Strategic Plan
Quarterly Report
for the quarter ending
June 30, 2015

Appendix

Summary of Schools’ Strategic Plans
Schools’ and Departments’ Quarterly Reports
## Appendix I - Summary of Schools’ Strategic Plans

<table>
<thead>
<tr>
<th>School</th>
<th>Lit</th>
<th>Math</th>
<th>Safe &amp; Healthy</th>
<th>ABL and/or 21st Century</th>
<th>Science</th>
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Bar Nunn Elementary

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

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

Goal: Goal 1: By May of 2019, Bar Nunn School will increase the percentage of our students, K-5, reading at or above grade level to 90% as measured by the NWEA Reading Growth Assessment and 85% as measured in the state accountability model using PAWS grades 3-5.

Data: Actual NWEA Reading Targets

May 2013= 65% Proficient

May 2014 = 72% Proficient

May 2015= 75%

May 2016= 78%

May 2017= 87%

State Accountability Model

May 2014 – Actual Targets – May 2015

Growth – Meeting Targets – 50.5 53

Equity – Exceeding Targets – 85 87

Achievement – Below Targets – 46% 55%

Strategy: Strategy 1: Develop and deploy an action plan for additional Word Work instruction in all classrooms.


Focus this quarter: This quarter the teachers continued to implement the Reading Horizons Program, discussed their results in PLC meetings, and began planning for fall of 2015.

Results: Each grade level has reported during PLC’s and worked with their team to find ways to generalize the skills into other reading and writing settings.

Next Steps: The Reading Goal Team and PLC groups will analyze the PAWS and NWEA data to determine the impact of the intervention and next steps. Also, each grade level group will work to incorporate this resource as they develop their curriculum maps and lessons using the new district Standards Instruction Process.

Goal: See Goal #1

Data: See Goal #1 Data

In addition, staff anecdotal comments, instructional improvement teacher observations, and reading goal team instructional planning meetings have indicated a need for us to review our implementation of our Tier 1 program Success for All.

Strategy: Review SFA program concerns and develop a plan to address those and improve our implementation.

Bar Nunn Elementary Page 1
Strategic Plan Quarterly Update
Quarter 4 - undefined

Timeline: 4-2015 to 5-2016
Focus this quarter: The staff reviewed the key reading component concerns and the team discussed with our SFA Trainer the PD interventions we would need to help improve our implementation. We included these in our PD plan for the 15-16 school year.
Results: PD Plan includes 2 Days of SFA training that will involve thorough training on the Wings component and comprehensive overview of the key SFA parts, why they are important and the cycle of effective instruction.
Next Steps: Our next steps are to implement our PD plan, design quality follow up and implementation assistance, and include our SFA resource in our standards based instruction work in August 2015.

Goal: By May of 2019, Bar Nunn will achieve an overall stakeholder satisfaction rating of 90% from annual climate surveys of students, parents, and staff.
Data: The E & E goal team is gathering climate survey data and discipline data to review with the staff to establish additional strategies of the 15-16 school year.
Strategy: Implement effective and efficient strategies throughout the building to create and maintain a schoolwide environment that fosters high student achievement using the continuous improvement process, that include: Crisis Drills, Student Management Procedures, assignment and use of classified staff.
Timeline: 1-2015 to 5-2017
Focus this quarter: The team focused on completing current student celebration activities and end of the year drills. They organized an effective approach to getting a high return on our AdvancEd surveys.
Results: We had a 70+ percent of parent survey returns. Celebration activities all were completed successfully.
Next Steps: The E & E Team will review the survey information and develop action steps for the 15-16 school year based on parent and staff information.

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

<table>
<thead>
<tr>
<th>May 2013</th>
<th>May 2014</th>
<th>May 2015</th>
<th>May 2016</th>
<th>May 2017</th>
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<tbody>
<tr>
<td>68%</td>
<td>76%</td>
<td>80%</td>
<td>82%</td>
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State Accountability Model

<table>
<thead>
<tr>
<th>May 2014 – Actual</th>
<th>Targets – May 2015</th>
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<tbody>
<tr>
<td>Growth – Meeting Targets – 50.5</td>
<td>53</td>
</tr>
<tr>
<td>Equity – Exceeding Targets – 85</td>
<td>85</td>
</tr>
<tr>
<td>Achievement – Below Targets – 46%</td>
<td>55%</td>
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</tbody>
</table>

Strategy: Engage students in essential learning aligned to state standards and targeting Numbers and Operations, specifically Base 10 and Fractions.
Timeline: January 2016 – May 2018
Focus this quarter:
Results:

Bar Nunn Elementary Page 2
Strategic Plan Quarterly Update
Quarter 4 - undefined

Next Steps: Fall 2015 we will establish a goal team to review current data and establish an action plan for math.
Casper Classical Academy

CCA seeks to produce actively engaged students who strive to reach or surpass high expectations. We believe student success relies upon a collaborative relationship among students, parents, and staff. Students will gain the necessary tools to become self-sufficient, responsible lifelong learners through a classical philosophy that focuses upon acquiring fundamental skills, thinking logically, and communicating effectively. Developed Fall 2008 with input from parents, students, and staff; reviewed in January 2011 by parents and staff.

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

Data: Actual Targets

<table>
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<tr>
<th>Year</th>
<th>Target</th>
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<tr>
<td>May 2013</td>
<td>47 MGP</td>
</tr>
<tr>
<td>May 2014</td>
<td>55 MGP</td>
</tr>
<tr>
<td>May 2015</td>
<td>May 2015 = 56 MGP</td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2016 = 57 MGP</td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2017 = 58 MGP</td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2018 = 60 MGP</td>
</tr>
<tr>
<td>May 2019 = May 2019 = 62 MGP</td>
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</tbody>
</table>

Strategy: 1: CCA teachers will used short term predictive assessments scored by rubrics aligned to College and Career Readiness standards across the content areas focusing on Informational Text skills.

2: Utilize a tiered system of interventions (i.e. tutor, special education, math lab, after school study skills lab) for students in that cohort of need.

Timeline: 10/2014 - 5/2019

Focus this quarter: In the fourth quarter, grade level teams continued to work on reading skills in a gradual release format with students. Students practiced annotation in history and science before using it again for the final task in English. The resulted in growth in 8th grade and a steady pattern in 9th grade. Both of these grades used annotation as the primary strategy for reading, and both texts were complex and rigorous.

Seventh grade focused on reading literature despite our goal with informational texts; however, these students showed good growth and read texts that were challenging and connected to their English/Language Arts curriculum.

Sixth grade has not yet communicated their data for fourth quarter.

Each grade level also reported on their writing tasks for the year, and it can be noted that all text types were practiced and refined.
**Results: Reading Rubrics--Percentage of Students Scoring Proficient or Advanced**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<tbody>
<tr>
<td>6th</td>
<td>(RLit) 83%</td>
<td>(RInfo) 50%</td>
<td>(RInfo) 86%</td>
</tr>
<tr>
<td>7th</td>
<td>(RLit) 46%</td>
<td>(RLit) 60% (RI too)</td>
<td>(RInfo) 67%</td>
</tr>
<tr>
<td>8th</td>
<td>(RInfo) 29%</td>
<td>(RInfo) 58%</td>
<td>(RInfo) 67%</td>
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<tr>
<td>9th</td>
<td>(RInfo) 33%</td>
<td>(RInfo) 54%</td>
<td>(RInfo 1 &amp; 6) 73%/33%</td>
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</table>

Q4
6th NA
7th (RLit) 86%; 3 Lit prompts this Q
8th (RInfo) 74%
9th (RInfo) 70%

**Next Steps**: Next steps for the Reading Goal Team need to be in terms of alignment of our strategies to our action plan so that we are all working toward the same building goal. We need to revisit our 2014-2015 data in August to ensure that our action plan is aligned anyway to the new PAWS and NWEA scores.

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

**Data**: Actual Targets

May 2013 = 40.5 MGP

May 2014 = 39 MGP

May 2015 = May 2015 = 46 MGP

May 2016 = May 2016 = 52 MGP

May 2017 = May 2017 = 56 MGP

May 2018 = May 2018 = 60 MGP

May 2019 = May 2019 = 62 MGP

**Strategy**: 1: CCA math teachers will use district math benchmark assessment data to evaluate student achievement on individual math standards and adjust instructional strategies to improve student learning in areas of need.

2: Utilize a tiered system of interventions (i.e. tutor, special education, math lab, after school study skills lab) for students in that cohort of need.

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

**Focus this quarter**: The math goal team has implemented strategies to improve individual growth rates as measured by PAWS state assessment. Tiered interventions implemented include intensive tier 4 (resource-based special education instruction); moderate tier 4 (general education-based special-education); Tier 2/3 individual and small group tutoring; and Tier 2/3 at-risk math lab (an additional 42 minutes per day of instruction in math) and advanced classes for qualifying 6th, 7th and 8th grade students.
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

Results: To measure year-to-year growth among all student groups, students participated in Spring’15 NWEA growth testing to measure year to year growth. Spring to Spring growth in mathematics as measured by NWEA MAP testing is as follows:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>% of Students meeting or exceeding NWEA Spring to Spring Growth Goal</th>
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<tr>
<td>Full-time Resource (Tier 4)</td>
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<td>Part-Time Resource (Tier-4)</td>
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<td>Tutoring (Tier 3)</td>
<td>63%</td>
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<td>Math Lab Tutoring (Tier 2)</td>
<td>69%</td>
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<td>6th Grade Tier I</td>
<td>26.7%</td>
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<td>7th Grade Tier I</td>
<td>52.2%</td>
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<td>8th Grade Tier I</td>
<td>72.2%</td>
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<td>9th Grade Tier I</td>
<td>92.9%</td>
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<td>6th Grade- Accelerated</td>
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<td>7th Grade- Accelerated</td>
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<td>8th Grade- Accelerated</td>
<td>90%</td>
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<tr>
<td>9th Grade – Accelerated</td>
<td>100%</td>
</tr>
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</table>

Next Steps: The math goal team will continue implementing the current interventions in place. For the 2015-16 school year, CCA will expand the number of math courses co-taught by both a special education and highly qualified math teacher and math lab will be expanded to increase the number of students served. The math goal team will also focus on collaboration to share high-yield math strategies for advanced learners.

Goal: By 2019, 100% of CCA students will MEET or EXCEED individual achievement targets and expectations as defined in the Wyoming School Accountability model on the SCIENCE PAWS assessment.

Data: Actual Targets

May 2013 = 49.5%

May 2014 = 66%

May 2015 = 70%

May 2016 = 72%

May 2017 = 74%

May 2018 = 76%

May 2019 = 78%

Strategy: 1: CCA teachers will use data from the NWEA General Science test to guide instruction in areas of science.

2: Science teachers will teach and reteach PAWS related science vocabulary (5th - 8th grades) from the
PAWS Science blueprint on a weekly basis in order to ensure that all students are familiar with the terminology and can use context clues to answer questions related to these terms on the PAWS science test.

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

**Focus this quarter:** The Goal team received books on Discrepant Events and distributed one book to each teacher. We decided that each teacher will be using at least one discrepant event per quarter next year that we will use to continue to teach problem solving and science inquiry skills. Each teacher will begin to think of evaluative criteria for us to use to accompany the use of these activities.

We also finished the pilot for NWEA general science. Without a lot of guidance on the RIT ruler in this area we are still looking to see how these results can be helpful to our instruction next year.

**Results:** Still waiting on PAWS results to look at our work on Vocab during the year on PAWS. Still looking for guidance from the Assessment Office on the use of the RIT scores to help guide our instruction next school year.

**Next Steps:** We will develop a rubric and criteria in the fall to teach our first discrepant event activity and gather base line information. We will evaluate each quarter to look for growth.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Centennial Junior High School

*Our mission at Centennial Jr. High School is to encourage all students to learn, grow, have fun, and excel in a safe, supportive environment.*

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

**Data:** Data: Reading Achievement

Actual
May 2013 (Pilot) = 74.5%
May 2014 (Baseline) = 54%
Targets
May 2015= 60%
May 2016 = 70%
May 2017= 80%
May 2018= 90%
May 2019 =100%

**Strategy:** Strategy: Strategy1 Implement a guaranteed and viable curriculum to state standards in all content areas.
Strategy 2: Close the achievement gap for students not at grade level through school wide interventions (inclusion, literacy lab, and reading tutoring).

**Timeline:** Timeline: 09/2014  05/2019

**Focus this quarter:** Focus this quarter: Strategy 1: Guaranteed and Viable Curriculum
Centennial continued to develop units (alignment of written, taught, and tested curriculum) in all nine content areas. Fourth quarter we have had three (3) two (2) hour professional development sessions and fourteen (9) Teaching Tuesdays and Wednesdays dedicated to deconstructing standards, writing units (including transfer goals, essential questions and understandings, common assessments, and learning plans). Strategy 2 In addition to our work on creating a guaranteed and viable curriculum we have had two observation and coaching days with our co-teaching consultant Christi Kasa. This is in addition to observations completed by building principals. Implement Tier II, III, and IV interventions

**Results:** Results: NWEA Spring to Spring Data for all Tier II, III, and IV students in the area of literacy. Tier II Intervention – Literacy Lab
Results: NWEA Spring to Spring Data for all Tier II, III, and IV students in the area of literacy. Tier II Intervention – Literacy Lab  Tier II
57% of students showed growth
50% of students met growth projection
50% of students reached grade (41st %)

Tier III Intervention – Literacy Tutoring

Centennial Junior High School Page 1
81% of students showed growth
52% of students met growth projection
52% of students reached grade (41st %)

Tier IV Intervention (Students with IEP in goal area)
Reading 35 % of students showed growth
35 % of students met their growth projection
24 % of students reached grade level (41st percentile)

Next Steps: To continue and align the written, taught, and tested curriculum. Common assessments are being written to align with all units in the 9 content areas. Instructional practices and alignment will continue to be a priority. Continue to implement reading lab and tutoring programs.

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

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


Strategy 2: Close the achievement gap for students not at grade level through schoolwide interventions (inclusion, math lab, and tutoring).

Timeline: 09/2014 05/2019
Focus this quarter: Strategy 1: Guaranteed and Viable Curriculum
Centennial continued to develop units (alignment of written, taught, and tested curriculum) in all nine content areas. Second quarter we have had three (3) two (2) hour professional development sessions and fourteen (14) Teaching Tuesdays and Wednesdays dedicated to deconstructing standards, writing units (including transfer goals, essential questions and understandings, common assessments, and learning plans).

Strategy 2: Close the achievement gap for students not at grade level through schoolwide interventions (inclusion, math lab, and math tutoring).

In addition to our work on creating a guaranteed and viable curriculum we have had two observation and coaching days with our coteaching consultant Christi Kasa. This is in addition to observations completed by building principals.

Results: NWEA  Spring to Spring Data for all Tier II, III, and IV students in the area of literacy and mathematics.
Tier II Intervention
Literacy Lab 57% of students showed growth
50% of students met their growth projection
Strategic Plan Quarterly Update
Quarter 4 - undefined

50% of students reached grade level (41st percentile)

Tier III Intervention
Literacy Tutoring
81% of students showed growth
52% of students met their growth projection
52% of students reached grade level (41st percentile)

Tier IV Intervention (Students with IEP in goal area)
Reading 35% of students showed growth
35% of students met their growth projection
24% of students reached grade level (41st percentile)

Next Steps: To continue and align the written, taught, and tested curriculum. Common assessments are being written to align with all units in the 9 content areas. Instructional practices and alignment will continue to be a priority. Continue to implement reading lab and tutoring programs.

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

Data: Science Achievement
Actual

May 2013 (Pilot) = 36.4%
May 2014 (Baseline) = 45%

Targets
May 2015 = 60%
May 2016 = 70%
May 2017 = 80%
May 2018 = 90%
May 2019 = 100%

Strategy: Strategy 1: Implement Guaranteed and Viable Curriculum aligned to state science standards.
Timeline: Timeline: 09/2014 05/2019
Focus this quarter: Focus this quarter: Centennial continued to develop units (alignment of written, taught, and tested curriculum) in all nine content areas. Fourth quarter we have had two (2) two (2) hour professional development sessions and fourteen (14) Teaching Tuesdays and Wednesdays dedicated to deconstructing standards, writing units (including transfer goals, essential questions and understandings, common assessments, and learning plans).

Results:
Next Steps: To continue and align the written, taught, and tested curriculum. Common assessments are being written to align with all units in the 9 content areas. Instructional practices and alignment will continue to be a priority. Continue to implement reading lab and tutoring programs.
Cottonwood

Our mission at Cottonwood Elementary School is to support the academic, emotional, physical and social needs of our students and their families. Our professional community agrees to use consistent, collaborative, data-driven decisions to differentiate instruction and foster students in our excelling school.

Goal: Goal 1: Student Growth and High Academic Achievement
By May of 2019, 100% of our students will meet or exceed the expectations for achievement, equity and growth on the Wyoming School Accountability Model in Reading and Math as measured by PAWS results.

Data: 2015 PAWS Data is not available at this time.
NWEA Data:
Strategy: Instructional Facilitators have been in our school every Tuesday since the beginning of December. They meet two times a month during regularly scheduled PLC grade level meetings. Other times they are available for follow up collaboration.

Every grade level identified students under the 50th percentile on the Winter NWEA to guide our I and E (Intervention and Enrichment) to differentiate instruction during the daily 30 minute I & E group for all children.

This goal team made recommendations around scheduling I & E times for both reading and math for the 2015 - 16 school year.

Grades 3 - 5 have analyzed the PAWS Blue Print from WED to determine which area of the CCSS is emphasized at each grade level on the PAWS assessment. This goal team is using the information around assessment data to make decisions about professional development necessary for improving instruction aligned to the CCSS.

Students below the 50th percentile were invited to Jump Start. Because of construction in our building they will attend Jump Start at BarNunn this summer.

Timeline: 3/2015 - 5/30/2015
Focus this quarter: Our teachers continued to work with Ifs two times monthly during PLC times. They worked on ELA and on Math to better align instruction to the CCSS and to improve student achievement in both areas.

PLC groups reviewed their Spring NWEA data to prepare for the Spring Transitional Data Talks.

Spring Transitional Data Talks allowed teachers to review data from their own grade level and from the grade level ahead. This allows for grouping children based on needs and for planning ahead for next fall. Students where placed into Tier II and Tier III groupings for next fall based on their Lit First, NWEA and Math Assessments.
Strategic Plan Quarterly Update
Quarter 3 - undefined

Results: Our Spring data is mixed with higher percentages of students on grade level or advanced in grades K - 3. Our leadership team reviewed this data and brainstormed possibilities of ways to support our older students without taking away support from the younger ones.

Next Steps: PLC groups and our Goal team will analyze the grade four PAWS and NWEA data to drill down to specific areas of need for our older students. Our fourth and fifth grade classes will both have an additional teacher for reading instruction and math I & E groups. This allows for a smaller teacher/student ratio for 2 hours of the day to create better opportunities for differentiation based on student need.

Teachers will work over the summer to organize our ELA/SFA materials to make them more user friendly for our classroom teachers. They will also prepare a presentation for our teachers showing them how the materials we currently have can be used to teach the new ELA Standards in grades K - 5. This presentation will happen during the August PD days.

Goal: Goal 2: Safe and Healthy Environment
By 2019, Cottonwood will achieve an overall stakeholder satisfaction rating of 80% or higher from annual climate or engagement surveys of students, parents and staff.

Data: AdVanced Ed Survey of Parents - not collected in 2015
Gallup Student Survey - Grade 5 students - baseline data collected

Strategy: Gallup Survey has been given and the data has been collected. The goal team will look for positive next steps.

Our Staff survey has been given and team is still collecting the data.

Our Parent survey went home with students in a paper version and also the online website address was made available. Two reminders have been sent home to parents asking them to complete the survey.

Timeline: 3/15 - 5/30/15
Focus this quarter: Collecting the data around satisfaction and climate.
Results: This work will carry over to next fall.
Next Steps: Finish looking for trends in the surveys from parents, students and staff and create a report to share will all stakeholders.

Give the surveys again during the 2015-16 school year.

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

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

Cottonwood Page 2
Crest Hill

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

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

**Data:** Wyoming School Accountability Model

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<tr>
<th>Actual</th>
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<td>May 2013 = Meeting</td>
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<td>May 2019 = Exceeding</td>
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**Strategy:** Engage, challenge and support students in learning aligned to Language Arts State Standards in order to meet or exceed Wyoming School Accountability achievement targets.

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

**Focus this quarter:** Engaging students (Professional Development)
- Engaging Students with Autism
- Students with Behavioral Needs
- Art and Literacy Engagement
- Opening Minds Book Study
- Engagement Strategies
- Engagement Walk-Throughs

IF support and coaching in technology integration

**Results:** All certified staff completed their twenty-one hours of professional development in the area of student engagement. This goal team analyzed walk-through data and found that students are tending to be more engaged in math, science and social studies; and less engaged in reading and writing. Staff spent a large amount of time collaborating about next year’s professional development needs in conjunction with the strategic goals.

**Next Steps:** Staff will participate in Project Based Learning 101 in August in order to increase student engagement through the use of unit planning. This goal team will also put more of an emphasis in the area of literacy in order to find strategies directly related to engaging students in reading and writing. In conjunction with a grant recently received, students will also have the opportunity to have literacy-based discussions from prominent children’s authors this upcoming school year.

**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
**Strategic Plan Quarterly Update**

Quarter 4 - 2014-15

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<td>May 2019 =</td>
<td>May 2019 = Exceeding</td>
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**Strategy:** Increase the percentage of 3rd and 5th grade students meeting or exceeding individual growth projections in reading to 75% as measured by NWEA in order to meet or exceed Wyoming School Accountability growth targets.

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

**Focus this quarter:** Teachers helped students to determine if individual growth goals were met. Teachers led reflection opportunities for students to analyze individual growth results.

- The at-risk team has met with all grade level teachers every eight weeks to discuss individual student progress.
- Over 50 students are registered to begin JumpStart this month. JumpStart teachers have created a differentiated plan for all students to succeed at individual goals.

**Results:** Spring growth results (students meeting or exceeding growth projections as measured spring to spring): 3rd grade math 49%, 3rd grade reading 39%, 5th grade math 42%, 5th grade reading 42%. A new master schedule has been collaboratively created. Within the master schedule an intervention and enrichment time was added to everyday for every grade level.

**Next Steps:** In August, staff will develop a comprehensive system for the implementation of intervention and enrichment time. All students will be grouped according to skill level needs.

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

**Data:** Wyoming School Accountability Model

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<td>May 2019 =</td>
<td>May 2019 = Exceeding</td>
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**Strategy:** Build and cultivate environments that foster 21st Century Learning.

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

**Focus this quarter:** Technology devices were purchased. The technology team based these purchases on surveyed needs. The parent group matched the district allocation to allow for more devices to be purchased.

Crest Hill Page 2
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

-This goal team led professional development around the overview of 21st Century Skills.
-A survey was conducted to gather input around a central theme to increase student achievement in the area of global awareness. A theme was chosen. This will increase global awareness as well as engagement.
-This team requested the opportunity for the entire staff to be trained in PBL in order to further our implementation of 21st Century Skills and Academy Learning. This request was granted by the District.

**Results:** All certified staff attended an in-depth training concerning 21st Century Skills. Staff was given resources to view independently over the summer break. 100% of staff supported the movement to Project Based Learning.

**Next Steps:** Project Based Learning training for the entire staff will occur this August along with a follow up coaching cycle. This goal team is creating a benchmark to use for the purpose of accountability within 21st Century Skills. A system of support is also being created through the collaborative process. Teachers will continue to work with Instructional Facilitators to strengthen their skills and implement new learning.

**Goal:** By 2019, 100% of Crest Hill 3rd and 5th grade students will be reading at grade level as measured by the NWEA reading assessment.

**Data:** NWEA reading assessment

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<td>May 2014 = 80% (3); 85% (5)</td>
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<tr>
<td>May 2015= 81% (3); 75% (5)</td>
<td>May 2015= 85% (3); 85% (5)</td>
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<tr>
<td>May 2016=</td>
<td>May 2016= 85% (3); 85% (5)</td>
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<tr>
<td>May 2017=</td>
<td>May 2017= 90% (3); 90% (5)</td>
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<tr>
<td>May 2018=</td>
<td>May 2018= 95% (3); 95% (5)</td>
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<tr>
<td>May 2019=</td>
<td>May 2019= 100%</td>
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**Strategy:** Crest Hill students will maintain progress in this area.

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

**Focus this quarter:** -At risk team continues to monitor the progress of students consistently scoring below the 40%.
- Classroom interventions are in place and are being monitored for all students below the 40%.
- Students with the greatest needs based on NWEA status data are receiving classroom interventions as well as small group or individual tutoring.

**Results:** Staff researched and purchased several computer-based interventions that can be used at school and at home. Spring reading growth assessment results show 81% of 3rd grade students and 75% of 5th grade students at or above the 40%.

**Next Steps:** Teachers will continue to adjust and monitor interventions for effectiveness. As a school we will begin enrichment and intervention time for all students. This will give groups with similar abilities to be given instruction in skills that are areas of improvement for each individual student.
CYMS

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

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

Data:

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<td>May 2014 = 46%</td>
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<td>May 2015=</td>
<td>May 2015= 53%</td>
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<td>May 2016=</td>
<td>May 2016= 63%</td>
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<td>May 2017=</td>
<td>May 2017= 73%</td>
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<td>May 2018=</td>
<td>May 2018= 90%</td>
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<td>May 2019 =</td>
<td>May 2019 = 100%</td>
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Strategy: Implement an integrated (physical, earth, life) science approach aligned to Wyoming State Standards.

Timeline: 8/2014 – 6/2019

Focus this quarter: CY science teachers collaborate to create integrated units and lessons as part of a three-year pilot. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level. CY also piloted the Science NWEA this year.

Results: 100% of teachers are using their curriculum maps to guide instruction. Action plans are being implemented. Surveys have been taken by all students to establish baseline data. NWEA baseline has been established. NWEA data shows 52% of CYMS students scored at or above the district grade level mean RIT on NWEA winter 2014-2015 test.

Next Steps: Teachers will continue to create integrated units and lessons throughout 4th quarter and the summer of 2015. Science department attended Buck Institute PBL training in June. The science department will incorporate PBL into the integrated curriculum. Full implementation of integration for 6th and 7th grade will take place during the 2015/2016 school year with 8th grade to follow during the 2016/2017 school year.
CYMS

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

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

Data: Reading Achievement

<table>
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<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013= 76.5%</td>
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<td>May 2014 = 54%</td>
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<td>May 2015=</td>
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<td>May 2015= 64%</td>
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<td>May 2016=</td>
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<td>May 2016= 74%</td>
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<td>May 2017=</td>
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<td>May 2017= 84%</td>
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<td>May 2018=</td>
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<td>May 2018= 94%</td>
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<td>May 2019 =</td>
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<td>May 2019 = 100%</td>
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Strategy: Implement the Common Core English Language Arts Standards including Content Literacy Standards.

Timeline: 08/2014 – 6/2017

Focus this quarter: This quarter CY teachers have utilized Wednesday PD sessions (first Wednesday of each month) to work on the standards. Teachers also meet during daily collaboration time to plan with their like-content teaching partners (2X per week) and CORE team members (2X per week) and both grade level CORES (1X per week.) District IFs and CY’s Teacher Coach have supported teacher planning and implementation of CCSS.

Results: 100% of teachers are using their curriculum maps to guide instruction. Science, social studies and elective teachers are continuing to use the reading rubrics in their classrooms to support literacy standards. Short readings have been developed, uploaded and are ready for teacher use. NWEA data - 57% of CYMS students scored at or above the district grade level mean RIT on NWEA winter 2014-2015 test.

Next Steps: The April Wednesday PD session included time to plan integrated units/lessons with other content area teachers to support the ELA standards. The roll-out of the new ELA standards will include a focus on reading support through the standards implementation. August PD has been devoted to the new ELA standards and their implementation in language arts and reading classes with support in other content areas.

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

Data: Reading Equity

<table>
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<td>May 2013= 39.1%</td>
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<td>May 2014 = 80</td>
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<td>May 2015=</td>
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<td>May 2015= 85</td>
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<td>May 2016=</td>
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<tr>
<td>May 2016= 90</td>
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Strategic Plan Quarterly Update
Quarter 3 - 2014-15

May 2017 = May 2017 = 95
May 2018 = May 2018 = 97
May 2019 = May 2019 = 100

Strategy: Implement the Inclusion Co-Teaching and Inclusion Tutoring Model.
Timeline: 8/2014 – 6/2018
Focus this quarter: CY language arts and reading teachers co-teach daily with a special education teacher assigned to their CORE Team. The teachers are supported by Christi Kasa, district IFs, and the CY teacher coach via coaching days with feedback, and help with differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Language arts tutors also provide 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.
Results: There are significantly fewer students in pull-out resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. 64% of students receiving special education support in inclusion language arts have non-modified grades of A, B, or C in our first semester of inclusion co-teaching. NWEA data shows 48% of all special education students receiving inclusion services in reading and language arts met their projected growth target from Fall 2014 to Winter 2015. The CY inclusion co-teaching model is showing promising results with the special ed and tutored students. 76% of 6th grade sped and tutored students showed growth on the spring to spring NWEA comparison. 68% of 7th grade sped and tutored students showed growth on the spring to spring NWEA comparison. 78% of 8th grade sped and tutored students showed growth on the spring to spring NWEA comparison.
Next Steps: Teachers will continue the Inclusion/Co-Teaching Model. Teachers will analyze individual student data during 4th quarter to guide differentiation and to make schedule decisions for next school year. The April Wednesday PD session included time to plan integrated units/lessons with other content area teachers to support the ELA standards. Ongoing PD and coaching with inclusion specialist Christi Kasa has been planned for the 2015/2016 school year. The roll-out of the new ELA standards will include a focus on reading support through the standards implementation.

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

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<td>May 2013= 70.2%</td>
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<tr>
<td>May 2014 = 45%</td>
<td>May 2015= 58%</td>
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<td>May 2015=</td>
<td>May 2016= 70%</td>
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<td>May 2016=</td>
<td>May 2017= 80%</td>
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<td>May 2017=</td>
<td>May 2018= 90%</td>
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<td>May 2018=</td>
<td>May 2019 =100%</td>
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Strategy: Implement the Common Core Math Standards including Math Practice Standards.
Timeline: 8/2014 – 6/2018
Focus this quarter: Math teachers have implemented the new math materials and math progression with fidelity including the administration of the required benchmark assessments. District IFs have been involved with coaching and providing strategies. The strategy of the flipped classroom provided students with the ability
to view short teacher created mini-lessons as homework, enabling more 1 on 1 time with teachers for problem solving and engagement.

**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. Teachers are administering the district math benchmarks according to the district schedule. NWEA data shows 53% of CYMS students that are proficient or above on NWEA spring test.

**Next Steps:** The April Wednesday PD session included time to plan integrated units/lessons with other content area teachers to support the Math standards. August PD time is devoted to ongoing math standards work through curriculum mapping, unit design, and lessons.

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

**Data:** Math Equity

<table>
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<td>May 2014 = 82</td>
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<td>May 2015=</td>
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<td>May 2018=</td>
<td>May 2018= 97</td>
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<tr>
<td>May 2019 = 97</td>
<td>May 2019 =100</td>
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**Strategy:** Implement the Inclusion/Co-Teaching and Inclusion Tutoring Model.

**Timeline:** 8/2014 – 6/2018

**Focus this quarter:** CY math teachers co-teach daily with a special education teacher assigned to their CORE Team. The teachers are supported by Christi Kasa, district IFS, and the CY teacher coach via coaching days with feedback, and help with differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Math tutors also provide support in math classrooms to assist students who need support mastering the standards. Special education students and tutored students are included in regular math classrooms.

**Results:** Significantly fewer students in pull-out resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. 63.5% of students receiving special education services in inclusion math have non-modified grades of A, B, or C in our first semester of inclusion co-teaching. The inclusion co-teaching model is showing promising results. 58% of 6th grade sped and tutored inclusion students showed growth on spring to spring NWEA comparisons. 74% of 7th grade sped and tutored inclusion students showed growth on spring to spring NWEA comparisons. 77% of 8th grade sped and tutored inclusion students showed growth on spring to spring NWEA comparisons.

**Next Steps:** Teachers will continue the Inclusion/Co-Teaching Model. Teachers will analyze individual student data during 4th quarter to guide differentiation and to make schedule decisions for next school year. The April Wednesday PD session included time to plan integrated units/lessons with other content area teachers to support the ELA standards. Ongoing PD and coaching with inclusion specialist Christi Kasa has been planned for the 2015/2016 school year. The roll-out of the new ELA standards will include a focus on reading support through the standards implementation.
Dean Morgan

*Dean Morgan will focus on the development of each child: Physical, Intellectual, Emotional and Social.*

**Goal:** Dean Morgan will increase the percentage of students in grade 6, 7, and 8 reading at or above grade level to 85% as measured by the NWEA Reading and Language Usage assessment by May of 2019.

**Data: LANGUAGE USAGE**

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**READING**

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**Strategy:** Strategy: To provide quality differentiated instruction to all students in all learning environments.

**Timeline:** 4/15-6/15

**Focus this quarter:** At risk team convened in May to perform intervention checks for students currently receiving interventions in Tier 2 & Tier 3 for Reading. Current 6th and 7th grade students as well as incoming 6th graders were placed into interventions for 2015-2016 school year. Recommendations were made for placement for exiting 8th graders.

Challenge Team and Challenge teachers met in June to begin to outline expectations for 2015-2016 Challenge classes in Reading, Language, Math & Science.

Literacy Goal Team members continued work in supporting content areas implement anchor charts to build vocabulary skills.

Literacy Goal Team members began to analyze longitudinal NWEA data for Reading and Language Usage by goal area in order to identify areas of strength and areas of growth. This work will be revisited at the beginning of the 2015-2016 school year.

2015-2016 Professional Development Plans were approved by the district to include work to support classroom teachers in co-teaching strategies, Quantum Learning strategies, PBIS work, CLI English/Language Arts standards work including four teachers and one administrator from Dean Morgan. These staff members will assist in the integration of work at the site level.

14 Dean Morgan staff members attended the first two days of the PLC Coaching Academy in June. These
staff members, with cross-representation from all grade levels and departments, will serve as the Building Leadership Team going forward.

**Results:** FTE was reallocated to create an additional reading teachers to create lower student to teacher ratio at Tier 1.
Language arts classes have gone from 5 to 6 offerings per teacher, creating lower student to teacher ratio at Tier 1.
A reading teacher has been added to each of the core teams in grades 6 & 7.
100% of identified at-risk students are appropriately placed in intervention classes for reading in the 2015 - 2016 school year.

**Next Steps:** Integrate the co-teaching strategies in Tier 1 classrooms to meet the needs of all students.
Incorporation of reading teacher on the core teams will support the ELA standards and strategies in all areas.
Solidify specific strategies and interventions to meet the needs of the identified students in Language Arts through Tier 1 classroom differentiated instruction. This will include support for students in subjects implementing ELA standards across the curriculum.
Identify multiple common formative assessments at each grade level.
Revisit NWEA longitudinal data by strand to develop action steps around areas of growth.

**Goal:** Dean Morgan will increase the percentage of students in grades 6, 7 & 8 at or above grade level in mathematics to 85% as measured by the NWEA Math assessment by May of 2019.

**Data:**

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</tr>
</tbody>
</table>
```

**Strategy:** To provide quality differentiated instruction to all students in all learning environments.

**Timeline:** April 12 - June 3, 2015

**Focus this quarter:** At risk team convened in May to perform intervention checks for students currently receiving interventions in Tier 2 & Tier 3 for Math. Current 6th and 7th grade students as well as incoming 6th graders were placed into interventions for 2015-2016 school year. Recommendations were made for placement for exiting 8th graders.

Challenge Team and Challenge teachers met in June to begin to outline expectations for 2015-2016 Challenge classes in Reading, Language, Math & Science.

Math Goal Team members began to review benchmark data for Math by goal area in order to identify areas of strength and areas of growth.

2015-2016 Professional Development Plans were approved by the district to include work to support classroom teachers in co-teaching strategies, Quantum Learning strategies, and PBIS work.

14 Dean Morgan staff members attended the first two days of the PLC Coaching Academy in June. These staff members, with cross-representation from all grade levels and departments, will serve as the Building Leadership Team going forward.
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

Change structure of Comet Block to incorporate digital math activities into the 30 minutes block two of the five days.

Results: FTE was reallocated to create an additional math teacher to create an math opportunity everyday for targeted differentiation for at-risk students.

100% of identified at-risk students are appropriately placed in intervention classes for math in the 2015 - 2016 school year.

Comet Block will continue to utilize two days of math activities.
Next Steps: Math Goal Team members continue to review benchmark data for Math by goal area in order to identify areas of strength and areas of growth for student instructional needs.

Intentional placement of incoming 6th graders with a math specialist for additional math skill support during Comet Block.

Implementation: Monitor the classroom instruction and growth of students within extension classes.

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

---

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

*Empowering students to Succeed in Achievement, Attendance and Citizenship.*

---

**Goal:** By May 2019, 90% of Evansville Elementary students will meet or exceed expectations in achievement as based on the Wyoming Accountability in Education Act model.

**Data:** Achievement on WAEA

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2014=</td>
<td>52%</td>
<td></td>
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<td>May 2017=</td>
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<td>76%</td>
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<td>May 2018=</td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>May 2019=</td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

**Strategy:** Math - All Evansville grade level teachers will consistently implement research-based strategies to address all math Common Core State Standards.

Reading – All Evansville grade level teachers will consistently implement a research-based reading framework to address all reading Common Core State Standards.

**Timeline:** 9/2014-12/2016

**Focus this quarter:** As a math goal team we have analyzed and addressed program effectiveness by looking at comparative data, aligning goals to major clusters, and using information to make plans for future professional development and continued data analysis.

**Results:** Our school is going through a principal transition process, as leadership team and goal teams meet and spring data is reviewed results will be analyzed.

**Next Steps:** As May NWEA results become available, goal teams will review for strengths and opportunities for improvement in the area of math.

---

**Goal:** By May 2019, 100% of Evansville Elementary students will read and write at grade level as measured by NWEA and statewide assessment results.

**Data:** NWEA Reading At or Above Grade Level

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013=</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>May 2014=</td>
<td>71%</td>
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<td>May 2015=</td>
<td></td>
<td>75%</td>
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<tr>
<td>May 2016=</td>
<td></td>
<td>81%</td>
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<td>May 2017=</td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>May 2019=</td>
<td>100%</td>
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</tr>
</tbody>
</table>

**Strategy:** Reading - All grade level teachers and tutors will align and implement reading foundational skills

Strategy 2: Writing – All Evansville grade level teachers will consistently implement a research-based writing framework to address all writing Common Core State Standards.

---

Evansville Page 1

Focus this quarter: The Reading goal team harvested phonemic awareness and phonics. A comparison of NWEA data on foundational skills over the last two years was completed. A school-wide effort to review alignment and resource use was conducted.

Results: Our school is going through a principal transition process, as leadership team and goal teams meet and spring date is reviewed results will be analyzed.

Next Steps: Revisit NWEA data for spring test and analyze trends. School will conduct a Close Reading 1/2 day training during fall PD using teachers as trainers, and Instructional Facilitators.
Fort Caspar Academy

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

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

**Data:** Actual Targets

May 2014 = 43 MGP

<table>
<thead>
<tr>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<td>May</td>
<td>May</td>
<td>May</td>
<td>May</td>
<td>May</td>
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<td>48 MGP</td>
<td>53 MGP</td>
<td>58 MGP</td>
<td>60 MGP</td>
<td>61 MGP</td>
</tr>
</tbody>
</table>

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

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

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

**Focus this quarter:** We developed a template and had each grade level fill it out focusing on alignment of the CCSS/Wyoming Content State Standards and our resources (My Math and Saxon).

**Results:** The proposal for fact and homework guidelines for each grade level was looked at by the staff, they gave feedback, and then our Building Leadership Team passed those (focus on consistency from grade to grade).

**Next Steps:** We will compile all templates and create a document that teachers can access with guidelines for how the school focuses on math. Teachers will continue to work on alignment of their curriculum to their resources. We will also start disaggregating NWEA data to see areas of strength and need. PAWS data will be assessed to see if we are meeting our growth targets.

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

**Data:** Actual Targets

May 2014 = 58 MGP
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

May 2015= 59 MGP
May 2016= 60 MGP
May 2017= 61 MGP
May 2018= 62 MGP
May 2019= 63 MGP

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

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

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

**Focus this quarter:** The reading goal team first discussed what our actions need to be to ensure consistency in horizontal alignment (within a grade level) and vertical alignment (from one grade level to the next) throughout the building while also allowing differentiation for each class. We also noted the concerns we have when it comes to growing the two ends of the classroom, the struggling reader and the high-flyer. Following great discussion we arrived at three action steps that would work together to attain the end result.

The first immediate step was to create a template for daily reading lesson plans that would encourage teachers to track how and where they are using the common core standards.

**Results:** The proposal for a template for each grade level was looked at by the staff, they gave feedback, and then our Building Leadership Team passed the use of that template school-wide (focus on consistency from grade to grade). It was then emailed out to teachers, to begin using in grade levels for alignment of their curriculum.

**Next Steps:** The next step will be for teachers to continue their alignment discussions. Additionally, the Math Goal team will use PAWS and NWEA data to see if we are meeting our growth targets. Additionally, NWEA Learning Continuum data will be used to teach specifically 10 points or so above the goal.

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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:**

Fort Caspar Academy Page 2
Frontier Middle School

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

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

**Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
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<td>May 2016</td>
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<td>May 2017</td>
<td>74%</td>
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<tr>
<td>May 2018</td>
<td>87%</td>
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<tr>
<td>May 2019</td>
<td>100%</td>
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</table>

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

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

**Focus this quarter:** The reading goal team will collect data on our reading rubrics. We will continue to focus on training and implementing of our school wide reading/writing programs. Reading rubrics will be unified school wide.

**Results:** In 2013, our school was not meeting expectations on the reading assessment. Our Goal team and PLC teams are in place to clarify and focus on standards in reading and writing. Reading rubrics were not consistent across grade levels for data to be reported.

**DATA: 2014-2015**

- **NWEA Fall:** 6th-49%  7th-33%  8th-34%
- **NWEA Winter:** 6th-51% (+)  7th-24% (-)  8th-42% (+)
- **NWEA Spring:** 6th-58% (+)  7th-44% (+)  8th-65% (+)

**Next Steps:** Analyze NWEA scores and the class breakdown of individual goals to focus on specific needs. Analyze PAWS elements to prioritize standards review and emphasize in class. Create and align reading rubrics for grade level and include all staff for assessments of rubrics.

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

**Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
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<td>May 2015</td>
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<tr>
<td>May 2016</td>
<td>55%</td>
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<tr>
<td>May 2017</td>
<td>70%</td>
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<tr>
<td>May 2018</td>
<td>87%</td>
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<tr>
<td>May 2019</td>
<td>100%</td>
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</table>

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

**Timeline:** 9/2014 – 5/2019
**Focus this quarter:** Problems for our UPS (Understand Plan Solve Check) data collection were identified and field tested. The rubric was simplified and is designed to encourage students to show their work. NWEA results were reviewed and screening begun for students in need of assistance next year.

**Results:** The percentage of 8th grade students scoring at the 40th or higher percentile increased from 32% in the fall to 40% in the spring. The percentage of 7th grade students scoring at the 40th or higher percentile decreased from 27% to 21%, possibly due to changes in student body. The percentage of 6th grade students scoring at the 40th percentile increased from 35% in the fall to 45% in the spring. Overall, data supports the need to revisit the alignment of curriculum and instruction with the material tested and the importance of the emotional state of the students. We are grateful for the addition of a guidance counselor to our staff next year!

**Next Steps:** Adjust pacing of instruction next year to improve preparation for testing and implement CCSS professional development plan to strengthen instruction. Implement flexible ability grouping in math classes to address individual needs, including those of Special Education students. Continue integration with STEM activities. Collect and analyze problem solving data.

---

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2014 = 59%</td>
<td>May 2015= 65%</td>
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<tr>
<td>May 2015=</td>
<td>May 2016= 73%</td>
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<tr>
<td>May 2016=</td>
<td>May 2017= 85%</td>
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<td>May 2017=</td>
<td>May 2018= 93%</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
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</table>

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

**Timeline:** 9/2014 – 5/2017

**Focus this quarter:** The Health & Safety Goal team administered a survey to determine a school-wide social emotional skills curriculum. Consensus was to implement Second Steps for 5 years. During this Quarter (4th), Casey organized a Wellness Committee to define the tiered process at FMS. This work is still ongoing.

**Results:** Quarter 1, A staff survey was administered to determine staff training and implementation needs. As a result, a book study was offered to staff during

Quarter 2. PD was offered to some staff on Feb. 13th, 2015 to determine plus/delta’s that arose as a result of the book study. (Quarter 3) We are in the process of implementing a Wellness committee to review the tiered behavior process of the PBIS structure at FMS. (Focus for Quarter 4)

Quarter 3 data shows that disciplinary refocuses and referrals have increased as compared to Quarter 2, however Quarter 4 data showed a decrease in referrals equal to Quarter 1 or down by roughly 30%.

**Next Steps:** The Health and Safety goal team will continue working on next year’s training schedule and work with the Wellness Committee to continue implementation of the PBIS/BEST program with fidelity.

---

**Goal:**

**Data:**

**Strategy:**

Frontier Middle School Page 2
Grant Elementary School
Empowering ~ Enriching ~ Excelling ~ Engaging

**Goal:** By 2019, all students will demonstrate proficiency in Common Core State Standards in English Language Arts, measured by PAWS and SAWS achievement indicator as defined by the Wyoming School Accountability model. (SAWS will no longer be an achievement indicator as a result of the state wide decision to cancel SAWS this year).

**Data:** Literacy Achievement (PAWS)

<table>
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<th>Actual</th>
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<tr>
<td>May 2014 = 54% Reading</td>
<td></td>
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<td>May 2015 = 64% Reading</td>
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<td>May 2016 = 74% Reading</td>
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<tr>
<td>May 2017 = 84% Reading</td>
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<tr>
<td>May 2018 = 94% Reading</td>
<td></td>
</tr>
<tr>
<td>May 2019 = 100% Reading</td>
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</tbody>
</table>

**Strategy:** Strategy 1: Implement Common Core English Language Arts Standards with fidelity.

Strategy 2: Improve Response to Intervention specifically Tier 1.

**Timeline:** 8/2014-5/2017

**Focus this quarter:** We finished the school year with teachers working to have mastery in their grade level part of the Literacy First continuum. All grades continued fluency practice as appropriate to their grade level on a regular basis.

**Results:** *We will use NWEA data to guide differentiation instruction in the classroom.*

*Literacy 1st data will be used as an instructional framework in the classroom. (Displayed in classroom and on school-wide public display Literacy board.)*

**Literacy First Data**


**Kinder**
- PA 0% 0% 3% 19% 21% 76% 79%
- Phonics 0% 0% 0% 0% 71% 71%

**1st Grade**
- PA 43% 65% 65% 73% 72% 83% 84%
- Phonics 0% 0% 0% 0% 6% 18% 48%

**2nd Grade**
- Phonics 32% 12% 21% 23% 29% 32% 34%
- Comp 0% 0% 0% 0% 0% 30% 31%

**3rd**

Grant Elementary School Page 1
Strategic Plan Quarterly Update
Quarter 3 - undefined

Comp  0%  3%  3%  7%  11%  45%  86%
Fluency  39%  81%  81%  46%  70%  79%  20%

4th
Fluency  40%  56%  62%  53%  62%  80%  58%

5th
Fluency  58%  69%  77%  57%  72%  78%  37%

**Next Steps:** Staff used the Literacy First data from the continuum and NWEA data to differentiate instruction for the remainder of the school year. Each teacher was responsible for Literacy First data input, while the Literacy Goal team monitored the Literacy First continuum data and the writing prompt data. Literacy Goal team will analyze PAWS data and the Wyoming State Accountability model - achievement data when received in the fall. We will review the spring NWEA data from 2015 and use these two data points for comparative data to look at our Tier 1 interventions and set targets for action planning to meet our Reading goal.

We also have planned to have professional development with the teaching staff in August for continued work on the Common Core English Language Arts Standards.

**Goal:** By 2019, all students will demonstrate proficiency in Common Core State Standards in Math, measured by the PAWS achievement indicator as defined by the Wyoming School Accountability model.

**Data:** Math Achievement (PAWS)

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
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<td>May 2013 = 75%</td>
<td>May 2015 = 58%</td>
</tr>
<tr>
<td>May 2014 = 48%</td>
<td>May 2016 = 68%</td>
</tr>
<tr>
<td>May 2015 =</td>
<td>May 2017 = 78%</td>
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<tr>
<td>May 2016 =</td>
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<tr>
<td>May 2017 =</td>
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</table>

**Strategy:** Strategy 1: Implement Common Core Math Standards school-wide through the use of vertically aligned resources and implementing CCSS aligned resources.

**Timeline:** 8/2014-5/2019

**Focus this quarter:** Teachers began using the math fact fluency continuum and were determining resources to best meet the learning needs of students while ensuring alignment to the Common Core State Math Standards. The Math Goal team also began researching a common technology program for math fact practice. The team shared some possible programs with the staff and we will look at the cost/benefit along with our end of year math data to determine if this is resource we will pursue for next school year.

**Results:** The math fact fluency continuum was shared with staff and all staff were asked to begin utilizing this continuum for student mastery of facts as identified within the continuum. This gave teachers the opportunity to begin identifying materials and resources to support learning within the area of their grade levels responsibility.

**Next Steps:** We will begin to collect data from each grade level from the continuum, start looking at similar resources for alignment purposes. Determine if a common, technology resource for math fact practice and math fact data recording is aligned with standards and if this is a resource we will purchase to help meet our Math goal.

Grant Elementary School Page 2
Math Goal team will analyze PAWS data and the Wyoming State Accountability model - achievement data when received in the fall. We will review the spring NWEA data from 2015 and use these two data points for comparative data to set targets for action planning to meet our Math goal.

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
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</thead>
<tbody>
<tr>
<td>Focus this quarter:</td>
<td>Results:</td>
<td>Next Steps:</td>
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</tbody>
</table>

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

Preparing All Students For Their Next Step.

**Goal:** By May of 2019, students will meet or exceed the state's Achievement indicator of the Wyoming Accountability in Education Act, as measured by the ACT.

**Data:** May 2015 Target in Reading: 36%
May 2015 Actual in Reading: 28%

May 2015 Target in Math: 32%
May 2015 Actual in Math: 26%

**Strategy:** Implement ACT College and Career Readiness reading skills in all classes for all students, and math skills prep that is appropriate to the level of math.

**Timeline:** 10/14-5/17

**Focus this quarter:** All teachers were given PD lining out 5 key skill-based strategies that should be taught in classes to prepare all students for the ACT suite of tests. Mini ACT prep tests were given throughout different content areas, with feedback for students, prior to ACT testing. The focus was on reading comprehension, and graphs and charts.

**Results:** We have only preliminary results on the four subareas of the ACT. Based on those results, we fell below targets. However, with the implementation of a new set of skills, rather than content, we expected to see minimal to no gains initially.

**Next Steps:** Teachers will continue to understand ACT reading and math skills, and implement them into their everyday instruction. ACT PD will also continue to center around skill-based strategies. We will break down the complete ACT suite data once it is available in August.

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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:**

Kelly Walsh Page 1
Manor Heights Elementary

At Manor Heights Elementary, our mission is to BELIEVE in ourselves and in each other, ACHIEVE our academic and personal goals, and SUCCEED in school and life.

BELIEVE, ACHIEVE, SUCCEED!

Goal: By May of 2019, 100% of our Manor Heights students (K-5) will be prepared for middle school as measured by meeting or exceeding the expectations on the Wyoming School Accountability report in Reading and Mathematics.

Data: Reading Achievement

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (pilot)</td>
<td>73% (NMT)</td>
<td></td>
</tr>
<tr>
<td>May 2014 (baseline)</td>
<td>60% (MT)</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

Data: Reading Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (pilot)</td>
<td>37.5% (NMT)</td>
<td></td>
</tr>
<tr>
<td>May 2014 (baseline)</td>
<td>81% (MT)</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>May 2015 = 82%</td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td>May 2016 = 83%</td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td>May 2017 = 84%</td>
<td></td>
</tr>
<tr>
<td>May 2018</td>
<td>May 2018 = 85%</td>
<td></td>
</tr>
<tr>
<td>May 2019</td>
<td>May 2019 = 86%</td>
<td></td>
</tr>
</tbody>
</table>

Strategy: Strategy 1: Participation in a Balanced Literacy approach aligned to Common Core standards.
Timeline: 8/14 – 6/17

Strategy 2: Utilizing best practices in technology that support measurable academic success.
Timeline: 8/15 – 6/18

Strategy 3: Participate in research-based, tiered interventions, as needed.
Timeline: 8/14 – 6/16

Timeline: 8/2014 - 6/2018

Focus this quarter: This quarter our focus was to help avoid summer reading loss! Data clearly shows children lose a great deal of ground over the summer months if they are not reading. Our team worked to create a gearing up for summer reading event using the We Read books, utilizing resources from the Public Library, and providing our own summer reading logs for each child. An assembly was held to pump kids up about reading “S’More” over the summer months, to be ready for the fall. We also dug deeper into district data trends to see how we can better use Common Core to support student needs. Work has been done with Amy
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

Daley and Ted Theobald with the Pathways to the Common Core: Accelerating Achievement to enhance instruction and help ensure student needs are being met in regard to Common Core.

Results: Literacy

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>(# of students below 40th%ile 1st-5th / 50th%ile for K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>26</td>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>20</td>
<td>18</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>9</td>
<td>15</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>13</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Note: The number of students below the 40th (1st-5th) & 50th (K) percentile has been reduced.

Next Steps: K-5 vertical alignment discussions in literacy, determine all students consistently below 40th% and define target areas based on Literacy First data, quarterly meeting with at-risk facilitators. Our school Writer’s Eye has been revised to match Common Core and will be vertically aligned with our new staff members in August.

Goal: By May of 2019, 100% of our Manor Heights students (K-5) will be prepared for middle school as measured by meeting or exceeding the expectations on the Wyoming School Accountability report in Reading and Mathematics.

Data: Mathematics Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (pilot)=83.8% (NMT)</td>
<td>53%</td>
</tr>
<tr>
<td>May 2014 (baseline)=40% (MT)</td>
<td>58%</td>
</tr>
<tr>
<td>May 2015=</td>
<td>63%</td>
</tr>
<tr>
<td>May 2016=</td>
<td>68%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>72%</td>
</tr>
<tr>
<td>May 2018=</td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
<td></td>
</tr>
</tbody>
</table>

Data: Mathematics Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 (pilot)=37.5% (NMT)</td>
<td>82%</td>
</tr>
<tr>
<td>May 2014 (baseline)= 82% (MT)</td>
<td></td>
</tr>
<tr>
<td>May 2015=</td>
<td>82%</td>
</tr>
<tr>
<td>May 2016=</td>
<td>83%</td>
</tr>
<tr>
<td>May 2017=</td>
<td>84%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>85%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>86%</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

**Strategy:** Strategy 1: Successful implementation of math programs aligned to Common Core standards.
Timeline: 8/14 – 6/17

Strategy 2: Apply measurement and data skills in math and science.
Timeline: 8/14 – 6/19

Strategy 3: Participate in research based, tiered interventions, as needed.
Timeline: 8/14 – 6/16

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

**Focus this quarter:** Decrease the number of students below grade level by being more diagnostic with our mathematics data. Identify students below 40% (50% for K) and provide diagnostic and specific individualized and small group instruction. Fully implement the Common Core standards in mathematics. Analyze Manor Heights school data to determine which mathematics strand(s) require a specific focus. We determined that we needed to target Number and Operations and Algebraic Thinking through the use of school-wide strategies in fact fluency and place value. We used vertical alignment time to discuss fluencies at each grade level, consulted the Common Core Standards for guidance, and looked at materials to teach and support those fluencies. We are currently in the process of deciding which school-wide materials will best support students in these areas. We held a very successful Family Math Night, “MH Nacho Ordinary Family Night!” This family event included connections with science and technology, as well as lots of nachos, and was very well attended.

**Results:** Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>23</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>1st</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2nd</td>
<td>14</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>3rd</td>
<td>11</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>4th</td>
<td>18</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5th</td>
<td>16</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

(# of students below 40th %ile 1st-5th / 50th %ile for K)

Note: The number of students below the 40th (1st-5th) & 50th (K) percentile has been reduced.

**Next Steps:** K-5 discussions of vertical alignment in mathematics, explore fact fluency and place value strategies, quarterly meeting with at-risk facilitators. In the fall, we will reassess school data to help guide committee and school focus next year.

**Goal:** Safe & Healthy

Goal: By May of 2019, 100% of our students will meet or exceed Manor Heights behavior expectations set by our Positive Behavior Supports program by having no more than one office referral yearly.

**Data:** Safe & Healthy

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>(# of students)</td>
<td>(students w/multiple)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Manor Heights Elementary Page 3
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

<table>
<thead>
<tr>
<th></th>
<th>w/referrals)</th>
<th>referrals)</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>111(36%)</td>
<td>64(21%)</td>
<td>15%</td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Learn and practice socially acceptable behaviors at school and skills for healthy living.
Timeline: 8/14 – 6/19

Strategy 2: Participate in research-based, tiered interventions, as needed.
Timeline: 8/14 – 6/19

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

**Focus this quarter:** The focus this quarter was on more data collection and review of this data to better identify our needs. We also provided social skills training camps to students who received office referrals and celebration assemblies to those who did not.

**Results:** The data we looked at showed a total of 334 office referrals for the 2014-15 school year. 86% of these referrals, or 287, were given to 64 “repeat offenders.” Of those 64 (21% of student population), they had an average of 4.48 referrals each.

**Next Steps:** After a student receives a second referral for the same infraction, that student will attend a re-teaching training session on that particular lagging skill. Focus will be on getting a schedule in place along with specific materials for these sessions to begin in the 2015-16 school year. We will schedule the reward celebrations and “training camps” on a quarterly basis to better reinforce the desired behavior. More basic social skills training (Boys’ Town Life Skills) will be taught in each classroom at the beginning of each school year. We will try to compare data to schools of like size and demographics to see if there are more productive actions we can take.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Midwest

Mission: 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:** Data: % Proficient in Math on WDE Performance Report

<table>
<thead>
<tr>
<th>ACT</th>
<th>ACT Target</th>
<th>PAWS Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4th-8th)</td>
<td>(11th)</td>
<td></td>
</tr>
<tr>
<td>5/2014 = 35%</td>
<td>5/2014 = 7%</td>
<td></td>
</tr>
<tr>
<td>5/2015= 47%</td>
<td>5/2015= 50%</td>
<td>5/2015= 43%</td>
</tr>
<tr>
<td></td>
<td>5/2015= 20%</td>
<td></td>
</tr>
</tbody>
</table>

Data: % Proficient in Reading on WDE Performance Report

<table>
<thead>
<tr>
<th>PAWS</th>
<th>PAWS Target</th>
<th>Actual ACT</th>
<th>ACT Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4th-8th)</td>
<td>(11th)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2014 = 43%</td>
<td>5/2014 = 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2015= 52%</td>
<td>5/2015= 50%</td>
<td>5/2015= 57%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/2015= 20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data: % Proficient in Science on WDE Performance Report

<table>
<thead>
<tr>
<th>PAWS</th>
<th>PAWS Target</th>
<th>Actual ACT</th>
<th>ACT Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4th-8th)</td>
<td>(11th)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2014 = 35%</td>
<td>5/2014 = 14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2015= 29%</td>
<td>5/2015= 50%</td>
<td>5/2015= 29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/2015= 20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Achievement – Develop a system to implement standards based (quality instruction) instruction in Math, ELA, and Science.

Strategy 2: Equity – Focused tier II and tier III interventions at the middle school level in math and reading.

**Timeline:** 10/2014 – 5/2016

**Focus this quarter:** Collaboration time was spent deconstructing and understanding alignment of CCSS in math and reading. A Leadership Team was formed to lead our PLC for the upcoming school year. This team has begun a leadership training to better understand and set direction for our collaboration times in the coming years.

**Results:** The interventions that are in place for reading at the middle school level are proving to be effective with higher levels of achievement being made at the secondary level.

**Next Steps:** We will carry out the restructuring plan as written and implement math interventions at the middle school level to address deficiencies. Secondary teachers will implement the Lit First framework while the elementary teachers make adjustments to the framework in place. The work done around alignment of the CCSS will be continued in the 2015/2016 school year.

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**
Mills

*Our Actions will result in a learning community that fosters and celebrates the education of the Whole Child.*

*Every child-Every Day-Every Way*

---

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

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>May 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Reading: Implementation of Standards

**Timeline:** Sept 2013-May 2016

**Focus this quarter:** Introducing a new outlawed word weekly. Ex-students can no longer use the word BAD in speaking and writing. This forces them to use more descriptive words and builds vocabulary.

**Results:** Outlawed words are assessed quarterly with a Madlib format. Assessments are showing growth in intermediate classes. Growth is observed in primary grades but the test format is not fitting the younger grades. Grammar errors are observed but students are very aware of the outlawed words and go above and beyond to not use them and replace with stronger words.

**Next Steps:** Students-mostly intermediate are requesting a change. Next year we are planning to work on figurative language. For 2 weeks we will focus on a specific figurative language. Pointing it out in text, kids will point it out in text, kids will use it in writing and speaking.

Ex.-Alliteration (2 weeks) reading it, writing it, and speaking it.

---

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

**Data:**

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>38%</td>
<td>76%</td>
<td>97%</td>
</tr>
<tr>
<td>Second</td>
<td>76%</td>
<td>84%</td>
<td>91%</td>
</tr>
<tr>
<td>Third</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>4/5</td>
<td>64%</td>
<td>73%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Strategy:** Math use the story problem template across the grade levels.

**Timeline:** Sept 2014-May 2016

**Focus this quarter:** Stays the same as improvements are noted.

**Results:** The data shows growth in First-5th grades with students showing work and understanding math vocabulary.

**Next Steps:** Students are applying the necessary steps to solve story problems on PAWS. The work with the structure of how to solve a story problem is practiced in MY Math.

---

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

**Data:** Gallop see 5 year strategic plan for data

**Strategy:** Teacher will implement check-in time 2 times daily with variation based on the needs of the whole child.

**Timeline:** Sept. 2013-May 2016
**Strategic Plan Quarterly Update**
Quarter 4 - undefined

**Focus this quarter:** We will continue with the check in process and monitor time on task. Several staff members and the principal are taking the Mindfulness online training in April-July of 2015.

**Results:** In November our time on task data showed an improvement to 91% K-5th grades.

**Next Steps:** Due to scheduling conflicts, we need to re-evaluate our meeting times and possibly team members. Because of the restructuring, we need to develop a strategic plan for Behavior RTI and data tracking. At this point, we are waiting on information being shared with us from other buildings who have found success.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Mountain View

Expecting Excellence Everyday, Empowering Future Leaders

**Goal:** At this time all goals at Mountain View are going to be reevaluated and be better aligned to the district strategic plan as well as to the needs of the students.

**Data:** At this time data is reflective of a focus in literacy and discipline.

**Strategy:** Collapse teams and reorganize all levels of leadership process and teams.

**Timeline:** 8/2015

**Focus this quarter:** Establish a vision, mission, core values and begin to look at PAWS, NWEA to focus on literacy. We will look at behavior documentation to look at discipline and building systems to support the above work.

**Results:** Mountain View is not meeting expectations and it's critical that we reorganize due to new leadership and expectations.

**Next Steps:** Work on how we will follow core values, individual strengths and engaging all employees in the goals. We will do this by alignment with their professional goals that we will go over again in August.

---

**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:**
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 May of 2019, NCHS will be meeting or exceeding expectations as measured by the Wyoming School Accountability Model.

Data: The Wyoming State Accountability report has not been released yet; however, the data we do have that ties to Graduation Rate is "Attendance."

Overall, we saw a 2% drop in attendance.

Strategy: Continue to focus on improving Equity, Achievement, and Readiness as part of the accountability report, including the education of our students about CAPS and the various pathways students can take as part of their journey through the secondary system.

Timeline: 2015-2019

Focus this quarter: Worked with new leadership in order to determine best steps forward - having every staff member be on a goal group, focused on a specific strategy.

An adjustment of our our schedule is being implemented for Fourth Quarter with a focus on preparing students for the ACT Suite as well as building remediation into the current schedule with a block of time students must go seek help if faced with a failing grade.

Results: Until the data is released with WY Accountability, we do not yet know the level of impact our work has had upon the achievement of NCHS students.

Although, as mentioned above in "data," we do know that there was a drop in attendance.

Next Steps: Focusing on attendance at this point, we are looking into a K-12 Swipe system that puts more of the attendance procedures in student's hands by swiping their ID cards when they come to and leave from school.

Goal: By 2019, 100% of NCHS students will understand NCSD Pathways and be actively engaged in actualizing the 2025 Graduate Profile.

Data: We had 99% of staff submit units using PLC work and focusing on common assessments.

Strategy: Focusing on Small Learning Communities, CAPS, and Professional Learning communities, we will continue to bolster understanding of the Graduate Profile and how students can be successful embracing this approach.

Timeline: 2015 - 2019

Focus this quarter: Unit design.

Results: 99% submitted units.

Next Steps: Get the final 1% to turn in a unit, then work as an administrative team to provide feedback and direction, especially as we adopt an ELA curriculum for 2016-2017.

Goal: 

Data:

Strategy:

Timeline:

Focus this quarter:

NCHS Page 1
North Casper / Lincoln

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

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

Data: Kinder - 55%
1st grade - 77%
2nd grade - 78%
3rd grade - 71%
4th grade - 79%
5th grade - 50%

Strategy: Strategy #1 – Using the Literacy First and/or NWEA learning continuums to guide and differentiate instruction to address individual student needs.

Strategy #2 – Build foundational skills and fill gaps using explicit instruction that follows the Literacy First continuum.

Timeline: 8/2014 - 6/2015

Focus this quarter: Continued classroom differentiation based on Lit First data. Classified Tier I interventionist position filled and has developed effective routines.

Results: End of year data looks OK in 4 of 6 grades. Lower in Kinder and 5th. Not a trend.

Next Steps: Reading goal team to do more extensive data analysis of data, attempt to determine cause, and propose implementations, particularly in Kindergarten and 5th grade.

Goal: Goal #2: Proficient Readers. By May of 2019, 90% of our students will meet or exceed the expectations in reading as measured by the state assessment.

Data: Just received student reports from Charlotte yesterday. Waiting for school reports. Will take a cursory look at the student reports in the meantime.

Strategy: Strategy #1 - To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.

Strategy #2 - Supplement current reading program by increasing exposure to lengthier, more rigorous text.

Timeline: 8/2014-8/2015

Focus this quarter: Finalized grade-level word lists for ELA and math. Need to align cognitive verbs list. Realizing this is more challenging than ELA and math. Looking into an option for PD specific to cognitive verbs.

Analysis of lesson plans for use of supplemental materials / text for increased rigor to meet CCSS. Look-for in classroom observations.

Results: Will know soon...

Next Steps: Pursue PD for cognitive verbs, finalize and align grade level word lists of cognitive verbs, begin explicitly teaching these words using 6-step process. Continue plugging words from ELA and Math word lists into appropriate units. Continue developing word clusters.
Continue seeking out high-quality supplemental materials aligned to CCSS while waiting for District direction.

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

**Data:** No data. SAWS eliminated. Waiting for development and rollout of next state writing assessment.

**Strategy:** Strategy #1: To create a system and explicitly teach CCSS-aligned ELA content vocabulary words to students.

Strategy #2: Deliver Being a Writer with fidelity plus – addition of graphic organizers, mini-lessons, etc.

**Timeline:** 8/2014 - 10/2015

**Focus this quarter:** Teachers integrated content vocabulary from aligned word lists into units / weekly lesson planning. Beginning to create classroom- or grade-level assessments

Continue delivering BaW writing program. Writing Goal team surveyed teaching staff, collected data, and will make recommendations to BLT.

**Results:** None...

**Next Steps:** Develop a plan for other content vocabulary words, develop vocabulary clusters, and refine processes.

Adjust BaW lessons as needed.

**Goal:** Proficient Mathematicians. By May of 2019, 90% of our students will meet or exceed the expectations in math as measured by the PAWS and NWEA assessments.

**Data:** Tableau is down at the moment - unable to log on. Waiting for PAWS school and classroom-level reports.

**Strategy:** Strategy #1: To create a system and explicitly teach CCSS-aligned math content vocabulary words to students.

Strategy #2: Deliver the My Math program with fidelity plus – fact practice, spiraling, tech integration, etc.

**Timeline:** 8/2014-8/2015

**Focus this quarter:** Continue to integrate vocabulary into units and weekly lesson planning.

Retain/contract My Math trainer for August 2015. Analysis of benchmark data. Identify overall strengths and weaknesses of My Math program. Seek options for supplements needed.

**Results:** Hoping to know soon...

**Next Steps:** Continue developing vocabulary clusters. Refine processes.

1-day follow-up My Math training to look at supplemental components of the program that we already have prior to looking outside the program.
Oregon Trail

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

**Goal:** Maintain Excelling Status as recognized by the state of Wyoming in Reading/Math by using the principles of the Syfr Institute

*No team has won the Super Bowel more than twice in a row or the World series more the five in a row. Oregon Trail has been Exceeding Expectations every year since 2006

**Data:** Oregon Trail was once again identified as a school "Exceeding Expectations" for the 2014-2015 school year by the state of Wyoming

- NWEA Spring results  READING at grade level  K-80%  1st-81%
- 2nd-84%  3rd-83%  4th-84%  5th-86%
- MATH K-80%  1st-76%  2nd-74%  3rd-80%  4th-73%  5th-86%

**Strategy:** Oregon Trail will use the five Syfr strategies (Time and timing, Progressive repetition with variation, Link to prior knowledge, Link to emotion, Combine senses) to improve student achievement

Collaborate with Mills Elementary in the Syfr Institute sharing professional development opportunities

Will pilot The Daily 5 grades K-5 for 2015-2016

**Timeline:** 8/26/14-5/30/16

**Focus this quarter:** Collaborative grade level visits between our respective schools. We are currently in the second phase of visits and will conclude in May of 2015 and continue in 2016

**Results:** Oregon Trail is currently Exceeding Expectations for the 2014-2015 school year

**Next Steps:** We will analyze NWEA data in August and PAWS data in October of 2015, setting new strategies and continuing our partnership with Mills in the Syfr Institute

---

**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:** 100% of 3rd-5th grade students at Paradise Valley will meet the exceeding expectations as measured by the Wyoming School Accountability Model.

**Data:** 2013-14 - Meeting Expectations

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

**Timeline:** August 2014-June 2015

**Focus this quarter:** Continued to implement reading standards and assessments.

**Results:** Leadership team went to PLC training and will implement new accountability in 2015-16.

**Next Steps:** We are waiting to analyze PAWS data to determine next steps.

---

**Goal:** 100% of students will increase their use of 21st Century skills measured by the progress on the Graduate Profile (measure are being developed).

**Data:** Survey

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

**Timeline:** February 2014-May 2015

**Focus this quarter:** - Building-wide agreement on keyboarding requirements using ISTE
  - Teachers will use LMT to support technology integration
  - Began looking at a process for kids to show off tech projects

**Results:** TBD

**Next Steps:** Accountability for teachers

---

**Goal:** 100% of stakeholders will report increased satisfaction with communication efforts.

**Data:** Waiting to see Spring Satisfaction survey

**Strategy:** Stakeholders will be provided with consistent communication focused on academics and social progress

**Timeline:** August 2014-December 2015

**Focus this quarter:** Continuing to improve reporting processes

**Results:** Made changes on the progress reports to parents.

**Next Steps:** Report card changes

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**
Park Elementary School

Park Elementary School

PARK MISSION STATEMENT: Through the cooperation of parents, teachers and students, Park Elementary cultivates an educational environment focused on academic achievement and growth for the whole child by promoting responsibility, developing personal well being, and fostering a shared love of learning.

Goal: Goal: By May of 2019, 100% of our students will meet or exceed the expectations of the Wyoming School Accountability model in Reading and Math as measured by PAWS results. Our focus is on achievement and growth.

Data: Reading Achievement:
May 2014=57% May 2015=70%

Reading Growth:
May 2014= 35 May 2015= 50

Math Achievement:
May 2014=40% May 2015=53%

Math Growth:
May 2014= 34 May 2015= 50

Strategy: Implementation of the Common Core State Standards with fidelity in both reading and math.

Timeline: 10/2014/ 2019

Focus this quarter: Reading Update: We were more intentional in delivering more rigorous instruction with a focus on informational text and literature. Our focus was to monitor growth from our intentional learning of CCSS during previous quarters.

Math Update: Due to our agreement to implement the Math Learning Progression with fidelity and to use Bridges Number Corner as our Supplemental Resource when needed; the math goal team reported the results of the campus developed survey regarding the consistent, effective use of the Math Learning Progression. In addition, we continued to monitor and review benchmark results by grade levels.

Results: Reading Update: Teachers noted growth on NWEA assessments for high percentages of their students. We are eager to take a deeper look at the Spring results to determine whether or not our focus on informational text was rigorous for our students.

Math Update: Benchmark data reflecting campus performance with district performance on standards showed that we are currently achieving at the same level or exceeding on standards work at several grade levels. We have considered the standards that may be in need of improved instruction for grade levels that were below 70%.

Next Steps: Reading Update: We will compare 2015 Spring NWEA results to our 2014 Spring results to review the effectiveness of the added rigor embedded within our units of instruction.
Strategic Plan Quarterly Update
Quarter 3 - 2014-15

Once the PAWS results are received, we will conduct a similar comparison of the data.
All goal teams report to the Building Leadership Team. The BLT reviews recommendations and determines
next steps.

Math Update: As a campus, the expectation will be for all staff to continue to teach the N.C.S.D. developed
Math Learning Progression using My Math as the primary resource with Bridges Number Corner as a
supplemental resource. Benchmark data will be shared with the entire staff to study trends from Benchmark
results.

Goal teams will analyze PAWS and accountability data upon receipt. Targets will be set and action planning
will occur to help us achieve our goals.

**Goal:** By 2019, Park Elementary School will achieve an overall stakeholder satisfaction rating of 80% from
annual surveys from students, parents and staff.

**Data:** Data will be collected from April AdvancED survey administrations for Parent, Student and Staff surveys.

Park Overall Average Satisfaction Rating from the Advance ED Paernt Survey March 2015- 79%
Park Overall Average Satisfaction Rating from the AdvancED Staff Survey March 2015- 87%

Student data has not been received as of 7/2/15.

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

**Timeline:** 10/201405/ 2015

**Focus this quarter:** The Building Leadership Team reviewed the data and comments provided on the surveys.
Concern regarding comments that did not appear to align with the daily culture at Park or the data summary
were discussed as a group.
A plan was made to discuss comments and results with all staff.

*Patriot Parents invited to give input on Budget Committees, PD planning, and
Parent/Student/Teacher/Community Partnership event calendar for 2015-2016.

**Results:** The BLT facilitated a discussion with all faculty and staff to discuss 2014-2015 successes and areas
of growth for the new leadership team structure, principal, teachers and classified personnel. Survey data was
provided to all staff members. Glows and Grows were identified by faculty and staff.

*Attendance goal of 97% was not achieved. -Community member provided two bicycles as rewards for perfect
attendance. His company will provide 2 for the 1st semester and 2 for the second semester for the 2015-2016
school year.

*Patriot Parents provided valuable input on Budget Committees, PD Planning to support Strategic Goals, and
Parent/Student/Teacher/Community Partnership event calendar for 2015-2016.

Park Elementary School Page 2
Next Steps: BLT reviewed the Glows and Grows at the June meeting to help plan for continuous growth for 2015-2016. Angela Hensley facilitated the discussion to use the information to support our continuous improvement efforts. Areas for growth were described in context. Follow up discussion will take place with the entire faculty in August to celebrate and honor Glows and identify 1-2 areas for Growth that will support campus satisfaction.

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

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

*Pineview will inspire creativity, cultivate academic growth, support...sustain...maintain high achievement, and nurture our diverse community.*

---

**Goal:** By May of 2019, Pineview Elementary will meet and exceed the expectations as defined by the Wyoming School Accountability Model.

**Data:** PAWS data for 2014:
- Achievement = 46%
- Total Growth = 55%
- Equity = 80%
- Participation = 99%

PAWS data for 2015: TBD

**Strategy:** Students will engage in relevant high quality discussions, exemplified by responding to and extending each others thinking in math, writing, and reading.

Use common grade level assessment, enhance our understanding of CCSS-aligned rubric and curriculum in all content areas in order to self and peer assess effectively, and use the data to guide instruction.

**Timeline:** 10/2014-5/2017

**Focus this quarter:** Our school improvement team will continue to meet and adjust our strategies as improvement data shows need. We will continue to align our goals to the district strategic plan.

Professional Learning will continue in areas of need through P/D and collaboration. Descriptive Feedback will be provided to all ongoing.

**Results:** Once needs assessment has been completed from updated PAWS and Wyoming Accountability status, strategies and next steps will be decided.

**Next Steps:** SI team will work with staff on interpreting new data, looking at where grade level teams and individual teachers are within data. We will look at what we did well, where we fell short, how we are going to improve, and the steps to do so.

---

**Goal:** By May of 2019, Pineview Elementary will increase the percentage of students at, or above grade level to 80% as measured by the NWEA Reading and Math Assessment.

**Data:** School Combined Data for Spring 2014: (from assessment office)
- Reading = 69%
- Math = 70%

School Combined Data for Spring 2015 (from assessment office)
- Reading = TBD
- Math = TBD

**Strategy:** Students will engage in relevant high quality discussions, exemplified by responding to and extending each others thinking in math and reading.

Use common grade level assessments, enhance our understanding of CCSS-aligned rubrics and curriculum in all content areas in order to self and peer assess effectively, and use the data to guide instruction.

**Timeline:** 5/2014-5/2017
Focus this quarter: Our school improvement team will continue to meet and adjust our strategies as improvement data shows need. We will continue to align our goals to the district strategic plan. Professional learning will continue in areas of need through P/D and collaboration. Descriptive feedback will be provided to all - ongoing.

Results: Once needs assessment has been completed from updated District Data, strategies and next steps will be decided.

Next Steps: Si team will work with staff on interpreting new data, looking at where grade level teams and individual teacher are within data. We will look at what we did well, where we fell short, how we are going to improve, and steps to do so.

---

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

---

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

The mission of Poison Spider School is to ensure a culture of learning where ALL achieve their highest potential.

Goal:
Goal: By May 2019, 100% of our students will read at grade level as measured by NWEA results.
Data: Actual May 2013 = 64%
May 2014 = 72%
May 2015 = 68%

Target
May 2015 = 80%
May 2016 = 85%
May 2017 = 90%
May 2018 = 95%
May 2019 = 100%

Strategy: Implement Common Core English/Language Arts Standards
Focus this quarter: A Reading Goal Team was established in this quarter. The decision based on the NWEA results was made to revamp and implement the PLC Framework for Reading.

Results: There was an overall drop of 2% in K-8. The K-5 group grew by 2% from 2014 to 2015 (from 75% - 77%). The 6-8 middle school group went from 68% to 57%. The goal team and Middle School PLC will focus on this area.

Next Steps: The goal team and Middle School PLC will focus on Reading in the middle school.
K-4 PLC will also develop reading intervention strategies.
Sagewood

*Our Mission is who we are; We believe in Safety, Teamwork, Accountability and Respect. Our Vision is what we want to be; We will strive to make our community a better place where everyone learns.*

---

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

**Data:** 2013 PAWs Equity 26% (Not Meeting Expectations)

2014 PAWs Equity 77 (Not a Percent but a Raw Score) (Not Meeting Expectations)

2015 PAWs Equity - Not yet released

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

**Timeline:** 8/2014 5/2016

**Focus this quarter:** Grade level teams have pulled together to clearly define Power Standards. The goal team has moved towards vertically aligning and articulating that work. In addition the team is working with grade level teams to form Common Formative Assessments for both reading and and writing. The team wants to split work between reading and writing as a goal team.

**Results:** As of Spring 2015 NWEA MAP testing, Sagewood had the following at or above grade level results in Reading: Kindergarten 84%; 1st grade 84%, 2nd Grade 78%, 3rd grade 79%, 4th grade 78%, and 5th grade 92%. We recognize the need to grow students in reading and writing from the moment they enter Sagewood’s doors.

We are awaiting the release of the 2015 PAWs results.

**Next Steps:** The ELA goal team wants to share responsibilities by creating two sub-groups, one for reading and one for writing. The staff seeks to continue to use common formative assessments by the student by the skill. The staff will continue to develop and grow in their understanding of effective collaboration with a focus on learning rather than teaching.

---

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

**Data:** 2013 PAWs Equity: 26% (not meeting expectations)

2014 PAWs Equity: 77 (Not a percent but a RAW Score) (not meeting expectations)

2015 PAWs Equity: Not Released

**Strategy:** Sagewood will implement research-based interventions with fidelity to improve our work with the district RTI process (Tiers 24).

**Timeline:** 8/2014 5/2016

**Focus this quarter:** The team was focused on identifying areas of increase in the tier process. The team identified a group of student escalating from tier 1 to tier 2. The team also identified specific behavior interventions available for students identified as At-Risk behaviorally. In addition there was a proposal for a process for behavior At-Risk referral.

**Results:** Based on the 2014 PAWS there are 26 current Sagewood students identified in the equity group for Math. There are 31 students identified in the equity group for reading. (Some of these students may be in
both.) In math, 9/26 are identified as tier 1 students, 4/26 as tier 2, 1/26 as tier 3 and 12/26 as tier 4. In reading 21/31 are identified as tier 1 and 10/31 identified as tier 4. The students identified as tier 1 in the equity group performed below proficient on PAWS last year, but do not necessarily fit into the current RTI process for intervention. As a result, we are focusing on tier 1 strategies that promote and foster student growth.

**Next Steps:** The team would like to develop of system of tier 1 interventions and support that focus on prevention rather than remediation. The tier 1 intervention cycle would utilize power standards and essential skills to create a cycle of reteaching. Teachers would collaborate together to create common formative assessments to guide this cycle of instruction on these skills. The team supported professional learning community PD in an attempt to learn more about this cycle.

---

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

**Data:** 2013 PAWs Equity: 26% (not meeting expectations)

2014 PAWs Equity: 77 (not a percent but a raw score) (not meeting expectations)

2015 PAWs Equity: Not Released

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

**Timeline:** 8/2014 - 5/2016

**Focus this quarter:** The Math Goal Team has developed clearly defined power standards for each grade level. They are building vertical alignment into the discussion as they move forward. The Math Goal Team has supported Common Formative Assessments through the use of MasteryConnect to support teachers in monitoring mastery of standards and building shared knowledge. In addition the team has reviewed district Math Benchmark data to monitor progress and share comparative results.

**Results:** As of the Spring NWEA Map assessment, the percent of proficient students in Math were:

- Kindergarten: 94%, 1st grade: 88%, 2nd grade: 89%, Third Grade: 92%, 4th Grade: 79%, 5th grade: 98%. As a building 88% of students are performing at or above grade level based on the NWEA MAP assessment in Math.

**Next Steps:** The team is planning to continue to vertically align work across grade levels. The discussion of essential skills and common formative assessments has been growing. They will continue to monitor the data to look for strengths and areas of improvement across the building. These will be shared with grade level teams and during building wide share-out.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Southridge

Southridge ensures that every child will succeed and learn in a safe and nurturing environment.

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

**Data:** PAWS Reading % of Students Proficient or Advanced

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>86.96</td>
<td>79.59</td>
<td>60.38</td>
</tr>
<tr>
<td>4</td>
<td>100.00</td>
<td>93.75</td>
<td>69.39</td>
</tr>
<tr>
<td>5</td>
<td>84.44</td>
<td>91.49</td>
<td>68.00</td>
</tr>
</tbody>
</table>

* Test realigned to Standards. Performance declined across all grade levels throughout the state

**Strategy:** Careful analysis of State Standards and alignment of instruction to those standards and to the assessment

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

**Focus this quarter:** Continue understanding of CCSS through The Pathways to the Common Core bookstudy (goal team emphasis). Promote more in depth book study for whole staff for implementation next school year.

**Results:** CCSS were implemented in 2014-15. Southridge is ready to begin the work of aligning curriculum to these standards.

**Next Steps:**

1. Southridge School will complete an in-depth, all-staff book study on Pathways to the Common Core with an IF facilitating the class.

2. The Southridge ELA Goal Team will look into writing processes or programming that will improve writing strategies.

3. The Southridge ELA Goal Team will look at NWEA and Lit First data in Fall 2015 to make a plan for students who are not meeting proficiency. We will help all staff learn and implement these strategies to promote greater student performance.

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

**Data:** PAWS Performance - Percent of Students Proficient or Advanced

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>93.48</td>
<td>100.00</td>
<td>64.15</td>
</tr>
<tr>
<td>4</td>
<td>87.50</td>
<td>87.50</td>
<td>34.69</td>
</tr>
<tr>
<td>5</td>
<td>75.56</td>
<td>80.85</td>
<td>66.00</td>
</tr>
</tbody>
</table>

* Test was realigned to State Standards. Performance declined across all grade levels throughout the state.

**Strategy:** Math Growth - Understand and implement the Wyoming State Math Standards

**Timeline:** 10/2014 - 5/2019
**Strategic Plan Quarterly Update**

**Quarter 3 - 2014-15**

**Focus this quarter:** The Math Goal Team facilitated work by all staff to continue working on the school's PD plan for unpacking the standards and application opportunities for students.

**Results:** As a follow-up to PD work on February 13, 2015 where the emphasis was on understanding shifts around the math standards and implementation, the Math Goal Team is still researching and planning for PD in Fall 2015 and beyond.

**Next Steps:** Once PD is identified, it will be incorporated into the Fall 2015 plan, both work at the beginning of the year and at the end of first quarter.

---

**Goal:** In the area of Safe and Healthy Schools, the PBIS/Behavior Goal Team continues to monitor student behaviors and stakeholder satisfaction. The goal in this area is to maintain and improve already-strong performance and satisfaction.

**Data:** Nearly 94% of all Southridge students were recognized at the end-of-year assembly for having no office referrals during the 2014-15 school year. The goal team is building processes to establish baseline data to determine incident locations of the infractions that occurred throughout the year. That work will be completed by Fall 2015.

**Strategy:** Continue to revise and implement acceptable behavior strategies for all venues and to reinforce expectations through weekly skill emphases as outlined in the Parent/Student Handbook Calendar.

**Timeline:** 10/2014 - 10/2015

**Focus this quarter:** The Behavior/PBIS Goal Team referenced performance data and referrals to see which processes are working and which need revision. Specific emphasis was placed on the effectiveness of "Walking Wednesdays," an approach that promotes movement by all students on Wednesdays due to lack of scheduled specials and a greater number of incidents on that day.

**Results:** Walking Wednesday data are inconclusive at this point of implementation and further practice and study is needed. Because winter weather affects the ability to conduct this intervention on a regular basis, further analysis and adjustment is anticipated.

**Next Steps:** In addition to factors identified above, a change in the specials schedule will likely impact student referrals. Specifically, there will be no specials on Mondays or Tuesdays in 2015-16. If the trend we observed with "no specials Wednesdays" shifts to these two days, we anticipate that we may need to adjust the day and frequency of this intervention.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Star Lane Center

*We are a whole community of learners not just a building full of students, textbooks, and teachers. Everyone has a place, and everyone is part of the family. We work together, we celebrate together; we honor differences, seek meaning in our knowledge, and think creatively. There are no limits to our learning when we are self-motivated, self-disciplined, and self-propelled. We want a quality education and to be better prepared to enter the world we will face.*

**Goal:** By May of 2019, 100% of Star Lane students will meet or exceed school-level performance expectations on the Wyoming School Accountability model measured by ACT Suite results.

**Data:** ACT: 21

**Strategy:** Star Lane teachers will implement reading and writing strategies.

**Timeline:** 10/2014 – 5/2016

**Focus this quarter:** Teachers met with district I.F.s to validate reading and writing alignment in instructional strategies, assessment practices, and alignment to ACT college & career readiness standards.

The team built a plan to focus on PLC conversations next year around this work including learning the ACT college & readiness standards at a deeper level, continued reading/writing alignment conversations, and continued training in Problem-Based Learning philosophy.

**Results:** The team has committed to working more closely within PLC structures to target improvement in reading and writing.

Star Lane Center tests all students using the NWEA for Reading and Language Usage. They use this data to inform instruction and differentiate based upon the results.

### 2014-15 NWEA Results

**Language Usage**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>National Spring Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>219.57</td>
<td>222.35</td>
<td>220.4</td>
</tr>
<tr>
<td>10th</td>
<td>221.95</td>
<td>223.32</td>
<td>220.1</td>
</tr>
<tr>
<td>11th</td>
<td>224.69</td>
<td>225.13</td>
<td>222.1</td>
</tr>
<tr>
<td>12th</td>
<td>235.40</td>
<td>232.86</td>
<td>No Data</td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>National Spring Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>227.47</td>
<td>224.43</td>
<td>221.9</td>
</tr>
<tr>
<td>10th</td>
<td>228.81</td>
<td>225.96</td>
<td>221.2</td>
</tr>
<tr>
<td>11th</td>
<td>227.83</td>
<td>228.54</td>
<td>222.3</td>
</tr>
<tr>
<td>12th</td>
<td>244.60</td>
<td>248.56</td>
<td>No Data</td>
</tr>
</tbody>
</table>

All grade levels scored higher as compared to the National levels

90% of Star Lane students were tested.

ACT reading and English data for Star Lane center has not been released for analysis.
Next Steps: Team will look at NWEA & ACT data and continue working on understanding and aligning to the ACT college & career readiness standards.

Team will continue to work with I.F.s on reading & writing strategies that improve student achievement.

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:
Summit Elementary

To prepare children to excel and lead in the 21st Century

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

Data: Data: WAEA Actual Targets

<table>
<thead>
<tr>
<th>Achievement</th>
<th>May 2014</th>
<th>May 2015</th>
<th>May 2015=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>65%</td>
<td>60%</td>
<td>72%</td>
</tr>
</tbody>
</table>

We do not have official PAWS results as of July 9. However, I have analyzed the confidential results in READING ACHIEVEMENT and preliminary results for READING in grades 3 - 5 appear to be:

* 3rd Grade: 70% proficient or above
* 4th Grade: 50.5% proficient or above
* 5th Grade: 61.5% proficient or above

TOTAL Grades 3-5 (202 students): 60% proficient or above on PAWS in READING ACHIEVEMENT. If these numbers hold true, then Summit did not meet the target for 2015. The meeting target will be adjusted to align with the WAEA report once we receive official notice of our school's performance level.

Strategy: Strategy 1: Implement the Common Core/Language Art Standards has been our primary strategy for 2014-15.

Strategy 2: Analyze PAWS (State Test) results to determine subgroups and/or content area(s) needing instructional focus and differentiation. Implement findings.

Timeline: 10/2014 – 5/2019

Focus this quarter: Teachers continued to implement the CCSS to the best of their understanding. In addition, horizontal K-5 discussions took place in regard to teaching reading and math and teachers are using this information to support their instructional planning for the upcoming school year.

Results:

<table>
<thead>
<tr>
<th>Data: WAEA Actual Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth MGP May 2014 = 46.5 (Meeting)</td>
</tr>
<tr>
<td>Reading &amp; Math May 2015= May 2015= 49</td>
</tr>
</tbody>
</table>

As of July 9 there are no official results regarding the PERCENT OF STUDENTS MEETING THE GROWTH PERCENTILE in Reading and Math on the WAEA. The target for May 2015 will be added once we receive official notice of our school's performance.

Next Steps: The Common Core Goal Team identified the need for additional professional development in math; thus, all teachers agreed to participating in a school-wide cohort regarding math instruction during the 2015-16 school year.

All K-5 teachers will implement the validation process for ELA/Health and work with IFs to increase
understanding of reading and math CCSS.

An additional strategy for the 2015-16 school year is to implement the PLC process at Summit. Ten Summit teachers and the principal are participating in PLC training and all K-5 teachers have scheduled intervention/enrichment time into their weekly schedules. The intention is become more intentional and focused on the work that best supports student learning and achievement and to make excellent use of the 100+ minutes of collaboration time afforded to teachers.

As the building principal, I have a need to continue my personal understanding of PAWS results and hone my ability to plan and recommend next steps based upon analysis of Summit PAWS results.

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

**Data:**

<table>
<thead>
<tr>
<th>Data</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 READING @ 40%ile</td>
<td>May 2014 = 81%</td>
<td>May 2015= 85%</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Implement Reading Mastery in lowest flex groups in kindergarten through fifth grades and;

Strategy 2: Provide additional ESP support to lowest reading flex groups.

**Timeline:** 10/2014 – 5/2016

**Focus this quarter:** Reading Mastery has been implemented in the lowest flex groups and teachers of those flex groups are consistently implementing it per training. Additional ESP support and tutor support has also been provided to support students in the lowest reading flex groups. ESPs have also been trained in Reading Mastery. Our heaviest focus is K-2 and 3-5 as needed to ensure that students are entering 3rd grade as on-grade-level readers.

Summit's At-Risk Goal Team analyzed results and achievement and growth of students were celebrated. In addition, the goal team discussed the new NWEA cut scores from the State and introduced these to the staff on the June PD day.

**Results:** Spring NWEA results in READING for Grades K-5 are:

* Grade K: 76% at or above the 53rd %ile (higher than 40%ile)
* Grade 1: 92% at or above the 40th %ile
* Grade 2: 90% at or above the 40th %ile
* Grade 3: 83% at or above the 40th %ile
* Grade 4: 68% at or above the 40th %ile
* Grade 5: 75% at or above the 40th %ile

At Summit, we are looking at K-2 results to ensure that we are sending at least 85% of our students into 3rd grade at or above the 40th %ile in READING. Spring 2015 NWEA results indicate that 86% of our K-2 students are at or above grade level based upon the 53%ile in K and 40%ile in 1 and 2.

In grades 3-5, 75% of students are at or above the 40%ile on Spring NWEA in READING. That said, 83% of students are on target in 3rd grade and this is one of the higher spring scores for NWEA that we have experienced. We believe the increased achievement in grades 1-3 are largely due to implementation of our
Strategic Plan Quarterly Update
Quarter 4 - 2014-15

strategies. Our 4th and 5th grades are challenging and one factor that presents a large challenge is due to the influx of enrollment we experience at those grade levels due to class size and NCLB.

**Next Steps:** We continue to struggle with our 4th and 5th grade achievement. During the 2014-15 school year, 23% of our 4th graders were new to Summit and most of them came to us as a result of enrollment and NCLB movement from other District schools. Most also came scoring consistently below the 10th percentile on the NWEA in Reading and Below Basic on PAWS. 13 of them qualified for special education services. The additional students we receive in grades 4 and 5 are causing us some unique challenges and we intend to use the PLC process, tutoring and ESP time to help mitigate the low achievement of incoming 4th- and 5th-grade students.

We will continue to teach Reading Mastery in lowest reading flex groups in grades K-5. In addition, we will continue to provide ESP and tutor support to students in those flex groups. A new strategy for the 2015-16 school year is to implement additional support by our Art and PE teachers who will provide movement education and hands-on, kinesthetic instruction to K-1 and 2 students recommended for additional support in reading and/or math from their teachers. Additionally, Summit is implementing the PLC process school wide for the 2015-16 school year.

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

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

Every Child, Every Day...Whatever It Takes!

**Goal:** University Park will meet or exceed expectations as measured by the Wyoming School Accountability Model.

<table>
<thead>
<tr>
<th>Data</th>
<th>May</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
<th>Actual</th>
<th>May</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>66%</td>
<td>81%</td>
<td>53%</td>
<td></td>
<td>Partially Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>46%</td>
<td>30%</td>
<td>17%</td>
<td></td>
<td>Not Meeting</td>
<td>2015</td>
<td>Meeting</td>
</tr>
<tr>
<td>2015</td>
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</tbody>
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**Strategy:** Implement standards-based instruction and inclusion/co-teaching model.

**Timeline:** 5/2015-9/2015

**Focus this quarter:** The focus this quarter was determining the effectiveness of the co-teaching/inclusion model implementation. We met with the consultant the last 3 months of school and looked at NWEA data as well as math benchmarks to see growth patterns in students on IEP’s and those not.

In addition to focusing on co-teaching/inclusion, some grades fully implemented PBL into their daily schedule.

We also were very intentional in creating a schedule for the fall that will provide time for an Intervention/Enrichment time and collaboration for all grade levels, including tutors and sped.

A team of teachers (7) along with the principal are part of the PLC Academy. (June, August and October)

**Results:** Many students in the inclusion classroom had great growth on NWEA while some did not. This varied by grade. 4th grade had tremendous growth overall. This is also the grade that fully implemented PBL throughout the day. Most importantly the delivery of instruction improved through the collaborative planning and teaching of the general ed and sped teacher. Engagement in co-teaching classrooms improved through center/station teaching. This was evident in the reduction of office referrals and student feedback.

**Next Steps:** Meet with SLT and staff to look at PAWS data and use to drive decisions across the school in math, ELA and science.

Meet with staff and summarize goals an data. Set new targets and create action plans.

Meet weekly in collaboration and grade level teams. (sped, tutors, assistants)

Write common formative assessments after August PLC training with Tim Brown.

Continue to attend PLC Academy.

**Goal:**

University Park Page 1
Verda James Elementary  
*Learning Today, Leading Tomorrow*

**Goal:** By the Winter testing Window of 2015 - 2016 Math Goal team will have identified students with low growth especially focused on TIER students and IEP students. The focus will be placed on Math RIT Bands as determined by the Spring 2014 and the Fall 2015 NWEA Data.

**Data:** Last Years Data indicated a solid success rate with our TIER 2-3 students as well as their IEP counterparts. Winter NWEA indicated 89% Success rates as well as 3% Staying the Same and 8% of our population showing no growth.

If you look at our trend data as a school this corresponds to our NWEA Aggregated Summary showing 90% Proficient or above with 10% Below Basic or Basic in math K-5.

**Strategy:** We will continue to support and identify at-risk individuals for the 2015 - 2016 academic year and provide 30 minutes IXL instruction Before school, during lunch recess, or after school depending on the student availability and schedule. The Math Goal Team is morphing into a STEM team to better align to the district goals in these areas as well.

**Timeline:** August 2015 - May 2016

**Focus this quarter:** We will be working to identify students who are at-risk and new to Verda James based on both NWEA, PAWS, and classroom formative assessments in our sustained efforts to support and infuse an culture around the need for a guaranteed and viable curriculum. We will continue to support our current list of students who have been identified as at-risk or on IEPS. We will begin a Looping Program to further support instruction in all content areas here at Verda James in tandem with our efforts to work more closely with SESC to support learning as an Inclusion Model in ALL classrooms.

**Results:** We are waiting on PAWS results but as indicated on NWEA results 90% of our students are Proficient or above. I would add the correlation to proficiency on PAWS indicates NWEA scores at or above the 60% range. In short I would guess our PAWS proficiency in Math will be in the 72-80 percent range using NWEA cut score of 60%.

**Next Steps:** We will meet starting August to identify and support students who need specific interventions looking at their lowest RIT band and being very prescriptive in these areas with IXL. We will work to support more inclusion time in regular classrooms using ESP’s and Special education teachers supporting our co-teaching efforts. We will begin looping programs at Verda James for the 2015-2016 academic year as well as assess and reflect on PAWS data when released.

**Goal:** Current ELA Goal - 100% of Verda James students will know and apply common vocabulary in fiction retelling/summarizing as measured by common ELA progression assessment by May 2015 to support or Common Core alignment efforts at Verda James.

**Data:** Data Collection as we are using the Literacy First Systems indicates over 85% success as a school community. NWEA Reading Summary report indicated 80% Proficient or above here at Verda James.

**Strategy:** Currently we are apply retell/summarizing vocabulary with fiction texts in written form as measured by common ELA progression assessment. We will revise and update this based on the new ELA & Health Curriculum. I will also look to expand our efforts around fluency to support this goal further next year.

**Timeline:** August 2015 - May 2016
**Focus this quarter:** To assess all data as a team and set direction as we continue to support a guaranteed and viable curriculum here at Verda James.
We will look at all incoming students and review data as well as continue to support all students here at Verda James. We will review the new ELA standards and work to incorporate as stated before in our guaranteed and viable curriculum.

**Results:** NWEA Reading 80% proficient or above...
Lit First Data K-5 indicated an 85% success rate.

**Next Steps:** We will continue to support this work at the classroom and grade level. We will also add Fluency for grade 2-5 as an area to support CCI at Verda James. We will also work to support the new ELA standard and incorporate them into a guaranteed and viable curriculum here at Verda James!

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**Goal:** By May 2015 100% will consistently utilize and implement school expectations around the 4 B’s and 8 Keys of Excellence. We will use the Viking ship to monitor individual student progress as well as celebrations of excellent behavior and monitor playground / classroom referrals and provide Hope Lunch opportunities for struggling students.

**Data:** IC end of year Summative data from February to May Data 2014 February to May Data 2015. The team tried to use IC but data tracking for this just started this year in IC. Hence, at best we will say inconclusive.

**Strategy:** Implement 4B's and 8 Keys consistently as a school to lower behavior corrections needed by students. Track student classroom behavior on Viking Ship and each student will chart as part of their Individual Student Data notebooks.

**Timeline:** February - June 2015

**Focus this quarter:** Develop forms to Support AMPE teams as well as playground teams to support more effective communication back to classroom teacher. (DONE)
- Clarify expectations associated with behavior and Viking Ship.(DONE)
- BLT input and support for classroom buddies to support struggling students. (DONE)
- Establish and communicate specific teacher hall assignment for anytime students are in the hallways. • Train ESP teams in 4 B's and 8 Keys to support classroom efforts. (DONE)
- Add newly identified student to the Hope Lunch list to support social emotional needs of students. (DONE)
- Create a teacher rotation of volunteers to join the Hope Lunch support team.(DONE)

**Results:** Data was difficult to retrieve so inconclusive.
I would add it did provide an opportunity to reinforce adult expectations in our building and address some of our building behavior non-negotiable expectations.

**Next Steps:** Expand and change the role of Goal Team 3 to align to our District work focused on heath and safety. Behavior will continue to be an essential component of this work.
Willard Elementary

The mission of Willard Elementary, where our students come first, is to create a challenging learning environment that encourages high expectations for success.

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

**Data:**
- May 2013 - 57.7% - Reading Achievement
- May 2014 - 49% - Reading Achievement
- May 2015 -

*We do not have PAWS results from the 2014-2015 PAWS Assessment as of yet.

**Strategy:** Strategy 1: Reading Achievement – Implementing E.L.A. Common Core State Standards through high yield instructional strategies, horizontal and vertical alignment, and aligned formative assessments.

**Timeline:** 10/2014 - 05/2016

**Focus this quarter:** E.L.A curriculum work -
- * Lit. 1st diagnostic assessments
- * BEAR Spelling
- * Vocabulary instruction
- * Word work
- * Peer observations
- * Comprehension Strategies

**Results:** In 2014, Willard was Partially Meeting Expectations. Our leadership team has worked to create a P.D. plan that will help focus our work and align us building wide to CCSS. This plan was presented to the staff and all staff agreed to move in this direction.

**Next Steps:**
- * Goal teams continue to analyze PAWS and NWEA assessment data
- * Staff will participate in E.L.A. Training Aug. 3 and Aug. 4
- * Leadership Team will continue their training around P.L.C. and work to implement this structure into our collaboration time
- * Staff will participate in Standards Based Education Training

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

**Data:**
- May 2013 - 80.9% - Math PAWS
- May 2014 - 43% - Math PAWS
- May 2015 -

**Strategy:** Implementing the Math Common Core State Standards through the use of high yield instructional strategies, horizontal and vertical alignment, and aligned formative assessments.

**Timeline:** 10/2014 - 05/2017

**Focus this quarter:** * Continued work with District Math Learning Progressions
- * Adoption of a common fact program
- * Analyze data from district math benchmarks
- * Adjust instruction based on assessments

Willard Elementary Page 1
Strategic Plan Quarterly Update
Quarter 4 - 2015-16

Results: In 2014, Willard was Partially Meeting Expectations. As a staff we continue to monitor results and adjust instruction based on student need.

Next Steps: * Goal teams continue to analyze PAWS and NWEA assessment data.
*Staff will participate in training of Standards Based Education
* Training on fact practice program
*Implementation of Fact Practice Resource

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

Data: Reading NWEA Spring 2015 Data
Kinder - 73% of students at or above grade level in Reading
1st Grade - 71% of students at or above grade level in Reading
2nd Grade - 66% of students at or above grade level in Reading
3rd Grade - 55% of students at or above grade level in Reading
4th Grade - 58% of students at or above grade level in Reading
5th Grade - 54% of students at or above grade level in Reading

Strategy: Implement and refine the use of the NWEA Learning Continuum at and across grade levels

Timeline: 05/2015-05/2017

Focus this quarter: E.L.A curriculum work -
  * Lit. 1st diagnostic assessment
  * BEAR Spelling
  * Vocabulary instruction
  * Word work
  * Peer observations

Results: Currently our NWEA Reading scores are below the district expectation. Our Leadership Team and Goal Teams are prepared to work closely with grade levels in order to help align their classroom instruction to that of the CCSS and NWEA.

Next Steps: * Goal teams continue to analyze NWEA assessment data
*Staff will participate in E.L.A. Training Aug. 3 and Aug. 4
*Leadership Team will continue their training around P.L.C. and work to implement this structure into our collaboration time
*Staff will participate in Standards Based Education Training
*Leadership Team/E.L.A. Goal Team will provide information to teachers from the NWEA site/Learning Continuum

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

Data:

Strategy: All staff will implement the use of PBIS and the behavior matrices.

Timeline: 09/2017 - 05/2019

Focus this quarter:
Woods Learning Center

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

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

**Data:** May 2014 Woods was meeting expectations (overall 56% proficient or above) in reading. Out target is to continue meeting standards in 2015 and 2016 and move toward exceeding standards by 2019.

**Strategy:** All k-8 level teachers will consistently implement a research-based reading framework to address all reading Common Core Standards.

All k-8 level teachers will consistently implement research-based strategies to address all math Common Core State Standards.

**Timeline:** 9/2014-5/2016

**Focus this quarter:** K-3 teachers received Number Corner materials and started to review them for implementation next school year.

Middle school teachers restructured courses based on the upcoming needs of students (adding additional courses co-taught to ensure adequate differentiation for student needs).

**Results:** In 2014 our school was meeting expectations. We want to continue to focus on this goal in order to maintain and grow in our achievement.

26% of our students in tutoring last year for reading or math returned to the classroom. 21% were referred for special education and 53% will continue tutoring next year.

Of the 42 students below the 40%ile that were invited to Summer School, 34 are attending.

On NWEA 66% of students were at the 50%ile or above in reading and 68% of students were at the 50%ile or above in math. Due to changes in assessment office personnel, we are unable to access our PAWS data for this year.

**Next Steps:** Teachers K-3 and primary special education teachers developed a summer cohort book study group using Daily 5 and Cafe.

Data review (NWEA and PAWS if available) and plans for next year will take place during our summer retreat in August.

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**Goal:** Goal: By May of 2019, 100% of our students will meet or exceed the achievement of the Wyoming School Accountability Model in Writing as measure by SAWS results.

**Data:** May 2014 Woods was meeting expectation (overall 77% proficient or above) in writing.

**Strategy:** Strategy: All Woods Learning Center Grade level teachers will consistently implement a research based writing, Writer's Workshop framework, to address all writing Common Core State Standards. Teachers will use Lucy Calkins or 6 traits rubric in grade k8 to assess Common core standards and determine trends and instructional needs.

**Timeline:** 10/20145/2016

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Woods Learning Center Page 1
Focus this quarter: With the removal of the Statewide SAWS assessment, Woods teachers are currently discussing how to continue to monitor writing growth and improvement on a building level.

Results: Teachers are collaborating within the building to best meet student needs. Teachers are using various rubrics in order to assess students to determine a building wide assessment for next school year.

Next Steps: The Woods Administration Team will discuss how to change/adapt our School Improvement writing goal during Summer Retreat. A possible school wide writing assessment may be developed to monitor progress.

Goal:
Data:
Strategy:
Timeline:

Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:

Focus this quarter:
Results:
Next Steps:
Business Services

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

Goal: By May of 2019, Business Services will function efficiently and effectively in all areas of operations as measured by receiving a rating of 80% or higher on the stakeholder satisfaction survey.
Data: Pending stakeholder satisfaction survey results.
Strategy: Improve the efficiency, effectiveness and accuracy of accounting, accounts payable, and payroll through individual work team strategic plans and action plans with an emphasis on quality customer service.
Timeline: 1/2015– 5/2019
Focus this quarter: Work teams developed and presented trainings to our department on each team’s responsibilities and role at both the team and individual employee level. This increased awareness of department functions and the need for effective team work. Phased development and roll-out continued for the purchasing card program. The first wave of cards was ordered and an initial training for a pilot group is being developed.
Results: Employees are engaged in the strategic planning process through work team strategic plans. Operations are becoming increasingly more efficient as teams become more cohesive and aware of the impact of their work. Stakeholders are excited for new program roll-out and implementation.

Next Steps: Complete the first phase of implementation for the purchasing card system and test effectiveness. Continue developing the timecard online module and test the system.

Goal:
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Focus this quarter:
Results:
Next Steps:

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Focus this quarter:
Results:
Next Steps:

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Focus this quarter:
Results:
Next Steps:
Community Partnerships

*The mission of the Community Partnerships Department is to build positive relationships for internal and external communities by creating and distributing high-quality communication and education services and products.*

**Goal:** By May of 2019, Community Partnerships will have fully implemented an advanced system for improving efficiency and effectiveness of operations at all levels as measured by receiving a rating of 80% or higher on the climate survey.

**Data:** We are awaiting the stakeholder survey data.

**Strategy:** Strategy 1: Design and implement a system to provide information, gather input, share results and take action based on upon feedback.

**Timeline:** 10/2014 + 5/2015

**Focus this quarter:** Implemented the staff and parent emails to improve communication. Additionally, we've looked into alternate communication tools and have almost completed the design of a new website.

**Results:** We implemented an email to staff in February and the parent email in April that generate readers to the district blog. The blog traffic views were:

- January = 1020 views
- February = 4138 views
- March = 5586 views
- April = 5668 views
- May = 6274 views

**Next Steps:** Continue to seek new methods and improve those we are using. Finish and launch the new website.

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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:**
District Athletics/Activities

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

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

**Data:** Data: Actual Targets
May 2013=48%  
May 2014=50%  
May 2015=44.4%  
May 2016=  
May 2017=  
May 2018=  
May 2019=  
May 2015=52%  
May 2016=54%  
May 2017=56%  
May 2018=58%  
May 2019=61%

**Strategy:** Strategy: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which foster academy based learning through results gathered from the voice of the student survey, by maximizing employee & parent talents and by utilizing stakeholder feedback.

By May 2019, provide support, direction and assistance which grows student engagement in co-curricular activities that align with the District's Math & Literacy Goals-such as-(First Lege & First Tech Robotics, Spelling Bee, Geography Bee, History Day, Middle Level Music Clinic, Young Authors and Ag Expo)

By May 2019, provide support, direction and assistance that will grow 9th-12th grade student participation in co-curricular academic activity competition opportunities (WHSAA sanctioned) at the district, regional, state and national levels which support schools in meeting or exceeding school performance expectations as defined by the Wyoming School Accountability model. (WHSAA sanctioned activities = Art, Band, Dance, DECA, Drama, FFA, News, Orchestra, Skills USA, Speech, Spirit, Student Council, Vocal and Year Book)

**Timeline:** 10/2014 to 6/2015

**Focus this quarter:** Focus this quarter: Provide direction & support to the 6th -12th grade co-curricular activities tracking systems which seasonally & annually measures student participation (engagement). Begin implementing, providing direction and supporting a student participation tracking system for K-5th grade schools which aligns with the 6th through 12th grade tracking system currently in place.

Quarterly tracking: #of activities, #of schools and #of students participating in co-curricular academic activities supported by our department.

Tracking growth-# of students per activity, #of activities/school/district-wide, #of student qualifying for state
Results: July 10, 2015 data indicates 12th grade participation rate = 44.4% vs 50% in 2014 with a Goal = 52%, The 12th grade students who participated in co-curricular activities graduated at a 94% rate. 12th grade students not participating in a co-curricular activity graduated at a 64%. The district graduation rate for 2014-2015 is approximately 77%. KW=78.4%, NCHS=78.4%, Midwest= 86% and Roosevelt=56%

3rd Quarter High School Participation Rate 9-12- KW-63%, NC-63%, Roosevelt-38%, Midwest-85%. District Wide High School Participation Rate= 62.4% Third Quarter goal-9-12 = 75%

3rd Quarter Middle Level Participation Rate 6-8- DM-72%, CY-63%, CN-70%, Midwest-81%, CCA/FMS-83% District Wide Middle Level Participation Rate=72% Third Quarter Goal 6-8 = 82%.

Next Steps: Meet with Secondary ADs and AAFs to discuss the reduced participation rate in co-curricular activities district wide.

The ADS and AAFs depend on coaches and activity sponsors to report the number of students participating in the sport or activity being offered. Are we defining participants more accurately which may be a reason for lower number of participants? Did some coaches and sponsors not turn in their participation reports?? Did all of the data get entered? Are we offering fewer co-curricular activities? Are students burned out with our current co-curricular activity offerings?

Goal: Goal-2: By May 2019, provide educational opportunities for staff, students, parents and community volunteers which foster healthy, efficient and effective operations with a satisfaction rating of 80% or greater as measured from the annual climate survey of students, parents and staff.

Data: Data: www.ncsdathletics.com or www.ncsdactivities.com

Strategy: Develop, support and update monthly an Athletics and Activities Department user friendly web-site (ncsdactivities.com or ncsdathletics.com). to inform and educate students, staff, parents and community members about co-curricular activities and opportunities offered district-wide.

Timeline: 10/2014-6/2016

Focus this quarter: The ncsdactivities.com web-site will provide resources which will inform and educate students, staff, parents and community members about the co-curricular activities and opportunities offered district-wide.

Support and assist in providing requested coaching clinics, accurate and relevant compliance training courses for coaches and sponsors and steps on how to become a certified coach, coaching assistant, aide or activity sponsor.

Develop and support a district and community volunteer resource center on the ncsdactivities.com web-site.

Results: Results: The web-site has a good start with providing the information and resources coaches, AD's, teachers, principals, activity sponsors and parents are daily seeking.

The focus this quarter will be to improve the information and resources currently available on the web-site from a good level to a better level for stakeholder use.
Update information for volunteers to access concerning registering as a volunteer, what events a volunteer will like to register to help at, volunteer training locations and volunteer referral opportunities

Next Steps: Next Steps: Complete the areas listed above in the focus area during the third quarter. The work has been assigned and the goal around the work has been agreed upon.

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

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

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

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

<table>
<thead>
<tr>
<th>Data</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2015=</td>
<td>May 2015= 80%</td>
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<tr>
<td>May 2016=</td>
<td>May 2016= 85%</td>
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<td>May 2017=</td>
<td>May 2017= 90%</td>
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<td>May 2018=</td>
<td>May 2018= 90%</td>
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<td>May 2019 =</td>
<td>May 2019= 90%</td>
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**Strategy:** #2 Improve job required training processes to ensure employees receive jobrequired training in a timely manner.

**Timeline:** 8/2014 - 12/2015

**Focus this quarter:** Analyzed trends in the job required training for new employees. Specifically new employee orientations, CPR and Mandt Training.

1) Added additional sections of training to ensure capacity was available to meet our training needs

**Results:** 100% of Employees were able to meet their job-required training needs during the 14-15 school year. By monitoring and adding sections, we had adequate capacity to meet training needs.

**Next Steps:** We are changing our scheduling patterns for 2015- 16 to match organizational needs. More sections of training in September November to match the higher training needs as the school year starts. This we ensure new staff have access to training earlier initial employment window.

**Goal:** above

**Data:** above

**Strategy:** #3 Increase substitute fill rate to 90% or greater for employee absences.

**Timeline:** 8/2014 - 5/2019

**Focus this quarter:** Continued focus on hiring of substitutes. Continued monitoring of fill rates.

**Results:** We were able to improve to an 84% fill rate in May and a 94% in June.

**Next Steps:** We hope to continue this trend when students return in the fall. We are modifying substitute inservice material to focus on AESOP processes with a special focus on substitutes not dropping jobs they have accepted to take an alternative placement.

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<th>Goal:</th>
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<td>Focus this quarter:</td>
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**Goal:**

HR Development Page 1
IT

The mission of the Information Technology Department is to provide dependable access and support to technology resources for the benefit of students, staff and stakeholders through innovation, evaluation and timely quality service.

Goal: The information technology department will align systems, security and infrastructure to create a seamless user experience for students, staff and the public in their pursuit of district goals.

Data: Data would consist of improved customer service survey which has not yet been released for evaluation. However the system shows 3,160 work requests for the first 6 months. 2,729 have been completed.

Under the old system, for 12 months of the prior year 3,252 work requests were generated so the new system has generated as many request in 6 months as the old system generated in 12 months.

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

Baseline Data will be gathered for work order turn around, volume and
Improved work order system will be available January 1, 2014 with a resolution of the issue at the lowest tier. Subsequent data collections will compare to baseline data for success of system.

district rollout to follow.

Timeline: 01/01/15 through 12/31/15

Focus this quarter: Use enhanced work order system to improve responsiveness to requests, meet with focus groups to determine efficacy of design.

Add reports and access to reports so Technicians can review their work in relation to that of their peers.

Results: Techs have access to numerous reports and believe the system is functional.

Next Steps: They will move on to development of a new strategy in the fall of 2015 for the next academic year.

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

Data: Group 2 conducted trainings throughout the spring, the most recent is July 28, 2015

Strategy: The IT Department will cross train IT staff in all staff can render seamless customer service regardless of location.

Data will include customer satisfaction survey, attendance sheets, training exit polls, and work order turn around.

Timeline: ongoing

Focus this quarter: Train technicians in support of new Copier technology so they can effectively support the new copiers in their school.

Results: 11 staff out of 15 have been trained in support of the copiers and in use of imaging software for iPads and computers.

Next Steps: Establish a tech support WIKKI to gather practices among technicians for various technical issues.

Goal: The IT department will work with stakeholders to identify and remove older software/hardware that is outdated and is no longer meeting the needs of the district to allow more suitable.
Data:
Strategy: Identify Software and Hardware that is outdated and remove the technology so long as it has a replacement.

Develop relationships with district IF's to understand issues and gain insight into direction.

Communicate with building administration, teachers, district IF's in terms of collecting and removing obsolete equipment and applications from buildings in anticipation of the next budget cycle.

Timeline: 2014-2015 SY
Focus this quarter: Cleanup inventory attempt to remove devices more that 5 years old from service or to mark them as "do not repair"
Results: IT Staff have purged more than 4000 devices from schools and from inventory. Useable parts were salvaged.
Devices still serviceable have been shifted from schools who no longer need them to schools who will find some value.
Next Steps: Review aged inventory in the fall to determine which equipment is eligible for removal over the next 12 months.

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

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

Goal: By May of 2019, the Pathways Team (Academy Coaches) will develop a secondary system (including implementation, monitoring and adjusting) that supports 21st Century learning within Academy Based Learning (ABL) approaches and principles in order to prepare students for college and careers through Wyoming’s nine content area standards.

Data: As measured by the Pathways Framing Initiative Document:

2013-14 Baseline =12 of 15 Complete...3 of 15 are in progress and continued into the 14-15 year

2014-15=7 of 16 Complete...15 of 16 are in progress

Strategy: By May of 2019, the Pathways Team (Academy Coaches) will have successfully implemented the Academies Initiative Framing Document as measured by the Academies Initiative Framing Document.

Timeline: 8/2014-6/2015

Focus this quarter: Communication to various stakeholder groups
Training teachers
Standards-Based work
Develop Academy-Based problems with Star Lane teachers

Results: -Pathways Parent Night- 70 Participants
-Dean Morgan Career Fair-700 Participants
-Pathways Leadership Council

-WONDER, By Design- 40 Participants

-Patti Kimble CCC
-Mance Hurley LA
-Mark Hileman Health

2 Academy-Based problems developed with Star Lane teachers
4 more slated for development in the fall.

Next Steps: Work with High School Principals to develop ABL PLCs in their schools.

Teacher training
-Academies 101
-WONDER, By Design 9/21-22, 10/13-15, 12/9-10
-Develop interdisciplinary units with teachers 2 hours/week from 7:00-9:00 p.m. for up to 72 hours starting in September
Communication
- Communication with counselors to develop common understanding of Academy course progression
- Continued development of Common Course Guide working with all stakeholders
- Communication with parents via Pathways Parent Nights to be held monthly at Middle Schools.
- Participation in the Back to School Bash

Goal: By May of 2019, the Pathways Team (Academy Coaches) will develop a secondary system (including implementation, monitoring and adjusting) that supports 21st Century learning within Academy Based Learning (ABL) approaches and principles in order to prepare students for college and careers through Wyoming’s nine content area standards.
Data: 2014 Baseline=

Pathway Design 69.5% at or above requirement

Engaged Learning 47.1% at or above requirement

System Support 44% at or above requirement

Data & Impact 0% at or above requirement
Strategy: By May of 2019, Pathways Team (Academy Coaches) will meet or exceed the Linked Learning Pathway Rubric criteria as measured by the Quality Review & Continuous Improvement Rubric published by ConnectEd.
Timeline: 9/2014-6/2015
Focus this quarter: -Communication
-Training
-Planning
Results: -Pathways Parent Night 70 Participants
-Pathways Leadership Council
-Dean Morgan Career Fair

-WONDER, By Design 40 Participants

-Plan developed for interdisciplinary units with teams of teachers
-Plan developed for next iteration of the Common Course Guide
Next Steps: -Counselor collaboration with curriculum, sequencing and Common Course Guide.
-Continued course alignment and sequencing
-Continued Communication with all stakeholders

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

The mission of the School Improvement Department is to support the implementation of the district strategic plan through quality coaching and capacity building of principals and instructional facilitators.

Goal: Goal 1: By May of 2019, a system will be developed, deployed and sustained to support the workforce in order to engage students in learning aligned to Wyoming’s nine content area standards.

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Strategy: Develop and sustain advanced strategic improvement systems in which standards implementation is continuously improved.

Timeline: 09/2014 – 5/2019

Focus this quarter: The focus of the standards work this quarter was to complete the draft curriculum for English Language Arts and Health. The math guaranteed and viable curriculum and math benchmarks were validated and revised.

Results: English Language Arts - The 34-member ELA Subject Area Committee comprised of K-12 ELA teachers, instructional facilitators, an academy coach and administrators met on April 23, May 20, and June 15-19 and completed a draft K-12 ELA Curriculum.

Health – The 22-member Health Subject Area Committee comprised of K-5 elementary teachers, 6-12 Health/PE teachers, instructional facilitators an academy coach, a nurse and administrators met on April 21 and May 19 and completed the draft K-12 Health Curriculum.

Math - A 36-member math committee comprised of K-12 elementary, middle school and high school math teachers met on April 14, April 30, May 11, and June 10-11 to validate the Math Curriculum and Benchmark Assessments.

Instructional Facilitators (April 22 and June23/24) and principals (May 21) were trained to support the implementation of the ELA and Health curricula.

Next Steps: Beginning July 28, 2015, Principals and Instructional Facilitators will train and coach teachers on the Draft ELA and Health Curriculum. Teachers will be expected to teach and provide feedback on the draft curriculum during the 2015-16 school year. Also in the 2015-16 school year, subject area committees in Social Studies, Fine and Performing Arts and Physical Education will develop a draft curriculum for their content.

Goal: By May of 2019, a system will be developed, deployed and sustained to support the workforce in order to engage students in learning aligned to Wyoming’s nine content area standards.

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School Improvement Page 1
Strategic Plan Quarterly Update
Quarter 3 - 2014-15

2018= 2018= 9/9
2019 = 2019 = start 2nd cycle

**Strategy:** Develop and sustain a coaching system in which standards implementation is continuously improved.

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

**Focus this quarter:** The coaching of principals and leadership/goal teams was on implementation of action plans in order to apply school improvement strategies and achieve school goals.

The coaching process for Instructional Facilitators (IF) was on implementation of action plans for the Standards and Continuous Improvement Goal Teams in order to achieve the IF strategic plan. We also focused heavily on staff development offerings for schools and teachers.

**Results:** There were over 230 coaching visits with principals, directors, leadership teams, goal teams and school staffs during the 2014-15 school year. Schools submitted their revised strategic plan (when applicable) and 2nd quarterly report reflecting their action planning.

The principals and leadership/goal teams submitted 2015-16 professional development plans aligned to school strategic plans on May 8, 2015. Schools received feedback on whether the plans were approved or needed revisions. All plans have been resubmitted as of June 30, 2015.

Instructional Facilitators (IF) created a menu of professional development options to offer initial trainings and follow-up coaching for schools. All courses were developed by June 5, 2015 and are ready to be delivered beginning Summer 2015 including agendas, activities, handouts, resources and follow up coaching opportunities.

**Next Steps:** Based on the restructure of the Curriculum and Instruction Division, principals will be coached by the Executive Directors of School Improvement and Instructional Facilitators will be led by the Directors of Teaching and Learning. Work will be grounded in the strategic plans of each building and district efforts toward implementing a guaranteed and viable curriculum.

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

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*Baseline Summer 2015

**Strategy:** Improve efficiency and effectiveness of operations for Library Services, We Read, course alignment, content-area resources and Elementary Art, Music and Physical Education (AMPE).

**Timeline:** 10/2014-5/2016
**Strategic Plan Quarterly Update**

**Quarter 3 - 2014-15**

**Focus this quarter:** Library Services – The library services team focused on providing professional development and efficient services for all librarians.

We Read- The quarterly purchasing process was implemented and improved to include earlier purchase of September books. There were more concentrated efforts between NCSD and the Casper Star Tribune to increase community partnerships.

AMPE – Cabinet and CIC approved the recommendation for Collaboration Time including the implementation of a pod structure in which AMPE will be a school-based resource.

Course Alignment Procedures and guidelines were used for adopting new courses including course request and course syllabus.

Content Area Resources This is pending until resource adoption is aligned to district standards-based work.

**Results:** Processes are becoming more effective and efficient based on feedback from stakeholders.

**Next Steps:** Library Services – The library services team will begin using data to make process improvements.

We Read - Feedback will be gathered and analyzed in order to make process improvements. The documented process will be revised with an updated timeline.

AMPE – The pod structure will be implemented for the 2015-16 school year. Feedback will be gathered and processes improved.

Course Alignment Work continues with secondary schools to follow procedures for adopting new courses including course request, course syllabus and Hathaway guidelines. Approved courses have been entered into Infinite Campus and added to Hathaway Success Curriculum.

Content Resources The resource adoption policy will be reviewed and aligned to District standards-based work of curriculum cycles.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
SESC

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

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

**Data:** For WDE, Special Education programs is monitored for progress on PAWS. The 2013-14 Target for students with disabilities in reading was 100% for grades 3-6, 100% for 7-9, and 100% for grade 11. The district scored at 19% in grades 3-6, 18% in 7-9, and 10% in grade 11. For Math in 2012-13, the state targets were 100% in grades 3-6, 100% in grades 7-9, and 100% in grade 11. The district scored at 19% in grades 3-6, 13% in grades 7-9, and 11% in grade 11.

**Strategy:** We have multiple strategies in place to support increasing students with disabilities and their overall performance. We continue to support co-teaching and inclusion initiatives to increase our LRE (another target measured by WDE). Centennial, CY, University Park and Sagewood have worked with our consultant this year. We have 3 more schools wanting to work with her for next year (DMJH, Manor Heights, Verda James). We are continue to support schools with behavior interventions and supports. We are also providing coaching with the IEP process. We will be working with a consultant on behavior for the BST/RSS programs next year.

**Timeline:** 2014-19

**Focus this quarter:** We continued work with our adjusted department leadership structure which includes a cross-representation of all groups in the department. We have done data share outs with 8 target elementary schools, and secondary schools and provided follow up trainings with some on inclusive practices, and accommodations and modifications. We are supporting 4 schools specifically with co-teaching and the district as a whole with inclusion strategies and support. We are beginning work to align the IEP with CCSS. We are looking to bring on 3 more schools with co-teaching training for next year. Additionally we will be working with a behavior consultant supporting our BST/RSS programs.

**Results:** Our 2014 WDE state report card indicates we are not meeting expectations for students with disabilities in the areas of Graduation, Proficiency, and LRE (Least Restrictive Environment). We have moved down in classification from WDE from Needs Assistance to Needs Intervention based on the 2013 report card. Our 2014 data indicates our graduation rate for has improved from 44.6% to 64.1%, our LRE rate has improved from 56% to 57.16%, and our proficiency rates dropped with CCSS introduction at rates similar to all regular education proficiencies.

**Next Steps:** We will begin our work with Diana Browning Wright in August. We will continue our work within the departmental leadership structure to focus PD on specific needs. Inclusion support will be provided from consultant and inclusion coach position within the department.
Student Support Services

*Student Support Services provides accurate information and technical assistance in a timely fashion and respectful manner in support of NCSD #1 students, staff, parents, and external entities.*

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

**Data:** Longitudinally over the past two school years, an average of 26.2% of elementary students referred to the NCSD Short-term Suspension Lab return two or more times during the school year. Regarding secondary students, the average is 28%.

**Strategy:** Annually reduce by ten (10) percent the number of students returning two or more times to District Short-term Suspension Labs. Lab Supervisors will assist students to reflect on negative behaviors, establish goals to minimize repeating negative behavior; and develop and practice specific coping strategies for use upon return to school. Recognition of, and support for, these strategies during home school Re-admittance Conferences will reduce future misbehavior.

**Timeline:** 10/2014-5/2015

**Focus this quarter:** Annually reduce by ten (10) percent the number of students returning two or more times to District Short-term Suspension Labs. Lab Supervisors will assist students to reflect on negative behaviors, establish goals to minimize repeating negative behavior; and develop and practice specific coping strategies for use upon return to school. Recognition of, and support for, these strategies during home school Re-admittance Conferences will reduce future misbehavior.

**Results:** Through Quarter 3, 27 of 102, or 26.5% of students referred to the Elementary Suspension Lab returned two (2) or more times.

At the Secondary Suspension Lab, 182 students were referred with 27 or 14.8% returned two or more times. The return rate may be influenced by the fact that the Secondary Lab on occasion becomes full and students are placed on OSS by the home school.

**Next Steps:** Continue with development of strategies by students for use upon return from labs to home schools.

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

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

**Goal:** Goal: By May of 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.

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**Strategy:** Strategy 1: Determine and establish a high-functioning department leadership structure to oversee and guide continuous improvement efforts.

**Timeline:** Timeline: 10/2014 – 8/2015

**Focus this quarter:** Action plan:

Hired two Assistant Directors. Two Trainers/Bus Hub Coordinators, Administrator Specialist.

**Results:** Completed

**Next Steps:** Continue to use PDSA for effective operations

**Goal:** Goal: By May of 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.

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**Strategy:** Strategy 1: Determine and establish a high-functioning department leadership structure to oversee and guide continuous improvement efforts.

Transportation Page 1
Strategic Plan Quarterly Update
Quarter 2 - undefined

Timeline: Timeline 9/1/15
Focus this quarter: Action Plan: Leadership will develop a safety rating system for field trips and activity trips that corresponds with driver experience levels. Timeline 9/1/15
Results: no results as of yet
Next Steps: This action is being implemented.

Goal: By May of 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: collecting
Strategy: Strategy 2: Build and maintain a positive community relationship and rapport through a quality customer service approach. EMPHASIS SAFETY AND A NURTURING ENVIRONMENT
Timeline: Timeline: 10/2014 – 5/2019
Focus this quarter: Action Plan: Evaluate, purchase, and install an up-to-date camera system on all student transportation. Completed 4/3/15
Results: completed 4/3/
Next Steps: Wireless video download

Coordinate with IT Department to access the validity and cost of project -2015/16

Goal: By May of 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: on-going
Strategy: Action Plan: Coordination with IT department to development the initial stage of a registration process that integrates with Infinite Campus.
Timeline: 9/1/15
Focus this quarter: Improvement in the registration process
Results: TBD
Next Steps: evaluate the registration for effectiveness