middle school levels.

---

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

---

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

---

Midwest Page 1
Next Steps:
NCHS

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

**Goal:** By June of 2020, NCHS will increase the four-year graduation rate to 85%. NCHS graduates will be prepared for college or high skills career as measured by the NCSD Graduate Profile.

**Data:** Attendance:
- 18-19 (Q4) Freshmen
  - 91.63%
- 18-19 (Q4) Sophomore
  - 90.33%
- 18-19 (Q4) Juniors
  - 88.20%
- 18-19 (Q4) Seniors
  - 90.38%

Grad Rate:
- 84% for 2017-2018

**Strategy:**
- **Reflective Practices**
  - Focus on Systems of Support
  - Culture of support
  - Professional Learning Communities (PLCs)
  - Mustang Connections
  - Credit Recovery
  - After-School Tutoring
  - Saturday School
  - Student incentive
  - Parent Advisory Committee (PAC)
  - Summer School
  - CANVAS
  - “Safe2Tell” Tip Line
  - School IDs
  - Board Policy 5120
  - Attendance Contracts
  - MLTSS

**Timeline:** 2018-2019

**Focus this quarter:**
- PLC Monitoring- submission of minutes and weekly focus(es)
- Training to support CANVAS integration
- Partnering with Student Court to provide at-risk students with support
- Monitoring student attendance; implementing contracts when necessary- taking credit as a last resort
- Before/After School Tutoring; and, monthly Saturday School
- Summer School for at-risk students who failed a class, as well as incoming freshmen who do not have pre-algebra.

NCHS Page 1
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

• Identify and enforce single points of entry for the entire campus (one on each side of the main building, and one for the MAC).
• Improving attendance at Pathways, while also planning for the 19-20 school year (including renaming the facility and moving high engagement classes to the facility)
• Require students to wear identification when on campus, preferably with school-printed IDs or temporary passes obtained in the main offices.
• Responding timely to Safe2Tell tips to support struggling students.
• Restructure our reading intervention: Tier two and Tier three processes to include Corrective Reading; move away from Read 180 as an intervention.

Results: • Attendance average is hovering around 90%, an increase from last quarter in every grade.
• Increased awareness of Financial Goals/Responsibilities
• Supportive staff/student climate and culture.
• P3 allowed NCHS to reach out to over sixty-five students during the 2017-2018 school year, who were experiencing some form of distress. Safe2Tell continues to allow us to support student in crisis into the 2018-2019 School Year; thus far, we have assisted twenty-two students with over 163 follow-ups due to a variety of reports.
• Increased response to students who feel “bullies are targeting them” as well as those students who are seeking help regarding their mental status and outlook on life.
• Improved systems of intervention (like Mustang Connections, Check/Connect, and Corrective Reading)

Next Steps: • Review & align curricular offerings to better meet student needs and prepare them for the 21st century
• Explore avenues and options for students to attend Pathways Innovation Center (P.I.C.) to better meet their needs and learning styles, including the selection of a new name.
• Focus on student mentoring program - in conjunction with student council – with the goal of increased school culture
• Implementation with fidelity to the district developed curriculum & high yield instructional strategies

Goal: By 2020, NCHS will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.

Data: 2018 WY Accountability (waiting on new report for 2019)

Strategy: • Increase utilization of research based instructional strategies
• Continued focus on improving the culture and climate at NCHS
• Improve Professional Learning Communities while emphasizing the importance of student data for making decisions as outlined in Dufour’s “Learning By Doing” (2016) as well as Pijanowski’s “Architects of Deeper Learning” (2018)
• Increasing the use of instructional technology to engage students and support academic achievement

Timeline: 2018-2019

Focus this quarter: • Interpret and disseminate data from Wyoming Accountability System (working, specifically, with WY-TOPP and ACT data).
• Evaluate the 2017-18:
  o Analyze Growth
  □ Work with content areas to establish learning strategies and benchmarks data
  □ Increase rigor through the use of standards
  o Determine Equity
  □ Identify lowest performing groups and ensure adequate systems of support
  o Bolster Achievement
Strategic Plan Quarterly Update  
Quarter 4 - 2018-19

- Continue to capitalize on upper levels course work like IB and Pathways classes
- Ensure alignment to content standards, ACT Benchmarks, and WY-TOPP assessments.
  - Support ELP
- Inform staff about ELP results and work toward better systems of support for ELL students.
- Train staff involved with ELL instruction about Sheltered Structure techniques, including the analysis of formative assessment data.
  - Support ELP
- Monitor Graduation Rates and Extended Graduation Timelines
- Help support students not to drop out
- Create Multi Levels of support for at-risk students
  - Develop Post-Secondary Readiness
- Identify students who are and are not Hathaway eligible, trying to bring students all to the same point as far as being college/career ready
  - Focus on Grade Nine Credits
- Implement ninth teams and develop better systems of support
- Schedule at-risk meetings for students that demonstrate they are struggling in school

Results: • Trained staff about assessment scores
  - Documented PLC fidelity
  - Planned training for ELL staff in Cheyenne
  - Focus on Assessment
  - Delivery of ACCESS
  - Focus on attendance and grades
  - Scheduled at-risk meetings
  - Followed up with Attendance Interventions

Next Steps: • Continue staff meeting/trainings as well professional development around implementing test-taking strategies, as well as how to adhere to testing guidelines- identified by ACT, Wy-TOPP, and the WDE.
  - Work to ensure summer professional development opportunities align with school and district goals.
  - Improve feedback through the evaluation process to improve student outcomes
  - Increased focus on delivering the district developed curriculum with fidelity and rigor
  - Wait to work with released items from state concerning WY-TOPP, as well as disseminate ACT and WorkKeys results to staff/students.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:
Next Steps:
Oregon Trail

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

**Goal:** By May of 2020 100% of our students will meet or exceed expectations in math and reading as measured by the state of Wyoming’s School Accountability model

**Data:** Improvement was made on WyTOPP results from 3-5%. We are awaiting results from the state accountability model at this time.

**Strategy:** We have planned for five days of PD in August to unpack ELA standards and identify priority standards and create common assessments. We developed a master schedule focusing on quality time for PLC teams and thirty minutes per day WIN time for students that have not mastered learning targets.

**Timeline:** August 2019 - June 2020

**Focus this quarter:** We completed identifying priority standards and common assessments in math and have implemented MTSS behavior strategies K-5. Our master schedule has a common time for our SEL curriculum.

**Results:** We were not meeting expectations last year but have improved. This was the last year for our two bubble classes and we are once again a 2/3 unit building. We will be able to provide additional tutoring and interventions with a smaller student population.

**Next Steps:** We will be examining student test results as part of our PD in August and identifying students in need of additional instruction. We are in year three of MTSS and have no changes in our team for the new school year.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Paradise Valley

Paradise Valley Elementary School is committed to high performing student learning systems focused on challenging and intentional instruction based on student performance. We strive for our students to be leaders and productive citizens.

Goal: Paradise Valley will meet the expectations as measured by the Wyoming School Accountability Model.

Data: Actual Targets
May 2013 = Meeting Expectations
May 2014 = Meeting Expectations
May 2015 = Exceeding Expectation
May 2016 = Exceeding Expectation
May 2017 = Partially Meeting
May 2018 = Partially Meeting
May 2019 = Meeting Expectations

Strategy: Grade levels will continue to look at their priority standards and modify/revise them. Grade level PLC teams will develop, use and modify common assessments aligned to priority standards to measure progress on standards.

Timeline: September 2018 - June 2019

Focus this quarter: Grade levels will use PLC time to discuss past performance of students, modify assessments accordingly and reassess. Revising priority standards, looking at vertical alignment. Goal teams specific to ELA, Math, and Science have been focusing on vertical alignment of our guaranteed and viable curriculum, standards, common language, common vocabulary and more common strategies for Math and ELA.

Results: Grade level PLC’s have completed priority standards for ELA and Math. Remediation grouping is occurring for both ELA and Math subject areas to target students that need remediation as well as students that are needing enrichment. Students that are in our equity subgroup have been monitored and received specific interventions for deficiencies. As a result, PV staff is more focused vertically and able to find areas in need of improvement, and identify strategies to help students achieve.

Next Steps: Grade level PLC’s have completed priority standards for ELA and Math. Remediation grouping is occurring for both ELA and Math subject areas to target students that need remediation as well as students that are needing enrichment. Students that are in our equity subgroup have been monitored and received specific interventions for deficiencies. As a result, PV staff is more focused vertically and able to find areas in need of improvement, and identify strategies to help students achieve.

Goal: 100% of students will meet or exceed typical growth (35-65%) in Math measured by the 2019 Spring WY-TOPP Assessment. --- Unfortunately we don’t have this data from the state, yet.

Data:

Actual
Target
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

2018
2019
2018
2019
4th
71.93%

100%
100%
5th
29.04%

100%
100%

Strategy: Effective PLC discussions surrounding reliable data based on priority standards and proficiency scales. Focus on teaching what students need to know in their respective Math standards. Utilize district IF’s and modifying/revising priority standards. Flexible grouping using all of the resources that we can to grow students in Math content across all grade levels.

Timeline: Aug 2018- Aug 2019

Focus this quarter: PLC question 1, “what do we want students to learn,” Am I teaching/assessing the priority standards and supporting standards that these students need. Look at vertical alignment of standards- are we all on the same page? Goal team specific to Math has focused on vertical alignment identify common language and aligning priority standards to WyTopp blueprint. All grades are backwards mapping from the WY-TOPP blueprint. All grade levels have implemented short cyclical intervention times to support/ enrich students at their individual needs based on math common assessments and WY-TOPP Interim data.

Results: Students are receiving the interventions that they need and data based decision making is occuring. Growth is happening across the student body.

Next Steps: Compare state assessment data with classroom data and modify priority standards and assessments. Use the growth from Spring 2018 to Spring 2019 assessments in concert with common formative assessments (CFA’s) and FastBridge to monitor success and areas of improvement. Grade level teams will look at new math standards and align priority standards building wide. Rigor levels will be discussed while compaiing CFA’s in order to align our work with the stat requirements.

Goal: 100% of students will meet or exceed typical growth (35-65%) in ELA measured by the 2019 Spring WY-TOPP Assessment. --- Unfortunately we don’t have this data from the state, yet.

Data:

Actual
Target

2018
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

2019
2018
2019
4th
60.71%
100%
100%

5th
35.49%
100%
100%

Strategy: Effective PLC discussions surrounding reliable data based on priority standards and proficiency scales. Focus on teaching what students need to know in their respective ELA standards. Utilize district IF’s and modifying/revising priority standards. Flexible grouping using all of the resources that we can to grow students in Math content across all grade levels.

Timeline: Aug 2018- Aug 2019

Focus this quarter: PLC question 1, “what do we want students to learn,” Am I teaching/assessing the priority standards and supporting standards that these students need. Look at vertical alignment of standards- are we all on the same page? Goal team specific to ELA has focused on vertical alignment identify common language and aligning priority standards to WyTopp blueprint. All grades are backwards mapping from the WY-TOPP blueprint. All grade levels have implemented short cyclical intervention times to support/ enrich students at their individual needs based on math common assessments and WY-TOPP Interim data.

Results: ELA goal team is focusing on common language according to the WY-TOPP writing rubrics. We are looking at resources and graphic organizers that can provide consistency in writing K-5. Teachers have noticed that since the realignment of priority standards and Mastery Connect, we know our students strengths and weaknesses better. Smart Goals are cyclical = We are more focused on what we want our students to learn. In comparing the Wytop data we are focused on what our students are struggling on and where we need to focus on as a school. Grade levels are grouping students for intense, targeted support using CFA data.

Next Steps: Compare state assessment data with classroom data and modify priority standards and assessments. Use the growth from Spring 2018 to Spring 2019 assessments in concert with CFA’s and FastBridge to monitor success and areas of improvement. Grade level teams will look at proficiency scales and administration guidelines as they build assessments to their priorities. Rigor levels will be discussed while compaiing CFA’s in order to align our work with the state requirements as well as modification of priority standards for the upcoming school year.
Park Elementary School

Together we challenge our community to be creative thinkers who believe in their abilities and achieve their dreams. Challenge Accepted. 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: Preliminary data for Spring 2019 WY-TOPP achievement indicates that Park may fall in the meeting expectations range. Park continues to score above the district and state averages in Math, English Language Arts, and Science at all grade levels.

Strategy: Strategy #1: Implementation of the Common Core State Standards with fidelity through a systematic learning process & Strategy 2: Implementation of Professional Learning Communities as a way to increase student learning and teacher effectiveness

Timeline: 3/2019-6/2019

Focus this quarter: Staff worked to complete common assessments and proficiency scales for English Language Arts priority standards.

Staff were trained in utilizing a systematic approach to analyze common assessment results.

Staff identified priority standards in Math K-5.

Results: Staff has developed a more complete understanding of progression from identifying priorities to writing and administering common assessments and how these elements impact student learning and progress toward standards.

Next Steps: Teams will work this Summer to finish any remaining work on ELA common assessments and proficiency scales. They will develop a curriculum map for when ELA priority standards are assessed and remediated and identify which resources best support student learning for reading and writing.

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: Preliminary data for Spring 2019 WY-TOPP achievement indicates that Park may fall in the meeting expectations range. Park continues to score above the district and state averages in Math, English Language Arts, and Science at all grade levels.

Strategy: Strategy 3: Implementation of small group intervention/enrichment period (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: 3/2019-6/2019

Focus this quarter: Staff were trained in utilizing a systematic approach to analyze common assessment results to address student learning gaps and areas of strength. This process will be the foundation for determining if/how a WIN cycle will be run for priority standards for the 19-20 school year

Results: Student progress for students needing additional support (Tier 2, Tier 3) is a regular agenda item at most grade level PLCs. Teams are determining if students are needing greater or lesser levels of support and adjusting interventions based on data.

Next Steps: Develop a WIN structure that allows for flexibility in responding to student needs based on common assessment results. Develop staff understanding around administrative reg 6240 and academic MTSS.
Goal: By 2019, Park Elementary School will achieve an overall stakeholder satisfaction rating of 90% from annual surveys from students, parents and staff.

Data: At this time, no data is available for this goal.

Strategy: Strategy 1: Recognize, and celebrate student, parent, community and employee contributions.

Timeline: 3/2019-6/2019

Focus this quarter: Continue to implement evidence based Tier I practices including: identifying SEL curriculum to begin 19-20 school year, refine behavior matrix, and develop a behavior magnitude scale.

Results: With a focus on student well-being and Tier I MTSS practices, Park students showed a decrease in percentage of students identified as At-Risk on the SAEBRS assessment between Winter 2018 and Spring 2019 from 12% to 8%.

Next Steps: Train staff and students on behavior matrix and behavior magnitude scale. Develop appropriate adult responses for behaviors of different magnitudes.

Develop staff understanding around Tier II evidence based interventions, SIMS, and identification of students for Tier II and Tier III behavioral supports per Administrative Reg 6240.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
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: ELA Grade 3 23% from 32%  Math Grade 3 26% from 30%
Science Grade 4 = 35% from 60%
ELA Grade 4 38% from 54% Math Grade 4 27% from 58%
ELA Grade 5 51% from 34% Math Grade 5 55% from 31%

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 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 academically 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-strategize GOAL TEAMS:
There will be 2 Goal Teams: Curriculum/Academics & MTSS/Behaviors

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)
All teachers are working together, using WyTopp Data and Blue Prints, to re-vertically align Power Standards and Supporting Standards in Math and ELA.

ELA - Reading and Writing combined - After Standards work is completed, this goal team is building ELA Chart Summaries and Proficiency Scales, CFAs.
Goal Team is also working on Fountas and Pinnell Expectations for instructional reading text levels, which students should be at per month in a scope and sequence.
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Math - After Standards work is complete, this goal team is building Math Chart Summaries and Proficiency Scales, CFAs, Reflex Expectations, and Number Corner Fluency & Fidelity expectations (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 processes 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 18-19 accountability data is not meeting expectations in growth, achievement, or equity.
Our goal is for significant growth in all areas of WyTopp per child.

**Next Steps:** New Goal: By 2024, Pineview will meet or exceed school level performance expectations defined by the Wyoming Accountability Model.

- Implement a Multi-Tiered System of Support (MTSS) developing tier one, two and three menus for academics and behavior
- Sustain Professional Learning Communities (PLC) in order to develop processes to answer the four question on the district curriculum
- Implement evidence-based instructional frameworks for ELA, Math, MTSS
- Align new strategic goals for our district and school. Initiatives will be in place at Pineview to supported data from assessments and surveys given to students, staff, and families.

**Assessments:**
- Wyoming Accountability System
- FastBridge Assessments
- SABRES Assessment & TFI
- SIMS Behavior Assessment

**Grade Level Proficiency Scales** aligned to grade level power standards, Pre/Post Grade Level Common Assessments

Pineview behavior goal is 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) supplied for the MTSS Cohorts in our District.

All Professional Learning and Development decisions have been based off information from the data systems stated above.

Pineview goals are to improve on our Responsive Literacy Plan through reading, writing & phonics word study. (Systems of Strategic Action: Thinking Within the Texts, Thinking About the Text, Thinking Beyond The Text)
Reading Goals are to improve: Interactive Read Aloud (IRA), reading mini-lessons, shared reading, guided reading, book clubs, independent literacy work

Pineview Elementary School Page 2
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

K-1, Independent reading & writing about reading 2-5 + gifted up to and passed 8th, conferring with readers, group shares
Writing Goals are to improve: Shared/interactive writing, writing mini-lesson, guided writing, conferring with writers, independent writing, group share - Phonics/word study: phonics/word study lesson, application, group share. Teachers will use the WyTopp Writing Rubrics to support improvement in writing.
Pineview goals are to improve: RTI-MTSS Year 3 of 5 work with Diana Browning Wright with sessions through the year -Continued trainings and modeling of tiered system for the rest of our staff
Math Goals are to improve by developing and implementing a math framework, which builds on math literacy, designing and implementing quality lesson plans, lessons, common assessments and students’ critical-thinking skills.

Administrator and If will develop a system for Instructional Round Cycles, looking for cross-classroom patterns in order to help teachers be more effective with problems of practice.
Studies will take place in reading, writing, and math (Running Records, Writing about reading and math, written response, on-demand writing and published writing, level of teacher goals for kids at below, at & above in reading, writing, and math, as well as observing and interviewing students for understanding the "why" they are doing what they are doing in classrooms and to assure depth matches developed lessons.

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Poison Spider

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 finished Research Labs and started on Genre Research Labs. We began analyzing initial WyTopp results from Spring 2019. We put emphasis on individual power goals in the ARC program to focus on student growth.

**Results:** Students have shown growth building-wide on WyTopp from Fall to Winter. 3rd, 4th, 5th, 7th, and 8th all are at or above the district average in students proficient. 6th is making growth.

**Next Steps:** We will continue working with ARC coach to continue to implement ARC Lit, Research and Genre Labs with fidelity. We will work with Christi Kasa to move to a co-teaching inclusion model school-wide.

---

**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:** Continue to analyze data and adjust instruction based on results.

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

Initial overall proficiency has gone up slightly. Math proficiency has dropped overall. We believe we will continue to be red (not meeting) in all areas on the accountability model.

**Next Steps:** We will work with a Math coach from PEBD in Denver to improve instruction in mathematics to work toward improved student achievement. We changed our schedule to include more math and ELA time for all students in grades 5th - 8th. We will be working with our ARC coach and moving to a model of co-teaching and inclusion. The principal (with input from the staff) has changed the schedule to allow for longer blocks of collaboration to have more meaningful conversations. We have developed an initial new strategic plan and will add a goal of growth with all IEP students.

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**Goal:**
**Data:**
**Strategy:**
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
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Focus this quarter:
Results:
Next Steps:
Research and Assessment

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

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

Data: FPA Validation Agenda and Slideshow

PE Validation Agenda and Slideshow

Strategy: Create protocols for researching and implementing effective assessments and techniques for professional development - through 19 June Subject Area Committees

Timeline: 9/2015- 5/2019

Focus this quarter: Validating assessments that were in use for the 2018-19 school year in FPA and PE.

Results: In 2018-19, the assessment subject committees in FPA and PE revised assessments based on feedback from colleagues. The assessments in both FPA and PE are fully operational.

Next Steps: Deployment of revised and fully operational assessments September 2019 for FPA and PE.

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

Data: Social Studies - Subject Area Committee Feedback (1-5) : Instructor/Leader-5, Informative - 5, Applicability - 5, Practicality - 5, Presentation - 5

Foreign Language - Subject Area Committee Feedback (1-5) : Instructor/Leader-5, Informative - 5, Applicability - 5, Practicality - 5, Presentation - 5

Career and Vocational Education - Subject Area Committee Feedback (1-5) : Instructor/Leader-4.5, Informative - 4.6, Applicability- 4.6, Practicality - 4.7, Presentation - 4.5

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

Timeline: 9/2015- 5/2019

Focus this quarter: Finish writing assessments in Social Studies, Foreign Language, and CVE.

Results: Assessments were finished in Social Studies, Foreign Language, and CVE.

Next Steps: Assessments in Social Studies, Foreign Language, and CVE will be validated during the 2018-19 school year. Science assessments will be written this coming year.

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: April through June - On going support - IF Documentation Logs

Strategy: Meet with building leadership teams/collaborative teams to discuss data results, determine what it means, and how to use it through the PLC process.

Timeline: 09/2015 - 05/2019

Focus this quarter: Continue to support teams through formative assessment development.

Results: Continued intentional work around formative assessments and supporting PLC process

Next Steps: Continue the work

Research and Assessment Page 1
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Roosevelt High School

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

*Non-Negotiables*

*Unrelenting focus on high school graduation and future goals*

*Positive behavior*

*Positive healthy relationships*

*Academic excellence*

---

**Goal:** By May of 2019 all students will meet or exceed the expectations for achievement as measured by the Wyoming Alternative accountability model.

**Data:**
- Growth: Meeting targets 46 (40-50 meeting)
- Achievement: Below target 26 (30-50 meeting)
- H.S. certification: Below target 54% (67-83 meeting)
- Post. Sec. Prep: Meeting targets 15 (15-20 meeting)
- Gr. 9-12 credits: Below targets 64% (67-83 meeting)
- School Climate: Meeting targets 3
- Engagement: Meeting targets 87% (67 + meeting)

**Strategy:** We studied the indicators for the new Alt. Accountability model. We spent time in PLC studying the Wy-Topp blueprints for every content area. We are working to align instruction to these blueprints. We took advantage of every Wy-topp testing window to give students exposure to the assessment and give us data to review.

**Timeline:** ongoing

**Focus this quarter:** We have focused conversations around the accountability model. At the same time we were redesigning the structure and focus of our school as an Alternative high school. The recommendations that we made to Cabinet and the Board will move our students toward their individual graduation goals as well as career goals.

**Results:** Our Alternative model was approved by the Board in June. We have built the structures to lead our students to successful completion of their goals.

**Next Steps:** We will continue to focus our efforts in Math and ELA. We will focus on graduation for all of our students.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Focus this quarter:
Results:
Next Steps:

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

**Data:** Meeting targets-58 WYTOPP Spring 2018

**Strategy:** Frequently monitor data to guide students to the next level.

**Timeline:** 8/2018-5/2023

**Focus this quarter:** This quarter our focus was a continuation of last quarter in utilizing our WYTOPP data including the symbols report to dig into grade level and student data to inform next steps instructionally for students. This work has also impacted the vertical alignment in the building.

**Results:** The raw data shows that we are on track with growth according to WYTOPP in a two grade levels.

**Next Steps:** This work will continue and with the area of common formative assessments being added as we systematically use the data to inform instruction for students. There will be more coaching and support provided to grade levels/teachers on an as needed basis determined by their current scores and use of the data.

---

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

**Data:** Meeting Targets- 53 WYTOPP Spring 2018

**Strategy:** Develop consistent ELA structure K-5.

**Timeline:** 8/2018- 5/2023

**Focus this quarter:** Our focus has been continued professional development and collaboration at all levels based off the structure and frameworks we are utilizing in the building. This in addition to standards alignment and the use of resources to impact the learning.

**Results:** Growth on WYTOPP is showing in grade levels based off the raw data.

**Next Steps:** Next steps are to continue the learning around quality instruction and support the use of our new writing instruction along with continued work on phonics/reading instruction.

---

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

**Data:** 16% of students are considered at risk according to SAEBRS

**Strategy:** Provide professional learning for all staff surrounding SEL/Behavior resources, expectations and strategies of support.

**Timeline:** 8/2018- 5/2023

**Focus this quarter:** We have continued our learning around our inverted pyramid and the behavior expectations to support students in all areas. Taking input from all staff for supports and needs for students. In addition to this we have aligned our PBIS skills and our SEL curriculum for all staff to have alignment and consistent understanding for student learning in this area.

**Results:** We have seen a decrease in student behaviors in some areas. Both certified and classified staff are becoming more comfortable supporting students in a positive way and implementing strategies on all levels of the pyramid to support them.

**Next Steps:** Our next steps are continued learning and consistency of implementing a tier 1 curriculum and support for students. In addition to using data to support students with more needs. Provide training on tiered interventions and shift our focus to trauma training.
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 2017-18 target for students with disabilities in reading was 100% for all grades. In grades 3-6, NCSD students scored at 17.84%, grades 7-8 scored at 15.86% (a increase from previous report card), and grade 11 scored at 12.55% (an increase from previous report card). In math the target was 100% proficiency for all grades. In grades 3-6, NCSD students scored at 16.14%, grades 7–8 at 10.06% (an increase from previous report card), and grade 11 at 8.91%

Strategy: Co-teaching- Cottonwood continued work with Christi Kasa this year focusing on support for FLS programs as well. 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. Training happening for all leadership and secondary departments around modified curriculum and course guidelines examples. KWHS, DMJH and Poison Spider planning co-teaching training for 2019-20 school year.

Timeline: 2014-2019

Focus this quarter: Continue work on MTSS academic interventions. FLS teachers will continued ELA assessment work. BASE focus on engaging academic curriculum and alignment to grade level PLCs. Modified curriculum analyzed across district, spurred training for all secondary departments. Continued focus on schools not meeting accountability model for special education populations and determined need for co-teaching training. DMJH and Poison Spider will have co-teaching training during the 2019-20 school year. WDE monitoring process began with focus on students who are Learning Disabled in the Resource Room and students with Autism and Emotional Disability in restricted placements. Facilitated file reviews occurred with WDE for a random sample of the files that will be pulled next year.

Results: The department LRE rate has improved to 71.85% 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, DMJH, and Poison Spider.

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

Data: According to the 2017-18 report card from WDE. NCSD graduation rate for students with disabilities in the 4 year co-hort is 62.07%. The state target is 85%. Indicator 14 data indicates 74.77% 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. Transition Facilitators have gone
to meetings in Cheyenne and met with community resources to determine how best to proceed on data gathering.

**Results:** Continued work needed on transition facilitator role and appropriate data we can gather that is meaningful to schools. File reviews by WDE indicate student files have met transition requirements for indicator 13. WDE will look at High School ESY for the 2019-20 School year. Indicator 14 calls were made- results from the calls will be forthcoming on the 2019-20 school year report card.

**Next Steps:** Continue to plan for roll out in 2019-20 for data collection for high schools with transition facilitators. Looking at a transition activity tracker application.

---

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

**Data:** At the end of the 4th quarter, 22 students had tier 3 plans in infinite campus. At the end of third quarter 2018-19, 21 students had tier 3 plans in infinite campus. Second quarter 2018-19, 29 students had tier 3 status in infinite campus for behavior. At the end of the 1st quarter 2018-19, 27 students had tier 3 status in infinite campus for behavior.

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:** MTSS training has proceeded with 5 middle level schools. 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. The final training for the 2018-19 school year occurred. SEL curriculums selected by schools. High School preparation for training next fall.

**Results:** The students at the middle level flags were updated in infinite campus. This accounts for the current decrease. Schools have completed belief surveys and SAEBRs data. Some schools show a decrease in students needing support through their SAEBRs screeners.

**Next Steps:** Continued work to support schools with implementation of an MTSS system. Begin high school training in the fall.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Summit Elementary School  
To Prepare Children to Lead and Excel in the 21st Century

Goal: Summit Elementary will increase Achievement, Growth, and Equity Targets to meet exceeding targets on the WAEA by Spring 2019

Data: Spring WY-Topp data in Math, ELA, and Science compared to District and State scores. These scores represent the percentage of students proficient or above.

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Strategy: #1 To focus track and monitor growth for all students in reading and math and adjust instruction as needed.

#2 To implement a K-5 "Journey of the Child" philosophy and approach to teaching as well as acquiring the necessary tools and resources needed to increase rigor and support the use of common assessments in Professional Learning Community Work.

#3 To concentrated on the the four essential questions in PLC work to better meet the diverse needs of students.

Timeline: 9-/2018 - 6/2019

Focus this quarter: During the fourth quarter we had several teams pilot a math fluency program called Reflex Math. We also continued our work unpacking Math Standards, creating proficiency scales for those standards, and creating Common Formative assessments in both Math and ELA. We also increased our focus on the the whole child by continuing our work on Tier 2 behavior. Each grade level met monthly to do a SIMS report on students we felt were possible tier 2 behavior candidates. We created plans for identified tier 2 behavior students and monitored the progress of those plans.

Results: As you can see from our scores we still have a lot of work to do. Our students overall did well in ELA. We were higher than the district average in grades 3, 4, and 5. Our Grade 3 students did extremely well in both Math and ELA. We have some work to do in grade 4.
Next Steps: We made some personnel changes in an effort to make each grade level team as strong as possible. We paid particular attention to grade 4. We hired a 4th grade teacher with a proven track record and moved our best math teacher to that grade. We are using Reflex Math next year to supplement district materials and to increase math fluency. In ELA we will work closely with the Pathway Documents created by Dr. Thomas Many to continue to strengthen our ELA PLC work.

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

Data: ELA

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In addition to the above Data On the Spring WY-Topp Interim Assessment for Reading our Kindergarten average score was 56%, 1st Grade 70%, and 2nd Grade 56%.

Strategy: Grades K-5 will continue to concentrate on Professional Learning Community Work. The strategies they plan on implementing fully are:

- To teach and assess the NCSD Curriculum and offer the District Benchmark Assessments at the appropriate times.

- To implement the use of flex reading groups in tier 1 instruction to meet the needs of all students.

- To use data from common formative assessments to help create Intervention and enrichment reading groups to match instruction with student needs.

Timeline: 9/2018- 6/2019

Focus this quarter: Using data to correctly identify weaknesses and address those weaknesses in I and E groups, specifically focusing on the areas of need. Creating more diagnostic Formative Common Assessments to help identify areas of need in both ELA and math.

Results: Five of six grade level teams created Common Formative Assessments in both Math and Reading. Intervention and Enrichment groups for each cycle were created based on the results of these assessments.

Next Steps: As the 2019 - 2020 school begins we will revisit tier one instruction in literacy and focus on aligning instructional strategies to learning targets identified in the unpacking process. We will build a more robust I and E schedule (Bison Block) and be more intentional in training ESP's in instructional strategies.

Goal: To build a healthy and robust Tier 1 in both academics and behavior.

Data: We looked at several data this year regarding behavior. Some of the more telling year end data:

- We had a total of exactly 600 behavior events that led to a student being or sent to the refocus room or office.

- Three Kindergarten students were responsible for 156 (26%) of those events.
Four Kindergarten students were responsible for 183 (30.5%) of those events.

296 events were for misconduct, another 209 for defiance.

62% of events occurred during recess.

The hour between 2:00 - 3:00 PM (afternoon recess) was the hour with the most behavior events occurring.

**Strategy:** We have fully embraced the concept of MTSS. For the 2019 - 2020 School year. We will continue to have an 8 person team attend MTSS training sessions with Diana Browning Wright. We have created a magnitude scale for behavior, reinvented our Refocus room process, created classroom positive behavior management systems, and have adopted 17 + 1 proactive classroom strategies.

**Timeline:** 9-2019- 6-2020

**Focus this quarter:** Tier 1 behavior across campus. As we continue to work on tier 2 strategies for a small group of students we will focus on strengthening tier 1 behavior through increased SES (Leader In Me) time during the week, Zones of Regulation work with k-2 students, and mindfulness experiences K-5.

**Results:** We have a re-tooled Refocus form, All classrooms have a positive classroom management system and classroom consequence continuum in place, We have monthly supervision meetings to provide training for behavior management on the playground.

**Next Steps:** Continued work with Diana Browning Wright. Increased PD time spent in staff meetings focusing on tier one strategies in the classroom and creating "take a break" spaces in each house. We will be more analytical in looking at behavior data and making decisions based on that data.

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

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:** Data

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

**Timeline:** 10/2014 – 5/2019

**Focus this quarter:** Coordination with IT department to develop an automated registration process that integrates with Infinite Campus. On-going

**Results:** Registration is built and being tested. At this time the process seems to work.

**Next Steps:** The total roll over will be mid August and a team is in place to evaluate and respond.

---

**Goal:** Build and maintain a positive community relationship and rapport through a quality customer service approach.

**Data:** DATA

**Strategy:** Transportation purchased and in the process of installing exterior numbering signs that will be located at the front of the bus near the entrance door. The signs will also have an animal picture for younger students for better identification of their bus.

**Timeline:** 9/2019

**Focus this quarter:** Customer service and better identification of buses. Increase efficiency and less anxiety for the students.

**Results:** na

**Next Steps:** PDSA

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

Transportation Page 1
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 early Reading (K-1) and aReading (2) assessments from FastBridge.

This is Verda James’ data from Spring 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.

**Timeline**: 4/19 - 7/19

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

**Status of strategies at the end of 2018-2019:**
Identify ELA power standards
K- Kindergarten has identified ELA power standards
1- First grade has identified ELA power standards.
2-Second grade has identified ELA power standards
3-Third Grade has identified ELA power standards
4-Fourth grad has identified EKA power standards
5-Fifth has identified ELA power standards

**Results**: FastBridge Data Results - number and percentage of students in “College Pathways” (Count the stars, don’t use the percentages at the top of the reports)
## Strategic Plan Quarterly Update
### Quarter 4 - 2018-19

K-1 must use percentage as they don’t have stars (70% or higher in national %ile)
K-2 data is based on earlyReading
3-5 data is based on aReading

<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Grade level</th>
<th>Average of grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folchert -</td>
<td>Harris -</td>
<td>Wilcox -</td>
</tr>
<tr>
<td>2/18</td>
<td>2/18</td>
<td>4/19</td>
</tr>
<tr>
<td>11%</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td>1</td>
<td>Coleman -</td>
<td>Bell-</td>
</tr>
<tr>
<td>0/18 students</td>
<td>6/19 students</td>
<td>2/18</td>
</tr>
<tr>
<td>0%</td>
<td>32%</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>Cole-</td>
<td>Lovelace</td>
</tr>
<tr>
<td>9/17</td>
<td>10/19</td>
<td>7/18</td>
</tr>
<tr>
<td>53%</td>
<td>52%</td>
<td>39%</td>
</tr>
<tr>
<td>3</td>
<td>Umbach-</td>
<td>Ujvary</td>
</tr>
<tr>
<td>11/18</td>
<td>14/18</td>
<td>9/18</td>
</tr>
<tr>
<td>61%</td>
<td>78%</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28/68 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fink -</td>
<td>Christopherson .</td>
</tr>
<tr>
<td>9/26</td>
<td>11/26</td>
<td>7/26</td>
</tr>
<tr>
<td>35%</td>
<td>42%</td>
<td>30%</td>
</tr>
<tr>
<td>Verda Average</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

WyTopp Spring 2019 Results - percentage of students who are “proficient or advanced”

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>n/a</td>
</tr>
<tr>
<td>1st Grade</td>
<td>n/a</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>n/a</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Reading - 64% Proficient</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Reading - 45% Proficient</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Reading - 54% Proficient</td>
</tr>
</tbody>
</table>

Spring 2019 WyTopp Graph

https://docs.google.com/document/d/1H72hZlBohyOSTFoGuS6a1VILwP3s_PUZFGOA0tUjH8M/edit?usp=sharing

Next Steps: Collaboration between grade levels/vertically and looping to share current information, resources and work to ensure journey of students K-5 not dependent upon the looping team.

Each grade level will be making proficiency scales and then developing common formative assessments for each proficiency scale.
K- Kindergarten is working on proficiency scales and common assessments for all of our priority standards
1- First grade is working on priority standard proficiency scales and developing common assessments.
2- Second grade is working on proficiency scales and soon to begin common formative assessments.
3- Third grade is working on proficiency scales. We will begin common formative assessments.
4- Fourth grade has proficiency scales and a few common assessments tied to those scales
5- Fifth grade has common assessments but still working on priority standard proficiency scales

Grades 2-5 will give the FastBridge aReading assessment three times throughout the school year
All assessments were given

Grades K-1 will give the FastBridge earlyReading assessment three times throughout the school year
All assessments were given

Goal: Mission: We will develop strategies and implement a viable curriculum based on student data trends.

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.

<table>
<thead>
<tr>
<th>Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WyTOPP</td>
</tr>
<tr>
<td>Spring 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
</tr>
<tr>
<td>3rd Math</td>
</tr>
<tr>
<td>53% proficient</td>
</tr>
<tr>
<td>64% proficient</td>
</tr>
<tr>
<td>4th Math</td>
</tr>
<tr>
<td>48% proficient</td>
</tr>
<tr>
<td>51% proficient</td>
</tr>
<tr>
<td>4th Science</td>
</tr>
<tr>
<td>51% proficient</td>
</tr>
<tr>
<td>43% proficient</td>
</tr>
<tr>
<td>5th Math</td>
</tr>
<tr>
<td>58% proficient</td>
</tr>
<tr>
<td>45% proficient</td>
</tr>
</tbody>
</table>
## FastBridge

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>64%</td>
<td>73%</td>
<td>64%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>55%</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>82%</td>
<td>72%</td>
<td>79%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>85%</td>
<td>92%</td>
<td>73%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>91%</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>61%</td>
<td>52%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### 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
- 10/2018 - 5/2019

### 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 for 3rd and 4th grade math increased from the Spring of 2018 to the Spring of 2019. On the other hand, the scores for the 4th grade science and 5th grade math decreased. Now having yearly data we will be able to track cohorts longitudinally to determine strengths and areas of need. Looking at FastBridge data we identified the percentage of students that scored proficient (30 - 84.99%ile) and advanced (85%ile and above) across each grade level. For kindergarten and 1st grade we analyzed the Early Math scores. Students grew from the fall to the winter and then had a drop in scores in the spring. When analyzing data for 2nd through 5th grade we used the aMath assessment. Second grade had a drop in scores from fall to winter, yet in the spring grew. Third, fourth, and fifth grades all saw an increase in scores from fall to winter. Although, these grades had scores that decreased in the spring.

### Next Steps
- The STEAM Goal team will analyze WyTOPP data from the spring of 2019. The team will determine school-wide strengths and areas of improvement. With this data we 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
- Mission: We will develop strategies, systems and an environment for safe and healthy people that promotes social/emotional success on life’s journey!

- 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.
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Data:  link to spreadsheet Monthly Behavior Totals

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>5</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total K students</td>
<td>74</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Percentage</td>
<td>9.46%</td>
<td>20.27%</td>
<td>16.22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>5</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Total 1st students</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Percentage</td>
<td>13.70%</td>
<td>26.03%</td>
<td>19.18%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Second</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total 2nd students</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Percentage</td>
<td>6.94%</td>
<td>8.33%</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total 3rd students</td>
<td>72</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Percentage</td>
<td>5.56%</td>
<td>6.94%</td>
<td>11.27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total 4th students</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Percentage</td>
<td>4.35%</td>
<td>4.35%</td>
<td>10.14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys- not met</td>
<td>4</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Girls- not met</td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total 5th students</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Percentage</td>
<td>12.82%</td>
<td>24.36%</td>
<td>23.08%</td>
</tr>
</tbody>
</table>

School Totals

<table>
<thead>
<tr>
<th>Boys- not met</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls- Not met</td>
<td>16</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Total Vikings</td>
<td>438</td>
<td>438</td>
<td>437</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>8.90%</td>
<td>15.30%</td>
<td>14.87%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

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

**Timeline:** Ongoing throughout the year

**Focus this quarter:** Prioritized topics for MTSS to address.

**Dot Posters Data**

Added our monthly training for staff, certified and classified. Adopted the use of the workshop model for these meetings.

Members attended 6 days of MTSS trainings (year 2) in the fall & winter of 2018/2019.

Implemented and worked through grade-level Behavior Intervention Check meetings, on a monthly basis, including looking at SAEBRS and other data… will continue to utilize and adjust this process. Surveyed staff for feedback on process and will adjust accordingly in the fall.

Utilized Buddy Classrooms/Break Zones.

Decided on Caring School Community SEL program

Using SIMS and implementing interventions with some tier 2 students

Quarterly posters made for school store and weekly drawings

Built and adjusted flow chart for Teacher vs. Office managed behaviors with feedback from all staff

**Results:** (as a school)

April’s Data: 84.7% meeting behavior expectations

15.3% not meeting behavior expectations

May’s Data: 85.13% meeting behavior expectations

14.87% not meeting behavior expectations

**Next Steps:** Trauma Awareness Training (fall)

EMR (establish, maintain, restore) work with staff… focus on what to do when we need to Repair relationships with students

Explicit training restorative practices

Explicitly roll out 17+1 PCMs (on a ring) in teach to schedule/ blend 4 Be’s/8 Keys/New SEL

Good Behavior Game, PROMPT

Teach-To schedule:

4 Be’s (matrices and BE NICE language)

8 Keys

SEL (Mind Up is supplemental) - webinar

Buddy Classrooms

Break Zones

17 PCM Strategies (proactive classroom management strategies)

Reconfigure purpose of refocus room coordinator - use proactively and inclusively as opposed to a pull-out intervention

SEL professional development for classified and certified - common school-wide time for ALL adults

Readjust our classified training times

Work on coaching classified staff in relationship building- using the 17+1 PCM’s outside of the classroom

Schedule meeting dates

Monthly certified MTSS

Monthly classified MTSS
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Monthly Behavior Intervention Checks
Sept. Meeting to include: IC procedures, Status Updates (Tier 2/3 carry over from spring), Common spreadsheet use, Parent Script, Simplified sheet for AMPE feedback on tier two
SAEBRS window - Sept 11-Oct. 8
Oct. Meeting to include: SAEBRS review and begin intervention if needed
Pyramid for Behavior and Academics
Process Guide - Tier 2 handbook of sorts
Class Dojo Intro
OM vs TM document into handbook - Tracee will get to Jodi by 6/3
Clarifying with Ted the parent component- Liz on May 29th
Fall PD - Monday, August 26 - Tier one - SEL, teach to, etc....
Tuesday August 27 - trauma

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>By May of 2019, Woods Learning Center will meet or exceed the expectations of the Wyoming School Accountability model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>May 2013</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2014</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2015</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2016</td>
<td>Partially Meeting Expectations</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2018</td>
<td>Meeting Expectations</td>
</tr>
</tbody>
</table>

**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 continued to write common assessments and proficiency scales.

**Results:** Each K-8 grade level continued to write common assessments and proficiency scales. K-1 has completed common assessments and proficiency scales. Grade levels 2-8 common assessments and proficiency scales have not been completed.

**Next Steps:** Teachers and Sped staff will attend vertical alignment training in August of 2019. Work on proficiency scales, assessment and admin guidelines for the original 8-10 priority standards will continue during summer professional development days.

<table>
<thead>
<tr>
<th>Goal</th>
<th>By May of 2019, Woods Learning Center will meet or exceed the expectations of the Wyoming School Accountability model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>May 2013</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2014</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2015</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2016</td>
<td>Partially Meeting Expectations</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting Expectations</td>
</tr>
<tr>
<td>May 2018</td>
<td>Meeting Expectations</td>
</tr>
</tbody>
</table>

**Strategy:** Teach and assess the Math Wyoming State Standards/NCSD Curriculum.

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

**Focus this quarter:** 6-8 grade level teachers will unpack 8-10 identified priority standards. 3-8 grade level teachers will administer WY-TOPP modules and will review data in preparation for the summative assessment.

**Results:** 6-8 grade level teachers unpacked 8-10 identified priority standards. 3-5 grade level teachers administered WY-TOPP modules and reviewed data in preparation for the summative assessment.
Strategic Plan Quarterly Update
Quarter 4 - 2018-19

Next Steps: 6-8 grade level teachers will begin writing common assessments and proficiency scales for priority standards. K-5 grade level teachers and Special Ed staff will identify 8-10 math priority standards.

Goal:
Data:
Strategy: Implement the Professional Learning Community process with fidelity.
Timeline: 8/2017-6/2019
Focus this quarter: Each grade level Pod used results from PLC survey to reflect on what is going well and opportunities for improvement within weekly PLC time.
Results: Each grade level Pod used results from PLC survey and reflections to update PLC agendas. Teacher Powered Grant aligned to Professional Learning Community.
Next Steps: Teacher Powered Grant committee work will begin in June 2019 and continue through 2019-2020 school year. Beginning of year plans will be developed for school improvement and PLCs.

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: Data: SAEBRS
Students identified at-risk in behavior

<table>
<thead>
<tr>
<th></th>
<th>General</th>
<th>Emotional</th>
<th>Social</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019=</td>
<td>22%</td>
<td>33%</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Strategy: Engage students through Project Based Learning.
Timeline: 8/2014-6/2019
Focus this quarter: Classroom teachers completed work on project based learning with consultant, Joanie James.
Results: All classroom teachers were introduced to planning logistics of project based learning. Primary and Intermediate completed projects with Mrs. James. Upper Intermediate planned a project to complete in the fall. Middle School did a site visit to Souderton, Pennsylvania to observe their project based approach.
Next Steps: Identify and define what project based learning at Woods Learning Center looks like for our K-8 students. Scope and sequence alignment of project based learning by grade level K-8.