APPENDIX

APPENDIX I
ACT/ASPIRE Data

APPENDIX II
International Baccalaureate Data by Course

APPENDIX III
School Accountability Data

APPENDIX VI
PAWS Data by School

APPENDIX V
Customer Satisfaction Survey
Curriculum and Instruction Division

APPENDIX VI
Customer Satisfaction Survey
Human Resources & District Services Division

APPENDIX VII
Summary of Schools' Strategic Plans
Schools' and Departments' Quarterly Reports
Comparison of Percent of Full Academic Students that are Proficient on ACT in all Content Tests Combined

Kelly Walsh High School: 38.00%
Natrona County High School: 22.00%
Midwest School: 9.00%
Wyoming: 34.00%
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2017-18 Grade 8 Math PAWS

Frontier Middle: 12%
Poison Spider: 27%
Centennial: 38%
Woods Learning: 41%
Midwest School: 43%
C.Y. Junior High: 46%
Dean Morgan: 53%
Casper Classical: 63%

School %
NCSD (44.81%)
WY (48.58%)
2017-18 Grade 3 Reading PAWS

School %  NCSD 58.74%  Wyoming 58.65%

[Bar chart showing percentage scores for various schools with Willard Elementary at 37%, Mountain View at 39%, View at 40%, Lincoln Elementary at 46%, Mills Elementary at 46%, Bar Nunn at 50%, Cottonwood at 50%, University Park at 53%, Sagewood at 56%, Poison Spider at 56%, Manor Heights at 57%, Evansville at 58%, James at 58%, Oregon Trail at 60%, Crest Hill at 62%, Park Elementary at 63%, Southridge at 67%, Midwest School at 69%, Grant Elementary at 69%, Summit Elementary at 71%, Woods Learning at 71%, Paradise Valley at 71%, Pineview at 71%, and Ft Caspar Academy at 76%].
2016-17 Grade 7 Reading PAWS

- Frontier Middle: 26%
- Midwest School: 40%
- Woods Learning: 41%
- Dean Morgan: 49%
- Centennial: 55%
- Poison Spider: 56%
- CY Middle: 58%
- Casper Classical: 70%

NCSD (53.77%) and WY (56.39%)
Appendix V Curriculum and Instruction

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

Differentiation & Early Childhood Department

Satisfaction
Are you satisfied with the services provided?

![Graph showing satisfaction levels]

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Specific Feedback

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<th>The service I received was timely.</th>
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District Athletics and Activities
This department had fewer than 10 responses.
Enrollment Office
This department had fewer than 10 responses.

Grant Management
This department had fewer than 10 responses.

Special Education Department
This department had fewer than 10 responses.

Student Support Services
This department had fewer than 10 responses.

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

Accounts Payable
This department had fewer than 10 responses.

Accounting
This department had fewer than 10 responses.

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

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

Facilities
This department had fewer than 10 responses.

Food Services
This department had fewer than 10 responses.

Grounds
This department had fewer than 10 responses.

HR Generalist Services
This department had fewer than 10 responses.

Information Technology
This department had fewer than 10 responses.

Maintenance
This department had fewer than 10 responses.

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

Payroll
This department had fewer than 10 responses.
Professional Development

Satisfaction
Are you satisfied with the services provided?

![Bar chart showing satisfaction levels]

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Specific Feedback

![Bar chart showing specific feedback]

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

Transportation
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Warehouse
This department had fewer than 10 responses.
### APPENDIX VII - SUMMARY OF SCHOOLS' STRATEGIC PLANS

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</tbody>
</table>
Bar Nunn

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

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

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

Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>65% Proficient</td>
<td>65% Proficient</td>
</tr>
<tr>
<td>May 2014</td>
<td>72% Proficient</td>
<td>73% Proficient</td>
</tr>
<tr>
<td>May 2015</td>
<td>73% Proficient</td>
<td>75% Proficient</td>
</tr>
<tr>
<td>May 2016</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>May 2017</td>
<td>76%</td>
<td>78%</td>
</tr>
</tbody>
</table>

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

Strategy: To engage students in essential learning to effectively implement the ELA standards

Timeline: 10/2014 - 5/2019

Focus this quarter: The Leadership Team is attending the PLC Training and providing activities and direction for our school staff to improve our PLC work to make a larger impact on student achievement. This has included updating our mission and vision, identifying our collective commitments, and reviewing our team norms. The process will initially start in the area of Math. In addition, the leadership team worked with the assessment office to review our current student data and identify urgent facts and strategies. The Academic Goal Team is setting their action plan for this semester to come to a decision regarding a new ELA Resource.

Results: On the state accountability model, we have increased our achievement from 46% to 51% (1 percentage from meeting expectations). The Leadership Team is continuing work on our data review and identifying our urgent facts and interventions to review with the staff for implementation.

Next Steps: The Academic Goal Team will have an ELA Resource recommendation to the staff by January 2018. PLC work will continue and our implementation reviewed by the leadership team.

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

Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>May 2014</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>May 2015</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>May 2016</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>May 2017</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

PAWS 2016 – Math = 39%
Strategy: Engage students in essential learning aligned to state standards and targeting Numbers and Operations, specifically Base 10 and Fractions.
Timeline: 1/2016 - 5/2019
Focus this quarter: Leadership Team is receiving on going training in PLC’s. In the process of improving our building PLC work we have had grade level collaborative teams select their priority math standard for the 1st cycle, a common assessment, and reviewed the student data to make a determination regarding instruction. Math was one of our urgent areas that we identified from our data, so it is the starting focus for our PLC Teams.
Results: On the state accountability model, we have increased our achievement from 46% to 51% (1 percentage from meeting expectations). The Leadership Team is continuing work on our data review and identifying our urgent facts and interventions to review with the staff for implementation.
Next Steps: We will continue to work on our PLC Team implementation with an emphasis in math and on instructional strategy changes to improve student achievement. Through the data review process, the Leadership Team is working to update our strategic plan goals and strategies.

Goal: By May of 2019, Bar Nunn will achieve an overall stakeholder satisfaction rating of 90% from annual climate surveys of students, parents, and staff.
Data: Our team believes the stakeholder perceptions reflected in our surveys implies the following:
1. In general, students enjoy school and feel supported.
2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all stakeholders.
3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students’ needs

Strategy: Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:
  a. Effective Crisis Management Drills
  b. Effective Student Management Procedures
  c. Effective Parent Involvement Activities
Timeline: 10/2014 - 5/2019
Focus this quarter: The team reviewed AdvancEd Survey information. They began work on updating and improving our crisis management plan.
Results: On the state accountability model, we have increased our achievement from 46% to 51% (1 percentage from meeting expectations). The Leadership Team is continuing work on our data review and identifying our urgent facts and interventions to review with the staff for implementation.
Next Steps: The E&E Goal Team will complete our Crisis Management Plan and train staff regarding the new procedures. The Parent Goal Team will review climate survey data and select interventions to increase parent satisfaction.

Goal:
Data:
Casper Classical Academy

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

*Developed Spring 2016 by parents and staff.*

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

**Data:** Actual Targets

May 2013 = 47 MGP

May 2014 = 55 MGP

May 2015 = 46.5 MGP          May 2015 = 56 MGP

May 2016 = 49                 May 2016 = 57 MGP

May 2017 = 50.5               May 2017 = 58 MGP

May 2018 =                    May 2018 = 60 MGP

May 2019 =                    May 2019 = 62 MGP

**Strategy:** #1 Students earning Basic and Below Basic on PAWS reading and students who scored below the 40%ile on NWEA last year reading will receive services/a tiered-intervention.

#2 The reading team will ensure those on the PAWS equity list are getting services (or have refused).

#3 ELA teachers will commit to creating and administering formative assessments and proficiency scales to help adjust instruction and interventions.

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

**Focus this quarter:** *One focus for this quarter was on selecting priority standards and developing proficiency scales so that we can create assessments to gauge and guide student learning.*

*Another focus was on reviewing assessment data from last year in order to determine strengths and weaknesses in our grade levels and students needing more support.*

**Results:** *We met twice with our PLC partners in order to work on the standards pieces. Priority standards were identified. Proficiency scales were created, and assessment development is underway.*

*With the data, we ensured that all students on our equity list had been offered support, but we noticed no particular trend in strengths and weaknesses according to PAWS across grade levels. Each grade level had its own set of plus/deltas, which was not very informative, and those plus/deltas were not necessarily the same as the preceding year. We looked at data for last year’s sixth graders with Dr. Gilbar on September 20th as well as our Accountability report; in those data folders are notes from those discussions.*

Casper Classical Academy Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Next Steps: *PLCs need to continue to meet to make progress on in-building common assessments.
*Teachers need to continue to work towards growing all students as well as to prepare for the new state assessment by taking WY-TOPP practice exams to know what kinds of questions students will see as well as the rigor at which they are expected to perform.

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

Data: Actual Targets

May 2013= 40.5 MGP
May 2014 = 39 MGP
May 2015= 38.5 MGP May 2015= 46 MGP
May 2016= 48 May 2016= 52 MGP
May 2017= 42 May 2017= 56 MGP
May 2018= May 2018= 60 MGP
May 2019= May 2019= 62 MGP

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

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

Timeline: 10/2014 - 5/2019

Focus this quarter: The main focus for this quarter was student placement in appropriate math courses as well as appropriate math interventions. The math goal team reviewed PAWS 2017 data as well as spring 2017 NWEA scores. We focused on those listed on the equity list in addition to those with or needing tier 2 interventions. A few students may need to change math courses while others are in math labs, study skills, or homeroom interventions. We will monitor them as well as other students on a watch list.

Results: We recommended students for math lab and took the appropriate steps to contact parents to get them placed in a math lab. Additionally, students were identified as candidates for homeroom interventions. We updated the RtI list accordingly. Some students were put on a “watch” list to see if interventions might be warranted in the future.

Next Steps: The next steps include:
*Training on the WY-TOPP assessment October 17.
*Completion of student placement in math labs.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

*Discuss the “watch” list at our end of October meeting.
*Look for specific areas of need in our data.
*Continue PLC work with FMS.

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

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Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: By May of 2019, Centennial will meet or exceed the expectations on the Wyoming School Accountability model in reading as measured by WY-TOPP results.

Data: PAWS Data

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2014 (Baseline) = 54%</td>
<td>May 2015= 60%</td>
</tr>
<tr>
<td>May 2015 = 54%</td>
<td>May 2016= 70%</td>
</tr>
<tr>
<td>May 2016 = 53%</td>
<td>May 2017= 80%</td>
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<tr>
<td>May 2017 = 54%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

Strategy: Implement Guaranteed and Viable Curriculum aligned to state standards in all content areas.

Timeline: 9/2014-5/2019

Focus this quarter: Our team continued their training in Professional Learning Communities in the PLC Coaching Academy in August, and the team started training the certified staff when they returned on August 28. All certified staff will began a book study using the 3rd edition of "Learning by Doing" with a PLC focus. All certified staff are part of a PLC who meet with their evaluating administrator weekly.

Results: Our initial PAWS results show an overall increase of 1% on reading. This is at or above the district average in all 3 grades and above the state average in 8th grade. We moved from Not Meeting Expectations to Partially Meeting Expectations. We are currently meeting expectations in Growth and Equity and 4 points away from meeting in Achievement.

Next Steps: Weekly PLCs will continue, and our PLC Coaching Team will conclude their training in October. Our partnership with Sheridan Junior High School will continue during the month of October as we plan next steps for our partnership during the 2017-18 school year.

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

Data: Actual Targets

<table>
<thead>
<tr>
<th>May 2014 (Baseline) = 36%</th>
<th>May 2015 = 50%</th>
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</thead>
<tbody>
<tr>
<td>May 2015 = 33%</td>
<td>May 2016 = 65%</td>
</tr>
<tr>
<td>May 2016 = 33%</td>
<td>May 2017 = 80%</td>
</tr>
<tr>
<td>May 2017 = 41%</td>
<td>May 2018 = 90%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2019 = 100%</td>
</tr>
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</table>

Strategy: Close the achievement gap for students not at grade level through school-wide interventions.

Timeline: 9/2014-5/2019

Focus this quarter: Our staff continued to develop our daily intervention and enrichment time for students, Eagle Block, during our staff professional development in August. We have committed to more flexible grouping with students being regrouped by their core teachers weekly based on their academic needs.

Results: Our PAWS results showed an overall increase of 8% on math. This includes an 8% increase in 6th grade, 3% increase in 7th grade, and 13% increase in 8th grade.
**Strategic Plan Quarterly Update**
**Quarter 1 - 2017-18**

**Next Steps:** We plan to continue to refine our Eagle Block intervention and enrichment time. We will continue to improve our identification of student academic needs and Eagle Block placement based on formative assessments developed by our teachers.

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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:**
Crest Hill

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

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

**Data:** Wyoming School Accountability Model

<table>
<thead>
<tr>
<th>Actual</th>
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<tr>
<td>May 2014 =</td>
<td>Meeting</td>
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<tr>
<td>May 2015=</td>
<td>Partially Meeting</td>
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<td>May 2015=</td>
<td>Meeting</td>
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<tr>
<td>May 2016=</td>
<td>Partially Meeting</td>
</tr>
<tr>
<td>May 2016=</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017=</td>
<td>Meeting</td>
</tr>
<tr>
<td>May 2017=</td>
<td>Meeting/Exceeding</td>
</tr>
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</table>

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

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

**Focus this quarter:**
The focus for this quarter is on the implementation of the PLC Framework with a concentration on answering question one: What do all students need to learn and be able to do in ELA? Staff participated in professional development provided by Solution Tree consultant, Diane Kerr. Staff also participated in professional development led by Dr. Charlotte Gilbar to identify priority standards in ELA. Once identified, teams have unpacked priority standards based on building-wide criteria. Six criteria have been established to guide this work.

- The identification of 8-10 priority standards in ELA.
- Consideration of progression from Classic Kindergarten through fifth grade.
- Identification of learning targets written as “I can” statements.
- Identification of supporting standards.
- Documentation of analysis of possible gaps from grade level to grade level for each priority standard.
- Creation of a general pacing guide for teaching of priority standards.
- Discussion involving SPED and support staff around priority standards.

**Results:** Staff is studying Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, Many, Mattos). Weekly discussion occurs using the companion study guide for all collaborative teams.

- Collaborative teams are meeting weekly with principal and instructional facilitator. Teams are agenda driven.
- All collaborative teams are working towards the completion of the above mentioned criteria list. As of October 5, 2017, one team has completed all criteria.

**Next Steps:** Crest Hill has a representative team attending the PLC Academy that will continue into the next quarter.

- Dr. Charlotte Gilbar will be returning to Crest Hill during the next quarter to begin work on PLC question 2: How do I know when students have learned? Dr. Gilbar will lead professional development and initiation of
Goal: By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

Data: NWEA Reading Growth Projections (Meeting or Exceeding)

<table>
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<tr>
<th>Year</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>R66% (3); R53% (5)</td>
</tr>
<tr>
<td></td>
<td>M57% (3); M38% (5)</td>
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<td>2014</td>
<td>R63% (3); R53% (5)</td>
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<tr>
<td></td>
<td>M43% (3); M36% (5)</td>
</tr>
<tr>
<td>2015</td>
<td>R39% (3); R42% (5)</td>
</tr>
<tr>
<td></td>
<td>M49% (3); M42% (5)</td>
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<tr>
<td>2016</td>
<td>R43% (3); R59% (5)</td>
</tr>
<tr>
<td></td>
<td>M72% (3); M28% (5)</td>
</tr>
<tr>
<td>2017</td>
<td>R58% (3); R66% (5)</td>
</tr>
<tr>
<td></td>
<td>M68% (3); M72% (5)</td>
</tr>
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</table>

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

Timeline: 10/2014 to 5/2019

Focus this quarter: - Students are being identified for fluid groups to provide extra support and/or enrichment throughout the day in ELA and math. These groups are being referred to as WIN (What I Need). Groups of students meet four days a week in all grade levels.
- Professional Development has occurred for all certified staff in the area of inclusion and MTSS.
- A leadership team has been established in the area of Data Based Instruction. This team is working with Jennifer Hiler from the Wyoming Department of Education to successfully implement data based instruction into our tier three system.

Results: - For the first time in five years, 100% of classrooms were at or above the national norm for projected growth in reading and math based on the spring NWEA scores.
- When we began working with the WDE towards implementation of data based instruction, Crest Hill had the highest number of students within a targeted range of pull out services that were not meeting grade level standards in reading. After one year of pilot implementation, the number of Crest Hill students in this category has dropped to one student. WDE celebrated this success with our DBI Leadership Team asking our school to work towards being a model school for the state of Wyoming in this area.

Next Steps: All resource SPED teachers at Crest Hill are implementing data based instruction for students in need of intensive intervention. This includes staff training, weekly meetings and implementation of the system. The DBI Leadership team is also working on building an MTSS system of supports for use across all grade levels.

Goal: By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.
**Strategic Plan Quarterly Update**
Quarter 1 - 2017-18

**Data:** Academy Based Learning Survey

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>May 2013= NA</td>
<td></td>
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<tr>
<td>May 2014 =NA</td>
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</tr>
<tr>
<td>May 2015= NA</td>
<td>May 2015= NA</td>
</tr>
<tr>
<td>May 2016= 2.67 out of 5.0</td>
<td>May 2016= 2.0 out of 5.0</td>
</tr>
<tr>
<td>May 2017= 3.0 out of 5.0</td>
<td>May 2017= 3.0 out of 5.0</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** This quarter’s focus continued to be on Project Based Learning Units.

All grade levels will embed two interdisciplinary PBL Units.

**Results:** All grade levels have collaborated with teaching teams from other PBL schools to refine and reflect their units.

**Next Steps:** Planning will occur to ensure more collaborative opportunities for teams to meet with other PBL school team members.

A community component has been added in order to include families in extension opportunities for this school year.

---

**Goal:** By 2019, 100% of Crest Hill 3rd and 5th grade students will be reading at grade level as measured by the NWEA reading assessment (2013-2017); FastBridge (2017-2018).

**Data:** NWEA reading assessment

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

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

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

**Focus this quarter:** Crest Hill hosted a summer school program in order to maintain students’ skills in the area of math and reading. Students invited were based on individual status regarding at risk indicators.

Extended school day is being implemented in the areas of reading and math. This is being taught by three certified teachers three days a week.

**Results:** Students were given a pre and post assessment in ELA and math during the Crest Hill Summer School Program. In math 84% of students showed growth according to their pre and post assessment data. In reading 68% of students showed growth according to their pre and post assessment data.

**Next Steps:** Extended Day is currently being implemented. Student growth will be analyzed in the areas of math and ELA.

Crest Hill Page 3
CYMS

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

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

Data: Science Achievement

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

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

Timeline: 8/2014 – 6/2019

Focus this quarter: We are inline with the State average in the area of science and want to be better. We will continue to focus more on the WY-TOPP assessment blueprint and released items to achieve better results. We also plan to look at test administration and the amount of time allocated. CY science teachers continue to collaborate to create integrated units and lessons as a continuation of the three-year pilot. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level. PBL is a driving force of the science planning for this school year. Projects include working with the BLM on a field science project and the procurement and planting of tower gardens that will result in a Farmer’s Market.

New this quarter: Looking at the newly adopted science standards, teachers have compared the current tested standards to correlate with the progression of WY-TOPP and the interim assessments. Science teachers focused more on the success skills. Science teachers have developed a science report rubric that is used across grade levels. All grade levels have implemented a problem based learning project including: 6th grade water project and Morad Park study; 7th grade tower produce gardens and engineering project; 8th grade worked on the “Get Off My Land” invasive species BLM project.

Results: 100% of teachers are using their curriculum maps to guide instruction. Action plans are being implemented. Surveys have been taken by all students to establish baseline data. Common, formative assessments across grade levels have also been implemented and are conferenced about during collaboration time.

Next Steps: Teachers continue to visit and revisit our curriculum maps and unit plans. The science department continues to incorporate PBL into the integrated curriculum. Full implementation of standards integration for 6th, 7th grade and 8th grade has commenced and the students have all been taught using a mixed discipline (Earth, Life and Physical Science) method every year. When the NCSD science standards are adopted, CY
science teachers will be cross-walking the current, integrated science curriculum (pilot) with the new standards to make certain that everything is covered.

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
<th>Focus this quarter:</th>
<th>Results:</th>
<th>Next Steps:</th>
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<th>Goal:</th>
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<th>Timeline:</th>
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<th>Results:</th>
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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 WY-TOPP results.

**Data:** Reading Achievement

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

NWEA Data:
% of CYMS students at or above grade level on NWEA spring 2015, 2016, 2017 test.

<table>
<thead>
<tr>
<th></th>
<th>2015 Reading -</th>
<th>2016 Reading -</th>
<th>2017 Reading -</th>
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</thead>
<tbody>
<tr>
<td>6th</td>
<td>71.08%</td>
<td>6th – 75.93%</td>
<td>6th - 77%</td>
</tr>
<tr>
<td>7th</td>
<td>71.07%</td>
<td>7th – 66.39%</td>
<td>7th - 75%</td>
</tr>
<tr>
<td>8th</td>
<td>72.77%</td>
<td>8th – 73.11%</td>
<td>8th - 75%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 08/2014 – 6/2019

**Focus this quarter:** Focus this quarter: Work through June 2017 focused on the taught and tested curriculum to prepare for WY-TOPP testing windows. This quarter CY Literacy Goal Team members are using the WY-Topp blueprints and sample test questions to prepare students for the new WY-TOPP assessment. The CY Math and CY ELA Goal Teams have embarked on intense PD under the direction of Charlotte Gilbar and Stephanie Schafer to identify priority standards, unpack the standards, and create common formative assessments for each month of the school year. The assessments will drive collaboration discussions as the data is analyzed to provide feedback for student needs through additional instruction, remediation, and enrichment.

**Literacy Focus Areas:**

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

New this quarter: Language arts and reading content teachers begin to work on WY-TOPP Blueprint items, test samples, and Hattie’s high-yield effect size recommendations to prepare students for the upcoming WY–TOPP type questions. Vocabulary continues to be a focus area. Teachers focused on the individual growth of each student using RIT results and stretch goals to help students focus their efforts. All literacy teachers are teaching the outcomes of the draft curriculum as written. There has been an increased focus on assessment vocabulary and standards vocabulary that students will see on tests.

**Results:** Results: 100% of teachers are using their curriculum maps based on the draft curriculum to guide instruction. Science, social studies and elective teachers are continuing to support literacy standards. Short readings have been developed, uploaded and are ready for teacher use. CY Middle School showed improvement and met expectations on the Wyoming State Accountability Report! We are proud to be the only large school over 400 students to meet expectations!

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

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

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

---

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

**Data:** Reading Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>80</td>
<td></td>
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<tr>
<td>May 2015</td>
<td>39</td>
<td>85</td>
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<td>May 2016</td>
<td>57</td>
<td>90</td>
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<td>May 2017</td>
<td>53</td>
<td>95</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Strategy:** Implement the Inclusion Co-Teaching and Inclusion Tutoring Model.

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** CY language arts and reading teachers co-teach daily with a special education teacher assigned to their CORE Team. Teachers utilize differentiation strategies including stations, parallel teaching, and flipped classroom instruction. Language arts tutors also provide inclusion support in language arts classrooms to assist students who need support mastering standards. Special education students and tutored students are included in regular language arts classrooms. The Equity group students, many of whom are also in inclusion classes, are expected to attended Bridges Extended School Day opportunities.

**Results:** There are significantly fewer students in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to the grade level taught and tested standards-based curriculum. When there is a need for additional help, students are referred to AM or PM Bridges Extended School Day. Tutors’ progress monitoring show growth of inclusion tutored students. Inclusion case managers are reporting more growth from their students than when they were in pullout resource classrooms. Significant growth was seen on PAWS reading categories! CY Middle School showed improvement and met expectations on the Wyoming State Accountability Report. We are proud to be the only large school over 400 students to meet expectations!

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

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

**Data:** Math Achievement

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

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

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** Continued work: Math Goal Team members have analyzed the PAWS results and continue to focus on areas where CY students scored significantly below the district or state. Focus areas continue to be:

- Math Focus Areas:
  - The Number System
  - Geometry

CYMS Page 3
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Statistics and Probability
Math teachers have created additional opportunities for students to practice in these areas and they will help other content area teachers know how to support students in the focus areas. Warm-ups, extended practice, exit slips and quick checks for understanding are being used to assess progress.

Supporting Math Focus Areas -
What exactly do students need to know and be able to do in our focus areas?
The Number System:
6th Grade: multiplication and division to divide fractions by fractions, computing fluently with multi-digit numbers and find common factors and multiples, applying and extending understanding of numbers to the system of rational numbers.
7th Grade: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
8th Grade: Know that there are numbers that are not rational, and approximate them by rational numbers.

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

Statistics and Probability:
6th Grade: Develop understanding of statistical variability. Summarize and describe distributions.
7th Grade: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
8th Grade: Investigate patterns of association in bivariate data.

CY math teachers continue to implement the new math materials and math progression with fidelity including the administration of the required benchmark assessments. District IFs have been involved with coaching and providing strategies. The strategy of the flipped classroom has spread throughout the math department and it provides students with the ability to view short teacher-created mini-lessons as homework, enabling more 1 on 1 time with teachers for problem solving and engagement during class time. Students and parents report liking the flipped classroom model for math! This continues to be supported by parents’ comments at Back to School Night and during Parent Teacher Conferences.

New this quarter: Math teachers are working under the direction of Charlotte Gilbar and Stephanie Schaefer to identify and unpack the priority standards. They are currently creating common, formative assessments to implement and score to drive collaboration discussion. Results will determine instructional strategies, additional help needed, and enrichment for students who have met standards. 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. Cynthia Porter, IF, continues to support math teachers and math instruction. There is still a disconnect between the implementation of the new math curriculum/standards and growth and achievement; however, CY did show growth and did meet expectations on the Wyoming State Accountability Report. We are proud to be the only large school over 400 students to meet expectations.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Results: NWEA Data:
% of CYMS students at or above grade level on 2015, 2016, 2017 NWEA Math:
2015 Math 2016 Math 2017 Math
6th – 72.22% 6th – 65.43% 6th -55%
7th – 59.18% 7th – 61.73% 7th -39%
8th – 71.55% 8th – 64.43 % 8th -42%

Next Steps: Wednesday PD sessions include time to identify and unpack priority standards and develop common formative assessments. Teachers’ observation conferences with principals include discussion regarding embedding work related to the priority standards, standards language, and depth of knowledge. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program. Family math night was a huge success, attended by over 400 parents and students, and was added to this year’s calendar with unanimous staff support. The Math Goal Team Leader and the CY IF worked in June to create a cohort study group for the Math Goal Team teachers for 2017-2018 to focus their work more on priority standards and instructional practice. The cohort study group will continue their work in the fall of 2017 and includes peer collaboration and observation, deconstructing standards and a focus on formative assessments.

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

Data: Math Equity

<table>
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<th>Targets</th>
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<tr>
<td>May 2014 = 82</td>
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<td>May 2015= 41.5</td>
<td>May 2015= 85</td>
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<td>May 2016= 42</td>
<td>May 2016= 90</td>
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<td>May 2017= 56</td>
<td>May 2017= 95</td>
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<tr>
<td>May 2018= 59</td>
<td>May 2018= 97</td>
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<tr>
<td>May 2019 = 64</td>
<td>May 2019 =100</td>
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Strategy: Implement the Inclusion/Co-Teaching and Inclusion Tutoring Model

Timeline: 8/2014 – 6/2019

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

Results: Significantly fewer students are in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. Equity students will be expected to attend Bridges Extended School Day for additional skill support. The inclusion co-teaching model is showing promising results.

Next Steps: Next Steps: Teachers will continue the Inclusion/Co-Teaching Model. The Wednesday PD sessions include time to continue work on the standards.
Dean Morgan

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

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

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

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

**Strategy:**
- Taking next steps toward building our school wide vocabulary program
- Bi-monthly meetings with grade level collaboration teams
- WDE: Root Cause Analysis Training with Math and Language Arts Representatives
- Collaboration time spent on Grade Distribution and Assessment Profile List to identify students in need of Tier 1 interventions
- Awareness for ELA Goal team members of “Possibly Proficient” students (correlation of Growth Assessment to PAWS)

**Timeline:** 7/11/17 - 10/10/17

**Focus this quarter:**
- Implemented school-wide vocabulary and vocabulary checks aligned with tier 2 common academic vocabulary
- Develop action steps towards “possibly proficient students”
- Use of grades to define effective strategies to use Comet Block time to implement strategies to improve learning—Develop Grade Distribution and Assessment Profile Lists for a starting point to start identifying students for interventions
- Professional Development for working to build intervention and enrichment time within the school day. South Sioux City team came and delivered two days of professional development with all certified staff. The intent of this PD was to build shared knowledge and learning towards how to implement our own Dean Morgan process. This was the beginning and kick off to the development of our ASPIRE (All Students Practicing Integrity and Responsibility for their Education) coaching block.
- Implementation of ASPIRE to meet intervention and enrichment needs for all students
- Staff have been trained to unpack and prioritize standards in order to successfully develop common formative assessments in collaborative teams as individual teams move toward school and district goals.
- Quantum Learning Design and Delivery PD with full staff, 2 follow up days with 29 individual staff members with QL feedback on classroom instruction and delivery for UW/PTSB credit

**Results:**
- BLT approved work of the literacy team around school wide vocabulary starting in the fall of 2017
- Ad-hoc work established and kicked off school wide ASPIRE for interventions and enrichments for all students at all grade levels. This work is focused on answering PLC questions 3 What do we do when they don’t learn it? And 4 What do we do when they do know it?

**Next Steps:**
- BLT updating Comprehensive Plan and Strategic Plan
- Steps to update and finalize Strategic Plan

Dean Morgan Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

- Roll out of Vocabulary school wide plan taking place beginning of Qtr 2 2017
- Continue process with Charlotte Gilbar with quarterly common formative assessments in all content areas on November 3rd PD Day and throughout the year.

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

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

Strategy: - Collaboration time spent on Grade Distribution and Assessment Profile List to identify students in need of Tier 1 interventions
- Developed school wide within math classrooms common vocabulary and strategies surrounding orders of operation and how to solve an equation

Timeline: 7/11/17 - 10/10/17

Focus this quarter: - Develop action steps towards “possibly proficient students”
- Use of grades to define effective strategies to use Comet Block time to implement strategies to improve learning--Develop Grade Distribution and Assessment Profile Lists for a starting point to start identifying students for interventions
- Develop strategies to have common vertically aligned vocabulary and procedures in a variety of math concepts
- Professional Development for working to build intervention and enrichment time within the school day. South Sioux City team came and delivered two days of professional development with all certified staff. The intent of this PD was to build shared knowledge and learning towards how to implement our own Dean Morgan process. This was the beginning and kick off to the development of our ASPIRE (All Students Practicing Integrity and Responsibility for their Education) coaching block.
- Implementation of ASPIRE to meet intervention and enrichment needs for all students
- Staff have been trained to unpack and prioritize standards in order to successfully develop common formative assessments in collaborative teams as individual teams move toward school and district goals and DAS benchmarks
- Quantum Learning Design and Delivery PD with full staff, 2 follow up days with 29 individual staff members with QL feedback on classroom instruction and delivery for UW/PTSB credit

Results: - Math Goal Team created and implemented the use of anchor charts focusing developing common understanding of order of operation and solving equations
- Ad-hoc work established and kicked off school wide ASPIRE for interventions and enrichments for all students at all grade levels. This work is focused on answering PLC questions 3 What do we do when they don't learn it? And 4 What do we do when they do know it?

Next Steps: - BLT updating Comprehensive Plan and Strategic Plan
- Steps to update and finalize Strategic Plan
- Initiate process with Charlotte Gilbar with quarterly common formative assessments in all content areas
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

- Implement common strategies vertically aligned in all math classrooms for the 17 - 18 school year
- Moving forward with studying math practice standards and developing shared knowledge with math practice standards
- Continue process with Charlotte Gilbar with quarterly common formative assessments in all content areas on November 3rd PD Day and throughout the 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:
Evansville
Empowering students to succeed in academics, attendance and citizenship.

Goal: All Evansville students will read at proficient level as measured by District and State tests.

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

NWEA 15-16-17 (% at 40 percentile or above)
Kindergarten- 90-94-80
First- 84-76-92
Second- 82-80-74
Third- 84-82-79
Fourth- 79-80-79
Fifth- 78-71-84

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

Timeline: 2017-2019

Focus this quarter: We have entered a partnership with University of Wyoming Literacy Research Center and Clinic. Our initial focus is on developing richer vocabulary and conceptual knowledge.

Results: We had initial meetings with UW after our needs assessment and evaluated our next steps. After our work together, we selected the vocabulary goal and had a professional development day devoted to rich and varied language experiences.

Next Steps: Our PLC is deeply involved in learning about rich and varied language experiences. We are monthly reading, implementing and exploring opportunities to support our students. UWLCC is working side by side to support various professional development needs of staff.

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

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

NWEA 15-16-17 (% above 40 percentile)
Kindergarten- 94-100-86
First- 84-74-100
Second- 78-92-89
Third- 85-86-87
Fourth- 82-88-90
Fifth- 88-76-91
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Strategy: The focus for the quarter was to evaluate results and look for ways to support individual students who are not making progress.
Timeline: 2017-2019
Focus this quarter: We have evaluated our data and looked for ways to support students who are still struggling with math concepts. Additionally we are investigating our third grade PAWS results and looking for areas where students need to be supported K-3 in math.
Results: We will now use the information from the data to support struggling students.
Next Steps: We continue to refine our math delivery and instruction. Our system is running effectively and efficiently.

Goal: All students will be proficient or advanced in writing, as measured by State test.
Data:
Strategy: Evansville will continue to use rubrics to analyze student writing.
Timeline: 2017-2019
Focus this quarter: We are beginning to embed the rubrics into the work we are doing with writing and using them to monitor our progress.
Results:
Next Steps: Now we have a baseline to look for improvements in our work. We will continue to analyze our progress in the area of writing.

Goal: Increase student engagement in citizenship and attendance.
Data: Attendance
14-15- 93.93%
15-16- 95.53%
16-17- 95.18%
Strategy: Evansville will begin the "house" structure and Transformation Days. Additionally, we are doing a review of our behavior documents and communication in an effort to improve our systems.
Timeline: 2017-2019
Focus this quarter: Evansville began implementation of "houses" and Transformation Days. The goal of both of these changes is to increase relationships between students in multiple grades and build connections for support on the playground, lunch room and other non-academic areas.
Results: We are in the initial stages of implementation and do not have results to report yet.
Next Steps: Our school will continue our implementation of "houses" and Transformation Days and work on our behavior management communication.
Fort Caspar Academy

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

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

Data: 

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<td>May 2015= 49 MGP</td>
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<tr>
<td>May 2016= 57 MGP</td>
<td>May 2016= 53 MGP</td>
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<td>May 2017= 46 MGP</td>
<td>May 2017= 58 MGP</td>
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<td>May 2018=</td>
<td>May 2018= 60 MGP</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 61 MGP</td>
</tr>
</tbody>
</table>

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

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

Timeline: 9/2017-10/2017

Focus this quarter: Staff members are working on developing a collaborative culture at FCA so that PLCs at both grade level and whole staff level can collaboratively do the work of improving use of standards and curriculum to develop appropriate learning targets.

Results: Fort Caspar Academy staff are learning elements of collaborative culture. Staff is working on these elements in preparation for doing the work for the next quarter. A new FCA vision is in place and the staff is learning this vision and what we will do to fulfill it. Staff norms are in place as well at both school level and grade levels.

Next Steps: We will spend the next month continuing to come to an understanding of other elements of collaborative culture we need to put into place prior to going forward to working on clearly setting learning targets based on standards and curriculum. Curriculum work will begin in November.

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

Data: 

<table>
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<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
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</tr>
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<td>May 2015= 62 MGP</td>
<td>May 2015= 59 MGP</td>
</tr>
<tr>
<td>May 2016= 60 MGP</td>
<td>May 2016= 60 MGP</td>
</tr>
<tr>
<td>May 2017= 53 MGP</td>
<td>May 2017= 61 MGP</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 62 MGP</td>
</tr>
</tbody>
</table>
Strategy: 1. Alignment to and implementation of Common Core State Standards, with vertical alignment discussions from grade to grade to follow.

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

Timeline: 9/2017-10/2017

Focus this quarter: Staff members are working on developing a collaborative culture at FCA so that PLCs at both grade level and whole staff level can collaboratively do the work of improving use of standards and curriculum to develop appropriate learning targets.

Results: Fort Caspar Academy staff are learning elements of collaborative culture. Staff is working on these elements in preparation for doing the work for the next quarter. A new FCA vision is in place and the staff is learning this vision and what we will do to fulfill it. Staff norms are in place as well at both school level and grade levels.

Next Steps: We will spend the next month continuing to come to an understanding of other elements of collaborative culture we need to put into place prior to going forward to working on clearly setting learning targets based on standards and curriculum. Curriculum work will begin in November.
Frontier Middle School

Mission: Frontier Middle school is a small school that W.O.R.K.S!
We learn to work hard, overcome obstacles, believe in respect and responsibility so that we can become solid, stable, society members.

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

Data: Actual Targets
May 2014 = 54% May 2015= 49%
May 2015= 30% May 2016= 61%
May 2016= 34% May 2017= 74%
May 2017= 32% May 2018= 87%
May 2018= May 2019 = 100%

Strategy: Reading Growth – Creating power standards and following district guidelines for implementing common assessments

Timeline: 9/2014 – 5/2019

Focus this quarter: We are continuing with our plan from last year by:
Giving ALL kids in all grades the Scholastic Reading Inventory (SRI) for a baseline lexile score and to track reading growth throughout the year.
Identifying students not proficient in a standard and providing extra time and reteaching, and then placing those students in Home Den proficiencies.
Placing tiered students in ELA labs and completing progress monitoring
Using PLC meetings (Tuesdays) to identify and discuss students who may need placement in an ELA lab.
Offering lunch-time help through our Lunch and Learn program, as well as After School homework help

We also met with CCA and identified our priority standards.

Results: Link to priority standards:
https://docs.google.com/document/d/1FZhM10c4vf9ql-0grOmytR_7x5k4ZRSiCaXSYjiMHLg/edit
Screenshot of Quarter 1 Scholastic Reading Inventory results:

Next Steps: Sixth grade will give the District Assessment for outcome 1 by the end of quarter two.
Seventh grade will give the District Assessment for outcomes 5 & 6 by the end of quarter three.
Eighth grade will give the District Assessment for outcome 4 by the end of quarter three.
We will continue to monitor progress using data from the interim WY-TOPP test and the WY-TOPP modular assessments, as well as the Scholastic Reading Inventory.

Goal: By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming Accountability model in Math.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Data: Actual  

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
<th>Grade</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>34%</td>
<td></td>
<td></td>
<td>6th</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>29%</td>
<td></td>
<td></td>
<td>6th</td>
<td>25%</td>
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<tr>
<td>2016</td>
<td>33%</td>
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<td>6th</td>
<td>21%</td>
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<tr>
<td>2017</td>
<td>25%</td>
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<td>6th</td>
<td>54%</td>
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<td>2018</td>
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<td>6th</td>
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<td>2019</td>
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<td>6th</td>
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</tbody>
</table>

Targets:

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
<th>Grade</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>40%</td>
<td></td>
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<td>6th</td>
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<tr>
<td>2016</td>
<td>55%</td>
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<tr>
<td>2017</td>
<td>70%</td>
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<td>6th</td>
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<tr>
<td>2018</td>
<td>87%</td>
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<td>6th</td>
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<tr>
<td>2019</td>
<td>100%</td>
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<td>6th</td>
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Strategy: Math Growth – Implement Math CCSS through continuous improvement and differentiation.

Timeline: 9/2014 – 5/2019

Focus this quarter: Tier I: We are focusing on strengthening pedagogy through collaboration and increasing focus on identified power standards.

Tiers II/III: We are reviewing data from our screeners to make sure kids who need it have extended time and targeted interventions. Students will be flagged accordingly to be sure that they will continue those interventions if placed in a different school next year. We are front-loading standards to set students up for success on grade level standards.

Results: 157 out 170 students tested:

Overall Students at FMS:

- 42% Tier III
- 15% Tier II
- 43% Tier I

6th Grade:

- 25% Tier III
- 21% Tier II
- 54% Tier I

7th Grade:

- 56% Tier III
- 13% Tier II
- 31% Tier I

8th Grade:

- 40% Tier III
- 11% Tier II
- 49% Tier I

Next Steps: Tier I: Finish first units. Give first unit assessments and review data to see if changes in pedagogy are effective.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Tier II/III: Begin progress monitoring. Data reviews to make sure the right students are in tutoring.

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

<table>
<thead>
<tr>
<th>Data: Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 26%</td>
<td>May 2014 = 26%</td>
</tr>
<tr>
<td>May 2015= 17%</td>
<td>May 2015= 41%</td>
</tr>
<tr>
<td>May 2016= 13%</td>
<td>May 2016= 56%</td>
</tr>
<tr>
<td>May 2017= 22%</td>
<td>May 2017= 71%</td>
</tr>
<tr>
<td>May 2018=</td>
<td>May 2018= 87%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Science Achievement – Implement Standards Based Science Curriculum
Strategy 2: Science Achievement – Implement STEM Units

**Timeline:** 9/2016 – 5/2019

**Focus this quarter:** We are continuing STEM Fridays to meet our school wide mission to implement STEM. We are working with CCA on power standards and common assessments. We are integrating NGSS into our current standards- based on the WyTOPP blueprint and the Science Subject Area Committee (SAC) recommendations.

**Results:** School competition for STEM in October. Meeting with CCA in September, Science SAC meeting in September.

**Next Steps:** Science SAC work and assessment meeting with CCA.

---

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

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

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

**Data:** Achievement Data

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

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

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

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

**Focus this quarter:** 1st Quarter: Strategy 1 - Team is searching for PD opportunities for co-teaching, guided reading, differentiation and peer observations. Strategy 2 - Prioritizing of Power Standards in ELA and Math, based on work with NCSD Assessment Coordinator, Charlotte Gilbar. Power Standards have been prioritized in each grade level, K-5, with a focus on fluency in Math and answering question with key details in a text in ELA.

**Results:** 1st Quarter: Strategy 1 - Team has confirmation of staff members will to be observed by peers. Peer observations will be completed prior to December 23. Strategy 2 - N/A TBD at next goal team meeting what assessments can be used as a measurement in the progress of ELA and Math Power Standards

**Next Steps:** 1st Quarter: Strategy 1 - Peer observations and feedback for co-teaching and guided reading. Strategy 2 - Determining appropriate assessments to measure results in Power Standards for ELA/Math quarterly.

**Goal:** By May 2019 Journey Students will use 21st Century Skills (creativity, collaborative, communication, critical thinking) to apply to their learning and problem solving.

**Data:** Actual         Targets

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2016 = 83%</td>
<td>May 2016 = 83%</td>
</tr>
<tr>
<td>May 2017 = 78%</td>
<td>May 2017 = 85%</td>
</tr>
<tr>
<td>May 2018 =</td>
<td>May 2018 =</td>
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<tr>
<td>May 2019 =</td>
<td>May 2019 =</td>
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</tbody>
</table>

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

**Timeline:** 09/2017-05/2019
Strategic Plan Quarterly Update  
Quarter 1 - 2017-18

Focus this quarter: 1st Quarter: Created an Effective Effort Rubric around Fixed/Mixed/Growth mindset that staff are asked to use when doing PBL work. Rubrics are due November 3rd for 1st Quarter. Expectation for teachers is that at least 1 PBL per quarter, varied by grade level, will be completed.  
Results: 1st Quarter: N/A Rubric data is due November 3rd for first PBL.  
Next Steps: 1st Quarter: Rubrics will be examined for difference in growth mindset work for problem-solving.

---

Goal: By May of 2019, our students will feel hopeful, engaged, and thriving as measured by the student Gallup poll results.  
Data: Student Gallup Survey  
<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2016 = 50%</td>
<td>Nov 2017 = 60%</td>
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<td>Nov 2017 =</td>
<td>Nov 2018 =</td>
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<td>Nov 2018 =</td>
<td>Nov 2019 =</td>
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<td>Nov 2019 =</td>
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</table>

Strategy: Strategy 1: Fully implement Whole Child tenets  
Timeline: 9/2017-11/2019  
Focus this quarter: 1st Quarter: Staff meets weekly to go through MTSS training. Survey has been completed and data has been rolled out to staff. Staff has completed reward menu, schedule, matrices; Staff has been trained on all three and had input. Staff is following a weekly social/emotional curriculum. Monthly assemblies on Pillar character traits have begun, with first assembly focusing on Respect. Monthly meetings are held for student behavior concerns. Interventions are given in a differentiated manner according to each child’s needs.  
Results: 1st Quarter: Incident Reports and Office Referrals will be looked at, as well as a new baseline set with the Gallup survey in November and a building survey to staff.  
Next Steps: 1st Quarter: MTSS will continue to follow Diana Browning Wright agendas with a team meeting and continuing training in November.

---

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

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

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

By 2019, Kelly Walsh will meet or exceed school level performance expectations as defined by the Wyoming School Accountability model.

Data: 2016-17 High School Performance Report states 76.9% graduation rate for KWHS; and for the second year on a row, KWHS is Partially Meeting Expectations.

Strategy: Data driven professional development for all staff members defining equity, achievement, and growth using KWHS ACT and Aspire data. Continued staff focus on PLC work with student data and staff development with content literacy.

Timeline: 10/2016- 5/2019

Focus this quarter: KWHS trained teachers using our own ACT and Aspire data. Teachers worked through the identification process with Charlotte Gilbar and KWHS administration. Urgent facts focusing on KWHS students were identified and connected to our two goals listed above. Leadership categorized needs and expectations for teacher efficacy. PLC teams are working on examining student work and building capacity for student learning. The Wyoming School Accountability Performance Report was reviewed and analyzed by staff. Celebrations were identified and items for improvement and specifics for effective change conversed among teachers.

Results: Our school continues to struggle meeting graduation goals. We have implemented a daily 28 minute "homeroom" time, Trojan Connections. This is an intervention/remediation time built specifically into our day to focus on student achievement, which is directly connected to the ultimate line of accountability, graduation rate.

Next Steps: Administration, department chairs, and PLC groups will continue to evaluate Trojan Connections and student achievement. No data is available yet.
Lincoln ES

New Mission Statement:
It is our mission to grow students and ensure high levels of achievement for all.

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

Data: Year-end K-5 NWEA Date
73% at grade level (40th+%ile)
Kinder - 74%
1st - 83%
2nd - 65%
3rd - 64%
4th - 81%
5th - 70%

Initial FastBridge baseline results are as follows:
*All 2nd and 3rd graders; at-risk 4th and 5th graders combined
41% - below 20th%ile
17% - 20th-30th%ile
36% - 30th-85th%ile
5% - above 85th%ile
*41% at or above grade level in 2nd-5th grades

2nd grade - 50% at or above grade level
3rd grade - 37% at or above grade level
4th grade - 20% at or above grade level
5th grade - 33% at or above grade level

Strategy: 1. Use the Literacy First continuums to guide and differentiate instruction to address individual student needs.

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

3. Develop master schedule that includes a reading block at each grade level, guaranteeing sufficient time for differentiated instruction and E/I time.

Timeline: 9/2017-5/2018

Focus this quarter: Due to the elimination of NWEA testing, the measure for this goal has been changed to the FastBridge assessment. Teachers have been trained in giving the universal screener portion of the assessment. Students have been screened using this tool. Future PD in progress monitoring and interim assessments coming soon. Continued commitment to using Literacy First assessments, MyDataFirst for data collection, and Literacy First instructional materials.

Results: We were making progress towards meeting our goal with previous measure. New FastBridge data is significantly lower, but does not include any K-1 students, and only includes 4th and 5th grade at-risk students.
Goal: By May of 2019, 90% of our students will meet or exceed the expectations in reading as measured by the state assessment.

Data: In the Spring of 2017, 51% of our students (3rd-5th) were proficient or advanced in ELA on PAWS. 
3rd - 40% 
4th - 59% 
5th - 51%

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.

Strategy #3 - Develop a formative assessment system at each grade level. Discuss data at weekly PLCs.

Strategy #4 - Master Schedule that includes a reading block at each grade level, guaranteeing sufficient time allotted for reading instruction.

Timeline: 9/2017-5/2018

Focus this quarter: We purchased Star 360 to help assess reading comprehension in upper grade levels. We will be trained in the various Wy-TOPP assessments. Preview 3 @ core ELA program materials.

Results: Will report out on baseline Star 360 and WyTOPP when it becomes available.

Next Steps: Test students using Star 360. Discuss results of rubrics from core ELA materials previews.

Goal: Goal #3: Proficient Mathematicians - By May of 2019, 90% of our students will perform at grade level / meet or exceed the expectations in math as measured by the new District (FastBridge) and state (Wy-TOPP) assessments.

Data: In the Spring of 2017, 47% of our students (Grades 3-5) were proficient or advanced in math on PAWS.
By grade level:
3rd - 40% 
4th - 48% 
5th - 54%

In the Spring of 2017, 77% of our students (K-5) were at grade level (40th+%ile) in math on NWEA MAP test.
By grade level:
Kinder - 88% 
1st - 88% 
2nd - 73% 
3rd - 64% 
4th - 75% 
5th - 73%

Lincoln ES Page 2
**Strategy**: Strategy #1: To create a system and explicitly teach CCSS-aligned math content vocabulary words to students, to include: incorporating all math vocabulary ("critical" words and "guaranteed" words) into themes/units/lessons, (b) explicitly teaching math content words using 6-step process, (c) assess student knowledge of guaranteed and critical words.

Strategy #2: Deliver Number Corner with fidelity.

Strategy #3: Supplement math programming by adding more rigorous tasks, fact practice, spiraling, tech integration, etc. - Motivation Math, etc.

Strategy #4 - Develop formative assessment system at each grade level; discuss data in weekly PLCs.

Strategy #5 - Developed master schedule that includes a sufficient block of time for math instruction in all grade levels.

**Timeline**: 9/2017-52018

**Focus this quarter**: Due to the elimination of NWEA and PAWS testing, the measures for this goal has been changed to the FastBridge and Wy-TOPP assessments. Teachers have been trained in giving the universal screener portion of the FastBridge assessment. Students have been screened using this tool. Future PD in progress monitoring and interim assessments coming soon. We will be trained in the various Wy-TOPP assessments.

**Results**: We were making progress towards meeting our goals with previous measures. New FastBridge data is significantly lower, but does not include any K-1 students, and only includes 4th and 5th grade at-risk students. Will report out on baseline Star 360 and WyTOPP when it becomes available.

**Next Steps**: 1. Continue to refine PLC practices.
2. Continue to align instruction to the adequate rigor level required of CCSS.
3. Increase use of Mastery Connect and other formative assessments.
4. Looking for correlation between last year's NWEA and PAWS data in math, new Star 360 data, Mastery Connect data, and FastBridge and WyTOPP data as it becomes available.

**Goal**: Goal #4: Proficient Writers. By May of 2019, 90% of our students will meet or exceed the expectations in writing as measured by the state assessment.

**Data**: No data available - SAWS was nixed.

**Strategy**: Strategy #1 - Deliver BaW program with fidelity plus - grammar component, addition of graphic organizers, mini-lessons, etc.

#2 - Prompt writing practice, scored as a team, with feedback provided to students.

#3 - Master schedule with sufficient blocks of time to teach writing.

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

**Focus this quarter**: - All K-5 students complete Q1 writing prompt.

- Complete final copy of grade-level rubrics for scoring individual student writing were developed and submitted to BLT.
- WGT to start working on developing proficiency scales to evaluate trends in student writing and proficiency on standards.

**Results:** Writing instruction continues to take place at Lincoln ES. Will report out on Q1 prompts when rubrics are completed and responses are scored.

**Next Steps:** Complete rubrics and score student work.
Manor Heights Elementary

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

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

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

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Target</th>
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<tbody>
<tr>
<td>2014-2015</td>
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<tr>
<td>2015-2016</td>
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<td>2016-2017</td>
<td>54%</td>
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<tr>
<td>2017-2018</td>
<td>58%</td>
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<tr>
<td>2018-2019</td>
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**Reading Equity**

<table>
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<th>Target</th>
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<td>51%+</td>
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<td>2016-2017</td>
<td>67%++</td>
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<td>2017-2018</td>
<td>56%</td>
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<tr>
<td>2018-2019</td>
<td>60%</td>
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**Reading Achievement**

<table>
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<tr>
<th>Actual</th>
<th>Target</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>59%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>59%</td>
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<tr>
<td>2016-2017</td>
<td>57%</td>
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<tr>
<td>2017-2018</td>
<td>70%</td>
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<tr>
<td>2018-2019</td>
<td>70%</td>
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**Mathematics Growth**

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<th>Target</th>
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Manor Heights Elementary Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

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<td>2018-2019</td>
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Mathematics Equity

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Target</th>
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<tbody>
<tr>
<td>2014-2015</td>
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<td>35%</td>
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<td>2016-2017</td>
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<td>50%</td>
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<td>2018-2019</td>
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Mathematics Achievement

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<th>Target</th>
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<tr>
<td>2015-2016</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>2017-2018</td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

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

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

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

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

Timeline: 8/2014 - 6/2019

Focus this quarter: Our focus this quarter is to fully implement our thirty-minute academic enrichment and remediation program, called Jag Time.

Our Jag Time program is supported at each grade level by additional staff members, including; classroom teachers, special education teachers, tutor, librarian and paraprofessionals. Weekly grade-level PLC team meetings, with the principal, will focus on Jag Time preparation and the four PLC questions.

We have provided two training opportunities, in June and August, for our new ELA materials adoption of Wonders / McGraw Hill. Our teachers will continue to explore and discuss these materials during their grade level PLC meetings. Additional training opportunities will be provided, if needed.

All of our teachers have been trained in the FastBridge and ELA DAS assessments.
We have a team of staff members participating in the district MTSS training.

**Results:** WAEA Growth and Equity scores in Reading and Math are improving.

**Next Steps:** Examine FastBridge and DAS data, along with classroom assessments, to inform our instruction and develop specific lessons to be used during Jag Time.

We will begin examining the WyTopp blueprints and preparing our students for this new assessment. MTSS training components will be shared with the entire staff each month. ALICE training for students.
Midwest

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

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

**Data:** % Proficient in Math on WDE Performance Report
- May 2017 = 40%
- May 2017 = 52%
- May 2017 = 9%
- May 2017 = 32%

% Proficient in Reading on WDE Performance Report
- May 2017 = 51%
- May 2017 = 52%
- May 2017 = 18%
- May 2017 = 32%

% Proficient in Science on WDE Performance Report
- May 2017 = 42%
- May 2017 = 52%
- May 2017 = 5%
- May 2017 = 32%

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

**Timeline:** 9/2017 – 5/2018

**Focus this quarter:** PD around effective instructional strategies (Hattie - direct instruction)

Focus on determining and unpacking priority standards with Dr. Charlotte Gilbar

Created goals and goal teams to address student achievement

Results: We are more focused and aligned in what we are teaching due to identifying priority standards. Instructional practices are improving and are more intentional. Our PLC time is

**Next Steps:** We have scheduled Dr. Gilbar to return to work with certified staff on Nov. 3 and January 26 to continue work on determining priority standards and unpacking the standards. Work will begin on developing proficiency scales and different types of assessments.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Midwest

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

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

Data: % Proficient in Math on WDE Performance Report
- May 2017 = 40%  May 2017= 52%  May 2017 = 9%  May 2017 = 32%
- % Proficient in Reading on WDE Performance Report
- May 2017 = 51%  May 2017 = 52%  May 2017 = 18%  May 2017= 32%
- % Proficient in Science on WDE Performance Report
- May 2017 = 42%  May 2017 = 52%  May 2017 = 5%  May 2017 = 32%

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

Timeline: 9/2017 – 5/2018

Focus this quarter: PD around effective instructional strategies (Hattie - direct instruction)

Focus on determining and unpacking priority standards with Dr. Charlotte Gilbar

Adjusted goals and goal teams to address student achievement

Created list of non-negotiables and shared/discussed them with staff

Results: We are more focused and aligned in what we are teaching due to identifying priority standards. Instructional practices are improving and are more intentional. Our PLC time is

Next Steps: We have scheduled Dr. Gilbar to return to work with certified staff on Nov. 3 and January 26 to continue work on determining priority standards and unpacking the standards. Work will begin on developing proficiency scales and different types of assessments.

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

Data: % Proficient in Math on WDE Performance Report
- May 2017 = 40%  May 2017= 52%  May 2017 = 9%  May 2017 = 32%
- % Proficient in Reading on WDE Performance Report
- May 2017 = 51%  May 2017 = 52%  May 2017 = 18%  May 2017= 32%
- % Proficient in Science on WDE Performance Report
- May 2017 = 42%  May 2017 = 52%  May 2017 = 5%  May 2017 = 32%

Strategy: Targeted tier I, tier II, and tier III interventions at the middle school level in math and reading based on academic needs. (longer core content periods, targeted remediation for equity group, Focus Friday, co-teaching)

Timeline: 9/2017 – 5/2018
**Strategic Plan Quarterly Update**

**Quarter 1 - 2017-18**

**Focus this quarter:** We increased the class time of all middle school core subjects from 53 to 72 minutes daily.

Professional development around effective instructional strategies is occurring weekly with follow-up support from our instructional facilitator.

With our 4 day school week Focus Friday opportunities happen each Friday from 8:00 a.m. - 11:00 a.m. Teachers provide one on one or small group tutoring as needed.

Students who were not proficient on PAWS after the 2016/2017 school year have an additional math class for remediation.

**Results:** Focus Fridays have supported struggling students to get grades up. The number of students earning D's and F's has decreased.

Observations show that teachers are using effective teaching strategies more frequently and appropriately.

**Next Steps:** Continue to implement all activities.

---

**Goal:** By 2019, Midwest School will increase the four-year graduation rate to 85%. Our school graduates will be prepared for college or a high skills career as measured by the NCSD Graduate Profile.

**Data:** Graduation Rate Data:

<table>
<thead>
<tr>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>= 67%</td>
</tr>
<tr>
<td>May 2015</td>
<td>= 85%</td>
</tr>
<tr>
<td>May 2016</td>
<td>= 65%</td>
</tr>
<tr>
<td>May 2017</td>
<td>= 85%</td>
</tr>
</tbody>
</table>

**Strategy:** Multiple opportunities for earning credits (Transitions, PIC, OdysseyWare, individualized support, 4-day school week with Focus Friday remediation…)

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

**Focus this quarter:** We replaced our Guidance Counselor (after a 6 month period without a Guidance Counselor). One of her roles is to work with students to create a meaningful schedule. This may include BOCES or OdysseyWare courses.

Students are required to take a full schedule. In order to better prepare for college, students are encouraged to sign up for BOCES classes through Casper College.

OdysseyWare is available to any student needing additional credits or for students wanting a class that we don't offer on campus.

Students also have the opportunity to attend Transitions in Casper. This is for credit recovery.

**Results:** 100% of our students have a full schedule.

**Next Steps:** Continue to offer multiple opportunities for students to earn credits towards graduation.

---

**Goal:**

**Data:**

Midwest Page 2
Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.  
Data: 59% of students at Mountain View were proficient according to NWEA reading.  
Strategy: Implement ELA standards with support of FAST and track student growth with Mastery Connect, FAST, and WYTOPP.

Use predictive assessments (FAST and Mastery Connect) to differentiate instruction to promote student growth.  
Timeline: Sept. 2015-May 2020  
Focus this quarter: This quarter our focus was on continuing standards work and digging deep into the instruction based on learnings and growth in the knowledge of the standards at each grade level. We will be utilizing our data as we continue to emphasize tier 1 instruction along with utilizing the predictive assessments to determine support for students at all levels.  
Results: We grew on PAWS to partially meeting due to the work with unpacking standards, utilizing peer observations and continued work with standards.  
Next Steps: We will continue the standards work and move to the common formative assessments in addition to utilizing the data gained from universal screeners to support students at an individual level.

Goal: All Mountain View students will be meeting targets in growth, equity and achievement measured by the Wyoming School Accountability Act.  
Data: We are partially meeting according to the state accountability model. The growth in our equity group supported this change from not meeting along with showing growth in the areas of growth and achievement.  
Strategy: Consistent implementation of RtI building wide focused on student’s needs and supported by collaboration.  
Timeline: Sept. 2015- May 2020  
Focus this quarter: Our focus this quarter has been continuing our work with standards and data in all areas. We have changed the systems of tutoring a bit to support the inclusion and the collaboration around students reviewing quality tier 1 instruction in addition to the RtI time in the building supporting students at all levels not just the intervention level.  
Results: Teachers understanding of students and their needs are growing based on our PLC work, unpacking of standards and utilizing data to form our decisions for students and classrooms.  
Next Steps: Our next steps are to continue to work on our tier 1 instruction based off the standards work with common formative assessments along with continuing our focus on collaboration to meet the needs of students at their level based off the data. We will have frequent MTSS meetings so support the work around screeners and interim assessments.

Goal: Decrease the number of office referrals by the end of the year.  
Data: Ending last year we had 359 office referrals with a target goal of 400 based off previous trends.  
Strategy: Consistent pro-social behavior lessons in all grade levels using the same curriculum.  
Timeline: Sept. 2015- May 2020
Focus this quarter: This quarter we utilized professional learning days to support the integration of the prosocial curriculum that all teachers will be teaching at the tier 1 level. We continued our work on the implementation of behavior expectations based off the SET eval that was completed last spring.

Results: Our SET evaluation data improved showing that more students/staff are understanding of the school wide behavior expectations.

Next Steps: Next steps are to provide learning to teachers based off of the different levels of support needed in a building to have positive behavior along with reflecting and working on training all staff with expectations of how to support behavior when it occurs.

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 June of 2018, NCHS will increase the four-year graduation rate to 85%. NCHS graduates will be prepared for college or high skills career as measured by the NCSD Graduate Profile.

Data: Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>90.93%</td>
</tr>
<tr>
<td>2016 - 2017</td>
<td>91.88%</td>
</tr>
<tr>
<td>2017 - 2018</td>
<td></td>
</tr>
</tbody>
</table>

We continue to see improved attendance since the implementation of the policy changes made prior to the 2016-17 school year. During the 2016-2017 school year, NCHS experienced nearly one percentage point increase from the previous year. Administration’s frequent attendance meetings, many of which led to attendance contracts, along with a district focus on improved attendance rates may have contributed to these increases.

Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 - 2014</td>
<td>76.1%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>80.4%</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>83.7%</td>
</tr>
</tbody>
</table>

Reflective practices and a focus on systems of support have led to increased numbers of graduates. This has been accomplished by creating a culture of support through Professional Learning Communities (PLCs), Mustang Connections, credit recovery, after-school tutoring, Saturday school, student incentives and increased parental involvement. Summer school also provided an opportunity for over 200 students to recover credits. Professional Learning Communities meet every Monday and Wednesday, designing common assessments, evaluating assessment data, and discussing interventions and student needs.

Partnering with the state to use the “Safe2Tell” tip line allowed NCHS to reach out to over fifty-three students during the 2016 school year, who were experiencing some form of distress. Safe2Tell continues to allow us to support student in crisis into the 2017 School Year; thus far, we have assisted eleven students due to a variety of reports.

In addition, more accurate record keeping and accounting of students leaving our system has led to improved graduation rates.

Strategy:

- Ongoing commitment to improving and supporting Professional Learning Communities at NCHS
- Continued focus on improving student attendance while decreasing unexcused and unverified absences
- Implementation with fidelity to the district developed curriculum
- Assisting students who are struggling and/or failing classes through credit recovery, before & after-school tutoring, Saturday school, and Mustang Connections.
- Review & align curricular offerings to better meet student needs and prepare them for the 21st century
- Explore avenues and options for students to attend Pathways Innovation Center (P.I.C.) to better meet
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

their needs and learning styles

Timeline: 08/2017 – 07/2018
Focus this quarter: • Ongoing commitment to improving and supporting Professional Learning Communities at NCHS

• Continued focus on improving student attendance while decreasing unexcused and unverified absences
• Assisting students who are struggling and/or failing classes through credit recovery, before & after-school tutoring, Saturday school, and Mustang Connections.
• Explore avenues and options for students to attend Pathways Innovation Center (P.I.C.) to better meet their needs and learning styles
• Responding timely to Safe2Tell tips to support struggling students
• Continue to bolster our student mentor program, where upper-level students provide support (academic and social) to freshmen.
• Internally align Mustang Connections with schedules, students, and staff- with the goal of forming positive relationships.

Results: • Positive growth in attendance rates.
• Supportive staff/student climate and culture.
• Increased response to students who feel they are being targeted by “bullies,” as well as those students who are seeking help regarding their mental status and outlook on life.
• Improved systems of intervention (like Mustang Connections and Check/Connect)

Next Steps: • Review & align curricular offerings to better meet student needs and prepare them for the 21st century

• Explore avenues and options for students to attend Pathways Innovation Center (P.I.C.) to better meet their needs and learning styles
• Focus on student mentoring program with goal of increased school culture
• Improving Mustang Connections, focusing on student attendance and tracking
• Implementation with fidelity to the district developed curriculum & high yield instructional strategies

Goal: By 2018, NCHS will meet or exceed school level performance expectations as defined in the Wyoming School Accountability model.

Data: Wyoming Accountability Data

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

Timeline: 08/2017 – 07/2018
Focus this quarter: • Interpret and disseminate data from Wyoming Accountability System (working, specifically, with ASPIRE data and the state data).

• Evaluate the 2016-17 assessment data
• Focus on core subjects and alignment to standards

NCHS Page 2
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

- Use classroom walkthroughs to observe best practices and engagement
  - Training staff
- Emphasize data use and meaningful participation in PLCs
- Report out about growth/progress

**Results:**
- Identified strengths and weaknesses while reviewing assessment data
  - Identification and monitoring of PLC work
- Teams report out using CANVAS and other digital means to show focus on the driving four PLC questions
  - Staff attendance to PLC meetings, including singleton certified staff finding colleagues across town to collaborate with.
  - Summer trainings that focused on PLCs, data, and systems of support/engagement (tutoring, credit recovery, CANVAS, etc...).

**Next Steps:**
- Continue staff meeting/trainings as well professional development around implementing test-taking strategies, as well as how to adhere to testing guidelines- identified by ACT, Wy-TOPP, and the WDE.
  - Continue to monitor the effectiveness of the PLC process
  - Improve feedback through the evaluation process to improve student outcomes
  - Increased focus on delivering the district developed curriculum with fidelity and rigor

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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:**
Oregon Trail

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

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

**Data:** 2017 PAWS results  Meeting Expectations

Begin using Fast Bridge and WY-TOPP Fall testing results for the 2017-2018 school year.

**Strategy:** This year we have sent teams of five teachers to attend training in the PLC Academy and MTSS. The faculty will then be trained by the trainers on PD days in August/October/ November. PLC teams will use data from our math screener (Add+Vantage) to identify individual student needs. Classroom interventions and small tutoring sessions will sharply focus on student needs.

**Timeline:** 2017-2020

**Focus this quarter:** Will are in our first year of actual PLC work. Even though we practiced this last year we were doing "Collaboration Light" as we have just completed the PLC Academy in October of this year.

**Results:** In 2016-2017 we were Meeting Expectations. We are striving to regain Excelling status for the current year.

**Next Steps:** We are awaiting Fall results from Fast Bridge and WY-TOPP results. This data will be examined and student needs addressed both at building level and classroom.

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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Oregon Trail Page 1
Pineview-MATH

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

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

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

2017
Achievement Math = 3rd = 69 %, 4th = 42%, 5th = 46%
Total Growth = 4th = up 1 % & 5th = same
Achievement Reading = 3rd = 71%, 4th = 51%, 5th = 56%
Growth = 4th = down 6% & 5th = up 10%

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

**Timeline:** 17-18

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

**Results:** Our 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (up 7:5 from last year).
-Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to
impact learning.
-IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.
-Math Goal team is gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs).
-The information gathered from the goal team shows which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework. This data is based on common formative assessments and Wyoming accountability data, which has been drilled down to levels for each student.

**Next Steps:**
-Teachers are collaborating on a book study of, The New Art and Science of Teaching together 2 x a week-Agenda driven and for credit.
-Continue personal Growth Goals - Action Research - focused on improvement of Best Practices in the classroom for each teacher.
-Continue grade level collaboration with leader and IFs
-Primary and Intermediate collaboration with leader and IFs
-Continue professional learning on building common formative assessments and proficiency scales during collaboration
-Continued collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides with leader and IF.
-Continue pre-assessments, teachers will keep teaching to standards not met by students, drop lessons and activities that have been mastered or do not align to standards taught, and will create activities and lessons, which need higher level skill and knowledge base development.

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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:**

Pineview-MATH Page 2
Pineview-READING

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

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

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

2017
Achievement Math = 3rd = 69 %, 4th = 42%, 5th = 46%
Total Growth = 4th = up 1 % & 5th = same
Achievement Reading = 3rd = 71%, 4th = 51%, 5th = 56%
Growth = 4th = down 6% & 5th = up 10%

Strategy: -Continue to use Accountability data by the reading goal team, IFs and leader. A comprehensive review of reading data is shared with all teachers and support staff. *Completed by Char Gilbar
-Continue to use Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.
-Continue Professional Learning and Collaboration designed to improve learning for students and address instructional deficiencies.
-Teachers continue to provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.
-Continue multi-tiered supports that address student academic needs provided for each student and including planned strategies for intervening with students who fail to demonstrate proficiency on the standards that are implemented.
-Teachers continue to use pre-assessments, proficiency scales, and grade level developed formative assessments for reading, as well as primary level reading assessments, which guide improvements up through intermediate.
-Curriculum is aligned to Wyoming standards, and Wyoming standards are taught in reading using CCSS and District curriculum guide.

Timeline: 17-18
Focus this quarter: -Leader, IFs and teachers use accountability framework, aligned to district strategic plans and goals, where teachers learn and use researched strategies to improve their efforts in the classroom and improve student learning.
-This framework supports growth in planning, collaboration, and professional learning.
-Teachers continue building common formative assessments and proficiency scales within grade levels in reading and math, they are using engagement strategies and techniques every day to impact student learning (facilitated by leader and IFs).

Results: Our 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (Up 7% from last year).
-Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.
-IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.

-Reading & Writing Goal team has built in dates for gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs). The information gathered from the goal team will show which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework.

**Next Steps:**
- Staff collaboratively work through book study, The New Art and Science of Teaching, on researched strategies and techniques for teachers in the classroom.
- Personal Growth Goal - Action Research - focused on improvement of Best Practices in the classroom.

Grade level collaboration with leader and IFs

Primary and Intermediate collaboration with leader and IFs

Professional learning on building common formative assessments and proficiency scales during collaboration

Collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides.

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

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Paradise Valley

Mission: 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: 2016-17 - Partially Meeting Expectations.

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

Timeline: August 2017-June 2019

Focus this quarter: Set foundation for PLCs. 50% of grade levels have developed or revised an assessment aligned to a proficiency scale.

Results: PLC teams are more focused and have a better understanding of the 4 questions PLCs address.

Next Steps: Continue to write assessments and analyze student achievement on proficiency scales.

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

Data: Since this is a new goal, we will use a survey in June. Grade levels set goals for items to implement in their grade level.

Strategy:

Kinder:
Teach basic technology skills
Use technology as a resource

1st:
2nd:
Confidently interact with the community
Ask questions and take risks through Genius Hour

3rd:
Use of technology as a resource to research and present
Inquiry process through Genius Hour
Focus on ISTE standards with Typing Club

4th:
5th:
Use technology as a tool to share learning
Use growth mindset when encountering a problem.
Confidently use new technology through independent discovery.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

MTSS:
To give children the self-efficacy to be successful on any aspect of the graduate profile.

Timeline: August 2017-June 2019
Focus this quarter: We focused on Digital Citizenship as well as setting direction for Genius Hour.
Results: All students have been given access to a Digital Citizenship "course" and are engaging in Genius Hour.
Next Steps: Further develop the areas identified by each grade level.

Goal: 100% of teachers will find and use community resources to enhance and support learning in classrooms.
Data: May 2017: 12 learning opportunities

Strategy:
Kinder:
Game and Fish
Community Helpers
Dentist
Local Sports teams

1st:
2nd:
Bee Keeper
Dr. Phillips
Stacy Moore
Shepherd of the Valley Assisted Living
Jackie Landess (Downtown Development Authority)
Casper Area Economic Development Alliance
Master Gardeners

3rd:
Teton Science School
Planetarium
Community resources for human body
Community resources for Casper History

4th:
5th:
Wyotowne
Casper Mountain Science School
Hogadon
Biathlon
Genius Hour....

MTSS:
Bring in outside resources as necessary based on the needs of students and families.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Timeline: August 2017-June 2019
Focus this quarter: Identifying the possible resources teachers can use.
Results: 50% of grade levels have used an outside resource to enhance the learning of students.
Next Steps: Continue to build relationships with community.

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

_Park School: Think, Dream, Believe, Achieve_

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

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

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

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

**Focus this quarter:** Teachers are identifying priority standards in ELA and are piloting units from selected ELA curriculum.

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

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

---

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

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

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

**Timeline:** 8/2017-10-2017

**Focus this quarter:** Development of grade-level PLC's focused on the 4 questions of PLC's. Development of the structure/process, focus on the right work is the priority

**Results:** Grade level teams have identified priority standards (either ELA or Math), learning targets, summative assessments, formative assessments, proficiency scales, intervention/enrichment activities, analyzed student results, discussed pedagogy.

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

---

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

**Data:** In spring of 2017 Park fell to "Partially Proficient". While "achievement" was strong, an area of needed growth included the "equity" measure. With the development of the WYTOP assessment it may be difficult to compare data from previous years (PAWS).
Strategic Plan Quarterly Update  
Quarter 1 - 2017-18  

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

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

**Focus this quarter:** Development of the I/E time as purposeful. All students receive instruction on identified learning gaps (or enrichment). Developing volunteers to assist, intervention/enrichment tools, etc.  

**Results:** Early data from teachers is encouraging. All staff have bought into the concept of I/E time to increase student learning.  

**Next Steps:** Continue to refine the work students complete to ensure it is focused on identified learning gaps and enrichment activities deepen student learning.  

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

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

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

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

**Focus this quarter:** To develop a process by which tutors can visit classrooms daily to address the needs of specific students.  

**Results:** Tutors have struggled to find time to do more than see tier 3 students. The initial assessments to determine levels of students has taken considerable time. An additional 0.5 tutor has been allotted and should alleviate much of this.  

**Next Steps:** To bring new 0.5 tutor on and transfer responsibility of tier 3 to our new tutor.
Pineview

Pineview Mission:

*We guarantee each student and staff member achieve high levels of learning for success through actions, which reflect high expectations.*

**Goal:** Pineview Goal:

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

**Our long Strategic Plan has changed.**

**Data:** 2016 & 2017 Accountability Data:

2016

**Achievement Math** = 3rd = 41 %, 4th = 46%, 5th = 49%

**Total Growth** = 3rd = up 1 %, 4th = same

**Achievement Reading** = 3rd = 57%, 4th = 46%, 5th = 45%

**Growth** = 4th = down 6% & 5th = up 10%

2017

**Achievement Math** = 3rd = 69 %, 4th = 42%, 5th = 46%

**Total Growth** = 4th = up 1 % & 5th = same

**Achievement Reading** = 3rd = 71%, 4th = 51%, 5th = 56%

**Growth** = 4th = down 6% & 5th = up 10%

**Strategy:** Four Strategies:

1. Teachers and students will engage in relevant high quality discussions, exemplified by responding to and extending each other’s thinking in all content areas.
2. Teachers and students will use formative assessment data and proficiency scales to determine their growth and achievement
3. Teachers will provide continued opportunity for growth and achievement on all power standards, for each child at every grade level, until proficiency has been met.
4. Teachers will know and understand the level and context of standards taught and how they are going to pre-assess, formatively assess, and reach proficiency with each student in all content areas. We will use our data to guide instructional change as needed.

**Timeline:** 2017-2019

**Focus this quarter:** Pineview’s overarching focus for your staff’s professional learning:

PLC, Common Formative Assessments, Marzano’s Art and Science of Teaching, RTI-MTSS, Ron Clark Academy Framework

Professional learning will align to state, district, and school initiatives. Our Collaboration plan will be our actions, while our Professional Learning Plan is our approach. We will provide learning to improve our
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

educational systems and standards based learning, focusing on methods of delivery within curriculum and researched best practices. As our school’s regular education teams and our gifted team continue to nurture and grow our programs, emphasis will be placed on professional learning opportunities that build on to our collective commitments, and we will expect active learning by all Pineview staff. Becoming building experts for all of our students on delivery methods and teacher/student motivation will be part of our “talk” at Pineview. *This will be established through Professional Learning and implemented during the 2017-18 school year.

Results: Pineview Elementary was not meeting expectations. Our leadership has been working on developing a new strategic plan the last two years. Our mission has changed, our plan has changed. From 2016, to 2017, we have shown a rise in scores on the Wyoming Accountability System (See actual data). With support from cabinet members, we will continue our overarching focus from last year in order to continue to growth and improve as a staff and with each child.

Next Steps: Pineview will continue building a framework for high-quality formative assessments by working in grade level teams digging into the the context and depth level per standard, then providing vertical alignment. Teams are establishing a consistent way to effectively monitor student learning, collectively responding to results, using proficiency scales, and implementing informed practices.
Staff will be gaining tools, protocols, and strategies from Professional Development from Solution Tree and the Wyoming Department of Education to design and effectively employ quality assessments that enable teams to collect meaningful instructional data and respond appropriately with interventions and enrichments.
Staff will work in teams. Teams time will be provided collaboration time each day to support implementation. We will identify the process of designing and the practice of employing a robust and balanced assessment system at the classroom level.
We have agreed upon raising expectations for ourselves and each student.

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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:
Roosevelt High School

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

*Non-Negotiables*

*Unrelenting focus on high school graduation and future goals*

*Positive behavior*

*Personal wellness*

*Positive, healthy relationships*

*Academic excellence*

**Goal:** May of 2019, 100% of our students will meet or exceed school level performance expectations as measured by the Wyoming Alternative High School School Accountability Model.

**Data:** RHS is below state and district averages in reading (on the Explore, Plan and ACT) and is in need of support in all grade levels across all grades and curricular areas.

**Strategy:** Following a data review facilitated by Charlotte Gilbar, our team created a hypothesis and a plan to improve our reading scores at all grade levels. We have committed three PLC periods per give teachers time to learn and implement content specific teaching strategies that will be used in their daily lessons. We started by looking closely at ACT reading skills and content area literacy standards.

**Timeline:** 2017-18 school year

**Focus this quarter:** Teachers will design, TEACH, and give feedback to students through a focused reading activity (in their content area.) Teachers will bring this data (weekly) to the team to discuss and problem solve. Our goal is to see student's reading scores improve over time. This should give our students a better foundation for taking the ACT.

**Results:** TBD

**Next Steps:** We will use our Wy-topp reading scores from fall to winter to spring to measure our progress toward our goal of improving reading scores for every student at RHS. Additionally, we will compare the 2018 ACT test scores in Reading to those of past years.

**Goal:** By 2019 RHS will reach 85% graduation rate.

**Data:** In 2016-17 RHS had 53 non-graduates. We had 71 students in the 2017 cohort. Only 48 of those seniors graduated. Each of these non-graduating students were credit deficient. Many of these students had to repeat required courses for graduation. Additionally, the data from our Alt. Accountability student satisfaction survey suggested that 47% of our students do not perceive that students treat EACH OTHER with respect at RHS.

**Strategy:** We have added time and focus to our Bulldog Block. This 40 minute (daily) block is focused on personal goal setting, wellness, relationships and mentorship. Our goal is to spend quality time with a small group of students to serve as an advocate and "cheer leader" to every student. Our expectation is that students will receive support and will learn strategies that will help them to treat each other with dignity and respect.

**Timeline:** 2017-18
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Focus this quarter: Our focus this quarter is building healthy relationships with our students in Bulldog Block. Additionally, we are setting high expectations for them as they move toward graduation.

Results: TBD

Next Steps: We will reflect on the data that will be delivered from the November Alt. Accountability Student Survey. We will be looking for a better result in the area of students to student respect.

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

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

Our mission is who we are; we believe in Safety, Teamwork, Accountability and Respect. 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:** In 2015 and 2016 Sagewood was Exceeding Expectations on the Wyoming Accountability Model, in 2017 Sagewood met expectations. In 2015, there were 26 students in the consolidated subgroup "equity." That number dropped to 19 students in 2016 and then to just 13 students in 2017.

**Strategy:** Sagewood will implement research-based interventions with fidelity to improve our work with the district RTI process (Tiers 2-4).

**Timeline:** 8/2015-5/2019

**Focus this quarter:** On the academic side of at-risk, we continue to refine and monitor our work in Tier 2. Specifically who we are improving our tier 1 differentiation to reduce the amount of tier 2 needs. The team is investigating Fastbridge data and beginning to understand how to monitor 80% of students screening positively on aReader and aMath.

On the behavior side of at-risk, we are implementing new practices that align with MTSS guidelines. While we can't administer the behavior screener until November, there is a small collective team working with Diana Browning-Wright to strengthen our system. In addition, Behavior Interventionists are completing a "SET" evaluation at Sagewood to check for implementation of PBIS strategies.

**Results:** There are currently 10 tier 3 academic students, 10 tier 2 behavior students and 1 tier 3 behavior student.

**Next Steps:** Refine our third goal that is in monitor status, to align with our social emotional curriculum and tools.

**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:** In 2015 and 2016 Sagewood was Exceeding Expectations on the Wyoming Accountability Model, in 2017 Sagewood met expectations. In 2015, there were 26 students in the consolidated subgroup "equity." That number dropped to 19 students in 2016 and then to just 13 students in 2017.

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

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

**Focus this quarter:** Math is looking to adjust strategic plan goals to align with new data. In addition, data is indicating a need to develop more rigorous instructional practices.

**Results:** Math PAWS percent of students proficient or advanced has decreased a total of 8 percent over 3 years, but still ahead of 4 years ago.

In 2017, Our PAWS achievement is 8% higher than the state, while our growth is 10% higher than the state.

Overall:
Our growth in 2015 was 62.5%
Our growth in 2016 was 60%.
Our growth in 2017 was 49%.
**Next Steps:** We are seeking strategies, possibly professional development on instructional strategies and questioning to deepen the rigor in our Math instruction. There is some review of the resources we use, however the consensus is really that instructional strategies can assist greater than a resource.

---

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

**Data:** 2017 SPRING MAP READING - 81% at or above the 40th Percentile

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

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

**Focus this quarter:** The team is developing a one school one book system for the year to promote reading across the building. We currently are introducing the "Comprehension Toolkit" across all grade levels to promote comprehension strategies. In addition, the building is reviewing 3 ELA resources; American Reading, Collaborative Classroom and Pearson ReadyGen.

The team is looking to improve on building wide writing rubrics to support writing instruction. They will connect with this years professional development and the Common Core Companion to align writing rubrics vertically. Each grade level will complete a quarterly writing prompt.

**Results:** We will use Fastbridge (aReader) as a baseline for monitoring Comprehension Toolkit effectiveness.

**Next Steps:** Update strategic plan goal and strategy:

**DRAFT PROPOSAL:**

Goal: By May 2019, 100% of our students will read at or above grade level as measured by FastBridge and Wy - TOPP assessments.

- **Strategy 1:** Sagewood will teach the ELA CCSS with clearly defined power standards and essential skills through collaborative use of Common Core Companion while utilizing Comprehension Toolkit and other agreed upon resources.
- **Strategy 2:** Sagewood will implement interventions with fidelity to improve our work with the district MTSS processes (Tiers 2-4).

Develop writing prompt rubrics using common core companion as a vertically aligned guide.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
**Southridge**

*Standing for Excellence Through Growth and Kindness.*

---

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

**Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>60.4</td>
</tr>
<tr>
<td>May 2015</td>
<td>60.4</td>
</tr>
<tr>
<td>May 2016</td>
<td>77.8</td>
</tr>
<tr>
<td>May 2017</td>
<td>67.2</td>
</tr>
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</table>

**Targets**

<table>
<thead>
<tr>
<th>Year</th>
<th>Literacy Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2015</td>
<td>55</td>
</tr>
<tr>
<td>May 2016</td>
<td>65</td>
</tr>
<tr>
<td>May 2017</td>
<td>75</td>
</tr>
<tr>
<td>May 2018</td>
<td>85</td>
</tr>
<tr>
<td>May 2019</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** Teachers are starting to implement a new resource called Benchmark Advance which was adopted this summer. The Literacy Goal team and teaching staff are also continuing to work on the vertical alignment of the curriculum to establish mastery levels of standards.

**Results:** Our school was meeting expectations again for the 16-17 school year. However, our school did drop slightly in reading test scores. This fluctuation was expected due to the testing group, and the scores are not viewed as a downward trend since equity and growth numbers improved.

**Next Steps:**

1. The goal team will continue to work on the vertical alignment of the ELA curriculum.

2. The Intervention team is revising MTSS processes and participating in the MTSS training provided through the district.

3. The staff has also made structural changes to the implementation of Bridges Extended Day programing to facilitate more targeted small groups before or after school.

---

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

**Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>64.2</td>
</tr>
<tr>
<td>May 2015</td>
<td>47.2</td>
</tr>
<tr>
<td>May 2016</td>
<td>68.5</td>
</tr>
<tr>
<td>May 2017</td>
<td>58.75</td>
</tr>
</tbody>
</table>
**Strategic Plan Quarterly Update**  
Quarter 1 - 2017-18

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

**Strategy:** Math Growth – Understand and Implement the Wyoming State Math Standards  
**Timeline:** 10/2014- 6/2019  
**Focus this quarter:** The focus of our Math Team is preparing for the vertical alignment of the curriculum that will take place after the literacy alignment work is complete. Both of these efforts are school wide and time intensive. One task has to be completed before the other.

The Intervention Team is also contributing to the Math goal by revising our intervention efforts to incorporate more Math interventions and develop a better system to help struggling learners.  

**Results:** Southridge met expectations for the 16-17 school year. Overall achievement scores dropped slightly last year. This was an expected drop due to the current population. While achievement numbers did slightly decline, growth and equity numbers continued to improve which will result in overall higher achievement in the future and are a better measure of improvement for schools with a small sample size.  

**Next Steps:** 1. The Intervention Team is participating in district MTSS training and will continue to revise intervention plans and practices.

2. The Math team will continue to develop a plan for the vertical alignment of the curriculum which will start as the Literacy Team finishes their current efforts.

---

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

**Data:** Actual  
2016 = 209  
2017 = 96 (Goal Met)

**Targets**  
May 2017 = 188  
May 2018 = 167  
May 2019 = 146

**Strategy:** Southridge will implement the Project Wisdom Character Education curriculum in all classes and utilize Skill Streaming in the Learning Center (Yellow Zone).  
**Timeline:** 5/2016-5/2019  
**Focus this quarter:** The Intervention team is participating in the MTSS training provided by the district to improve screening procedures and tiered intervention practices.

The PBIS team is in the process of revising our behavior matrix in all areas of the school and continuing work on reinforcing behaviors.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

Results: Last year, Southridge exceeded our goal for 2019 and reduced office referrals by more than 50%. Our current pace this year, indicates this trend will continue to improve for the 17-18 school year.


2. Review and explore a social-emotional curriculum for implementation in the classroom.

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

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

**Goal:** Summit Elementary will increase Achievement, Growth and Equity targets (each by 5 MGP/ %per year) to meet exceeding targets on the WAEA by 2019.

**Data:** Summit exceeded 5 MGP and 5% target goals in Achievement and growth on the Spring 2017 PAWS. Summit failed to reach its goal in Equity for the 2017 Spring PAWS.

WAEA Actual Data From PAWS:

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

**Strategy:** Strategy 1: To focus, track, and monitor Growth for all students in reading and math and adjust instruction as needed.

Strategy 2: To implement a k-5 "journey-of-the-child" philosophy and approach to teaching math, and to acquire needed tools and resources to increase rigor and support the use of common assessments.

Strategy 3: To implement the CCSS to the rigor level contained in the standards.

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

**Focus this quarter:** The Summit Instructional Staff is focusing on its commitment to PLC work this quarter. On August 2 and 3, 2017 Summit had 8 staff members attend the "PLC Lite to Right" Conference in Sheridan, Wyoming. On August 29 the Summit instructional staff spent the afternoon working with Dr. Charlotte Gilbar laying the groundwork for additional PLC work.

**Results:** In the Spring of 2017 Summit Elementary was meeting expectations according to the WAEA. We missed Exceeding Expectations due to our 44.5 MGP in Equity.

**Next Steps:** All grade levels have identified priority standards in ELA. Most of the grade levels have begun the work of unpacking those standards using the templates provided by Dr. Charlotte Gilbar. The next step is to begin creating Proficiency Scales for those standards. Stephanie Shafer will assist us with this work during the October 17 staff meeting.

Our timeline, created in conjunction with Dr. Charlotte Gilbar is to: complete unpacking priority standards by the end of October, to be trained on proficiency scales October 17 and continue that work and write aligned assessments under the guidance of Ted Theobald through February 2018, Debrief about ELA on February 20 and give first common assessment for k-1 by February 21, 3 & 5 by February 26, and 2 & 4 by February 27. From February 2018 - June 2018 we will start the same process with math, reflect on our progress this year, and plan our work for the 2018 - 2019 School year.

**Goal:** By 2019, 85% of students in grades k-5 will be proficient in Reading as measured by the State RIT on the NWEA. We will do this by increasing reading performance k-5 grade-level cohorts by 5% per year in the State RIT on the NWEA.

**Data:** At this time we have transitioned from NWEA testing to FASTBRIDGE assessments. Our data from these assessments will be included in the second quarter report.
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

**Strategy:** Strategy 1: Teach and assess the NCSD #1 ELA Curriculum in grades K-5.

Strategy 2: Implement flexible reading groups in grades K-5, and focus on growth in reading for all students.

Strategy 3: Implement student goal-setting and tracking of reading progress in grades K-5.

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

**Focus this quarter:** The focus for quarter 1 in Reading is to assess students using the FASTBRIDGE Assessments in grades K-3, and the WY-TOPPS interim Assessment in grade 4, to create and begin instruction in flexible reading groups, and to continue working on the PLC work outlined on page 1 of this report.

**Results:** FASTBRIDGE Assessments have been completed in Grades K-3. Assistance in reading and deconstructing those results has been requested through the Assessment and Research Department of the Division of Curriculum and Instruction.

**Next Steps:** Continue with Flex groups and build on the PLC work with Stephanie Shafer, Dr. Charlotte Gilbar, and Ted J. Theobald.

---

**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:** By June 2019, 100% of University Park students will meet expectations in Achievement as measured by the Wyoming School Accountability Model.

**Data:** Data: WSAM-Achievement (Meeting 52%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Partially Meeting</td>
<td>38%</td>
</tr>
<tr>
<td>2015</td>
<td>Partially Meeting</td>
<td>41%</td>
</tr>
<tr>
<td>2016</td>
<td>Meeting</td>
<td>46%</td>
</tr>
<tr>
<td>2017</td>
<td>Meeting</td>
<td>48%</td>
</tr>
<tr>
<td>2018</td>
<td>Meeting</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>Meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Deliver CCSS Math and ELA curriculum with clearly defined priority standards and learning targets using rigorous and relevant resources and strategies.

**Timeline:** August 2016-June 2019

**Focus this quarter:** Upon receiving our PAWS data, we have spent the past few months analyzing it as a team in grades 3-5. We have looked at each domain in Math and each standard in ELA, and have also looked at the scores of each individual student. In addition, graphs were created so we were able to reflect on our instruction the year prior and see what the incoming students were bringing to us as a whole. In addition, we have cross checked our priority standards in Math and ELA to ensure alignment grades 3-5.

**Results:** Our focus has been on Achievement, and though we remain below targets, our percentage was 48% in 2017 compared to 46% in 2016.

**Next Steps:** Our next steps will be to continue to delve deeper into the PLC processes. We will unpack Math and ELA standards. Then determine learning goals and depth of knowledge. In addition, we will use PLC protocol to make our data meetings most meaningful and effective. We will also analyze the effectiveness and alignment of grade level assessments. (How well did we hit each learning target? What was the DOK? What was the range of DOK?) Our focus in grades 3-5 is learning more about Wy-TOPP interim and modulars, as well and becoming familiar with the writing rubrics. This work will be completed during our PD time once a month after school as well as during grade level PLC’s.

---

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

ELA Goal Team Mission

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

Goal: SMART - Specific, Measurable, Achievable, Relevant, Timely
80% of Verda James students will be proficient or advanced in applying comprehension strategies when reading, using quarterly interim assessments and the summative state assessment (Wy-TOPP) by May of 2018.

Data: Data will be pulled from Benchmark Advance Interim assessments (grades 2-5), Rigby (grade K-1), high frequency sight words (K), and Wy-TOPP. Formative assessments will be aligned at grade levels to support the summative assessments but will not be part of the data set. See strategy section below.

Strategy: Implementation of Benchmark Advance
Teach comprehension strategies
Identify ELA power standards
Each grade level will be making proficiency scales and then developing common formative assessments for each proficiency scale.

Timeline: 9/ 2017- 6/ 2018

Focus this quarter: Our focus this quarter is to begin using the Benchmark Advance resources and to administer baseline testing using the assessments mentioned in the above Data section.

Results: We do not have results at this time.

Next Steps: After giving an interim assessment, we will look at the results and record our data.
Instructional practices will be adjusted based on data.
Reflective conversations as part of our grade level teams will also be part of our next steps system too.

Goal: 100% of Verda James students will be proficient or advanced according to the Wyoming State Assessment by the end of the current school year.

Data: Data will be collected - We have no data at this time because of the change in the Wyoming State Assessment to WY-TOPP. We have done some reflective analysis in this area but cannot correlate this back at this time to the new assessment system.

Strategy: Implementation of Number Corner.
We have identified power standards in math.
Each grade level will be making proficiency scales and then developing formative assessments for each proficiency scale.
This is aligned with work in our building for all assessed areas.

Timeline: 9/2017 - 6/2018

Focus this quarter: We will focus on our work around alignment and the guaranteed and viable curriculum.
Proficiency Scales and Power Standards work.

Results: To be determined based on summative assessments and state WYTOPP results.
Next Steps: We will use state WY-TOPP assessments to identify areas of improvement and work as a goal team and grade level teams to remediate needs and align Power Standards and Proficiency Scales to improve mastery of concepts.

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

Data: Students who met behavior goal as listed above by grade level.

Kindergarten - 91% Meeting
First Grade - 100% Meeting
Second Grade - 95% Meeting
Third Grade - 93% Meeting
Fourth Grade - 95% Meeting
Fifth Grade - 96% Meeting
School Summary 95% (3.5% of Males and 1.5% of Females did not meet school Goals)

Teaching 8 Keys and 4 Be's according to school-wide schedule.

Timeline: 9/2017 - 6/2018

Focus this quarter: Refresher on PBIS certified and classified
Grade levels have common social skills times 5 days per week.
Created new Viking Ship Guidelines, 4 Be's matrix schedule and common recognition/reteaching schedule for the whole school

Members of the staff attended MTSS class of 2017- 2018.
Aligned pod colors for excellence ticket usage.

Results: See current data above...

Next Steps: Magnitude Scales training
List of acceptable reinforcement ideas - and maybe what is not acceptable
How to set growth goals - on the matrix
Crisis Plan/Extreme Danger developed for everyone - Review with staff too.
Develop Matrix for clarification on equipment usage (has this been started last year).
What constitutes an office referral - go back to handbook and start there - maybe survey the staff for baseline data.
Update class rosters in Go Bags and in sub notebooks - if you are new, check with your team to make sure you have everything you need.
Update the handbook w/ these artifacts
Develop after school matrix? (consistent expectations for Boys and Girls Club and co-curricular activities)
Build a schedule to teach rest of staff MTSS Strategies.
Willard

*Succeeding Today, Soaring Tomorrow*

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

**Data:**

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

**Strategy:** Grade Level Collaboration Team Meetings using the P.L.C. model

Intermediate and Primary Collaboration Team Meetings using the P.L.C. model

Inclusion

Focus on research based reading instructional strategies such as:

- Read Alouds
- Word Work
- Guided Reading
- Differentiated Student Centered Workstations
- Vocabulary Development
- Alignment of CCSS within our whole group reading instruction
- Identification of ELA Power Standards
- Common Formative Assessments/Proficiency Scales

**Timeline:** 10/2015-05/2016

**Focus this quarter:** Understand and analyze data received from Fast Bridge Universal Screening Tool, continued work on developing and adjusting ELA common formative assessment, strategies to implement writing centers into our small group ELA, continue to analyze data from common formative assessments to use to drive our ELA instruction.

**Results:** For the 2016-2017 school year are a Not Meeting School. We continue to put systems into place that will support our work around common formative assessments and how to properly use the data to drive our whole and small group instruction.

**Next Steps:** Collaborative groups will work to build systems around data collection, so intervention and enrichment groups can become fluid. This year our focus will continue to be around data and how to best use our data to move our instruction forward.

---

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

**Data:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 - PAWS</td>
<td>80.9%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2017-18

May 2014 - PAWS: 43% - Partially Meeting
May 2015 - PAWS: 39% - Partially Meeting  Partially Meeting
May 2016 - PAWS: 48% - Meeting  Meeting
May 2017 - PAWS: 36% - Not Meeting  Meeting
May 2018: Meeting
May 2019: Exceeding

Strategy: Math Common Core State Standards
District Provided Math Learning Progressions
Differentiate Math Instruction
School-wide Fact Fluency Focus
Grade Level Collaboration Team Meetings using the P.L.C. model
Intermediate and Primary Collaboration Team Meetings using the P.L.C. model
Inclusion
Common Formative Assessments/Proficiency Scales
Identification of Math Power Standards

Timeline: 10/2014-05/2017
Focus this quarter: Math instruction at Tier 1 will be our focus for this quarter. Understand and analyze data received from Fast Bridge Universal Screening Tool, continued work on developing and adjusting math common formative assessment. All students will have access to an intervention and enrichment time for additional math instruction.
Results: For the 2016-2017 school year are a Not Meeting School. We continue to put systems into place that will support our work around common formative assessments and how to properly use the data to drive our instruction.
Next Steps: Collaborative groups will work to build systems around data collection, so intervention and enrichment groups can become fluid. This year our focus will continue to be around data and how to best use our data to move our instruction forward.

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

Data:
School Year  Q. 1  Q. 2  Q. 3  Q. 4  Total for Year
2016/2017  80%  73%  75%  81%  78%
2017/2018  

Willard Page 2
Strategy: Students will have access to classroom/buddy classroom break zones
All Willard staff will use the identified Magnitude Scale when reporting behaviors
All Willard staff will use a 4 intervention protocol before calling for additional support with behaviors of 1 through 3 on the Magnitude Scales
All Willard staff will implement the selected Social/Emotional Curriculum - Caring Classroom Communities
Implement a universal system to teach school wide behavior expectations
Implement a universal system to reward school wide behavior expectations
Implement a universal system to respond to behavior
Create a Behavior Leadership Team that will learn content from Diana Browning Wright and bring information back to building

Timeline: 9/2017-5/2019
Focus this quarter: All staff completed a belief survey around behavior and positive classroom management. Our MTSS behavior team has trained our staff on PBIS systems and how to properly implement PBIS throughout the school and within classrooms using behavior matrixes and a token economy. Willard staff will also participate in a book study around "Lost In School."
Results: We currently have baseline data from the 2016-2017 school year. This data will provide a starting point for our behavior work that will continue throughout the rest of this school year.
Next Steps: There are 16 proactive classroom management strategies and Willard staff will focus on the following for this quarter:
  5:1
  Meeting and Greeting students at the door
Recognizing Students will Eagle Tokens - being intentional so students know exactly why their earned the token.

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

*To foster lifelong learners and responsible citizens of a democracy.*

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

**Data:** Reading  
<table>
<thead>
<tr>
<th>Year</th>
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<th>Targets</th>
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</thead>
<tbody>
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<tr>
<td>May 2014</td>
<td>Meeting Expectations</td>
<td></td>
</tr>
<tr>
<td>May 2015</td>
<td>Meeting Expectations</td>
<td>May 2015 = Meeting</td>
</tr>
<tr>
<td>May 2016</td>
<td>Partially Meeting Expectations</td>
<td>May 2016 = Meeting</td>
</tr>
<tr>
<td>May 2017</td>
<td>Meeting Expectations</td>
<td>May 2017 = Meeting/Exceeding</td>
</tr>
<tr>
<td>May 2018</td>
<td></td>
<td>May 2018 = Meeting/Exceeding</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019 = Exceeding</td>
</tr>
</tbody>
</table>

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

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

**Focus this quarter:** K-3 purchased the new resources, Making Meaning and Being a Writer. Our 4th through 8th grades are piloting the same resources at their level. We are implementing Making Meaning and Being a Writer in our reading and writing times.

**Results:** Curriculum maps were developed to look at units taught each Trimester with our new resources.

**Next Steps:** We will start implementing critical vocabulary from the list we created last year for each grade level.

We will cross-reference our vocabulary words with our new ELA resources.

---

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

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

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

**Timeline:** 9/2017 - 5/2018
**Focus this quarter:** • We had whole school conversations around administering district interims earlier in order to use data to teach.
  • Our Assessment Coordinator (Denise Snider) encouraged staff to do practice tests for WYTOPP. She also will send out blue prints and training will happen on new test.
  • We will develop a critical vocabulary list for Math. We have looked lists from other school districts as well as the vocabulary lists on our district-pacing guides.

**Results:** • Re-examined equity and bubble kids on testing in fall of 2016. We saw and increase in test scores.
  • As a school, we saw a decrease in equity groups students overall.

**Next Steps:** • We identified fact knowledge as a weakness at the upper grades. We will vertically align expectations for each grade level to be fluent in facts, with an assessment to show fact knowledge.
  • Continue to implement Investigations(K-5) and Connected Math(6-8) with fidelity and track student achievement.
  • Implement critical vocabulary list for each grade level.
  • Reminder to staff that District Interims have been updated and changed.
District Athletics/Activities

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

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: Secondary students 6th-12th grades participation in Co-curricular Activities

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

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

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

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

Timeline: 10/2014-6/2019

Focus this quarter: The focus this quarter was to compare participation of 12th grade students in at least one co-curricular activity in the 2016-2017 school with the Wyoming Department of Education (WDE) graduation data for 2016-2017. The WDE information is usually available in August or September however Wendy Mayberry has not yet received the graduation data as of today October 4th, 2017. We will continue to check with Wendy regarding the graduation data and will include our findings in the Quarter 2 report.
Results: Our expectation is to once again confirm that 12th grade students participating in at least one co-curricular activity during their senior year has a 95% to 96% graduation rate which is 30% higher than students not engaged in at least one co-curricular activity.

Next Steps: Our concern is the results received last quarter showing 12th grade student participation did not meet our goal and declined from the previous school year. Many reasons for the participation decline at the high school level were shared in last quarter's report. There is hope to see an uptick in the participation rate as we see school construction projects being completed and a more normal school day environment returns to our high schools.

In addition, the Title IX survey completed last quarter exposed and confirmed the struggles high school students encounter which deters or prevents many high school students from participating in co-curricular activities.

There was a larger than expected group of students who had to work after school or go home and take care of family. There was also a larger than expected group of high school male and females who expressed no interest in participating in the current activities offered at the the high schools.

The results of the survey have been shared with all secondary schools. Discussions at our AD/AAF meetings on this topic revolved around additional district items which may impact participation which include bus transportation cut backs and reducing the number of teams in basketball, volleyball and football in order to meet the co-curricular budgets at each school. The discussions also moved to how intramural activity offerings may now be a reality for our district.

The Old CY gyms are near completion and equipment is being purchased to begin the steps of offering the gyms for community use and intramural use. There are several challenges in front of us in order to make the Old CY available after construction with the number one issue being providing staffing for the facility for supervision and custodian care.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:
Custodial Services

The CSF custodial services team will provide a safe and clean environment to all building users and build a high functioning team with a commitment to continuous improvement.

Goal: Ensure all CSF buildings are clean, address concerns in a timely manner, and identify opportunities that enhance CSF custodial support services.

Data: None to report.

Strategy: Review existing CSF custodial cleaning procedures and support service activities that will identify efficiencies that allow us to maintain the same level of services with the resources allocated to us, and enhance CSF custodial support services to NCSD staff.

Timeline: 01/2017 - 6/2019

Focus this quarter: Review current CSF custodial cleaning procedures and CSF support service functions, identify efficiencies that allow us to enhance service delivery and support services.

1. Implement the new annual District-wide custodial training program.

2. Design the new Departmental Resource portal on “Employee On-line” for the Maintenance and Custodial Services Department, and begin to populate information into the site.

3. Meet with custodial supply vendors to discuss obtaining links on products that we use in our buildings, custodial equipment training and maintenance so we can place on the Custodial Department Resource portal during the 4th quarter of 2017.

4. Review and make changes as needed to the District custodial product bid list that meets custodial cleaning practices.

5. Develop FY17-18 budget based on custodial budget allocation. that depicts the services that currently offer.

6. Develop a vacant building inspection and custodial responsibility protocol CSF custodial staff that supplements the weekly vacant building inspections that maintenance performs.

Results: 1. Two custodial training sessions were offered, one on July 12th and another on July 13th. 96 district custodians attended the training.

Presenters included custodial vendors, maintenance, NCSD Risk Manager, State of Wyoming OSHA-Workers’ Compensation and custodial staff.
2. A new Departmental Resource Google portal on “Employee On-line” for the Maintenance and Custodial Services Department was developed. We completed populating the information for maintenance and have started to the same for custodial.

Shown below is how to access and what information is available on the resource portal:

You need to be logged into your Google Mail e-mail account and Employee On-line to access the information shown below.

Click on District Employee Resources
Click on Departmental Resources
Click on Maintenance and Custodial

Maintenance
Facilities and Maintenance Protocols and Specifications
Emergency Call Out List
Maintenance Operational Plans
Playground Inspection Reports
Work Order Submittal Process

Custodial Information (Under Construction)
Cleaning Processes
Contact Information
Custodial Handbook
District Custodial Equipment Specifications
Equipment Training and Maintenance Information
Product Information
Protocols
Safety Procedures
Site Based Custodial Maintenance Responsibilities

School Dude Work Request

3. We met with one custodial supply vendor to discuss obtaining links on products that we use in our buildings, custodial equipment training and maintenance so we can place the information on the Custodial Department Resource portal during the 4th quarter of 2017. We will meet with other custodial suppliers do obtain similar information.

4. We reviewed the annual custodial product inventory list, eliminated and added products that reflects current products used in our buildings. The information will be shared with the
Purchasing Department so bids can be obtained in the 4th quarter.

5. We adjusted our CSF custodial budget allocation to meet the current custodial and laundry expenditure requirements.

6. A vacant building inspection and custodial responsibility inspection checklist CSF custodial staff was developed and implement. Any facility concerns are reported immediately to maintenance staff.

7. A CSF meeting room protocol was developed and will be shared with divisional leaders for approval. This protocol was developed to provide guidance to CSF staff when requesting rooms and their responsibilities after an adjustment was made to CSF custodial staffing.

**Next Steps:** Continue to identify efficiencies that further enhance the CSF custodial efficiencies and support services to NCSD custodial staff including:

1. We will continue our work to revised the NCSD #1 Custodial Handbook.

2. We will meet with additional custodial supply vendors to obtain links on products that we use in our buildings, custodial equipment training and maintenance so we can place the information on the Custodial Department Resource portal during the 4th quarter of 2017.

3. We will continue to populate the custodial Department Resource portal with custodial information. We will also share with Building Administrator and custodial staff how they can access the custodial and maintenance information.

4. We will begin to e-mail information from ISSA and Facilities Cleaning Decisions magazine to all custodial staff to keep them abreast of new cleaning methods, products, etc. this quarter.

5. We will begin to develop District custodial equipment standards and specifications that will be placed in the custodial Departmental Resource portal to ensure what buildings purchase align with the products that will work in the equipment.

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**Goal:**

Custodial Services Page 3
Dept. of Differentiation and Early Childhood

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

**Goal:** Strategic Goal 1: By 2019, the Differentiation and Early Childhood Department will develop and fully implement a system (including implementation, monitoring and adjusting) for differentiated instruction in the areas of English as a Second Language, Multi-Tiered Systems of Support for At Risk Learners and Early Childhood Education, in order to engage students in learning aligned to Wyoming's nine content-area standards as measured by AdvancEd Customer Satisfaction Surveys. (Teaching and Assessing for Learning, Indicator 3.1)

**Data:**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Actual</th>
</tr>
</thead>
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<td>2016= 80%</td>
<td>2016 = 85.5%</td>
</tr>
<tr>
<td>2017= 80%</td>
<td>2017= 85%</td>
</tr>
<tr>
<td>2018= 80% or higher</td>
<td>2018=</td>
</tr>
<tr>
<td>2019 = 80% or higher</td>
<td>2019 =</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 1: Early Childhood - School Readiness
Action: Accredited Preschool Programs

Data: NAEYC Family and Teacher Annual Surveys, NAEYC Annual Report, and CPAA or FAST End of Year Assessment

Action: Collaboration with Community Early Childhood Agencies (NCECA)

Data: End of Year Community Event Summary

Action: WE READ

Data: Annual We Read Family Survey and We Read App Usage Data Collection

**Timeline:** 2016-2019

**Focus this quarter:** Focus this Quarter: Early Childhood - School Readiness

Accredited Preschools:

Preschool classes began on September 11, 2017. Prior to the classes beginning, all preschool teachers and classroom assistants made home visits to each student on their roster in an attempt to begin building relationships with the family, to share information about the school and to help young students feel more comfortable on the first day of school. Schools focused on filling spots in their preschool classes with waitlist students if changes happened over the summer months.

Collaboration with Early Childhood Agencies (NCECA):

Early Childhood directors from across Natrona County meet with local agencies monthly. Members include directors from CDC, Head Start, Casper College Early Childhood Center, Private and Faith-based preschools, the United Way, CWCC, We Read, the Natrona County Public Library, NCSD and other agencies. Meetings will began on September 27, 2017.

We Read:

Three NCSD teachers and the NCPL Children’s Librarian submitted content to the Casper Star Tribune for
**Summer Content in the My Trib Student Publications.**

**Results:**  Results: Early Childhood - School Readiness
Accredited Preschools:
All nine accredited preschools in the NCSD are full and holding morning and afternoon sessions this year. We have a total of 256 students currently enrolled in Preschool with 64 students still on waitlists.

Collaboration with Community Early Childhood Agencies (NCECA):
The Natrona County Early Childhood Alliance meets monthly at CSF on the fourth Wednesday from 7:30 a.m. to 9:00 a.m. This group has planned four Early Childhood Round Table Events for preschool and childcare providers in Natrona County for the 2017-18 school year.

**We Read:**
27,592 Kindergarten - Third grade books have been purchased and delivered to schools through Follett for the months of September 2017 through February 2018. The books were selected by elementary librarians this year. Books for the months of March 2018 - August 2018 will be selected and purchased through local book vendors and will be delivered to schools upon arrival.

**Next Steps:** Next Steps: Early Childhood - School Readiness
Accredited Preschools:
Preschool teachers will collaborate monthly taking turns hosting the meeting at each of their schools. The host school will provide demonstrations or hands on learning opportunities for their colleagues based on needs identified in the feedback from the NAEYC Accreditation Process.

Collaboration with Community Early Childhood Agencies (NCECA):
The Natrona County Early Childhood Alliance will continue to fill Ready League School Readiness Backpacks and make them available to children in the community who are 3 - 4 years old. The Alliance will plan family nights for families of preschool children to promote school readiness and to provide information to parents about kindergarten screening and enrollment.

**We Read:**
Elementary Librarians will select K - 3rd grade books for the second semester of the 2017-18 school year. Those books will be ordered locally and distributed to schools. Contests will be held in schools to promote the use of the We Read App. NCSD Teachers will continue to provide content to the Casper Star Tribune for the My Trib student newspaper on a weekly basis.

**Goal:** Strategic Goal: By 2019, the Differentiation and Early Childhood Department will develop and fully implement a system (including implementation, monitoring and adjusting) for differentiated instruction in the areas of English as a Second Language, Multi-Tiered Systems of Support for At Risk Learners and Early Childhood Education, in order to engage students in learning aligned to Wyoming's nine content-area standards as measured by AdvancEd Customer Satisfaction Surveys. (Teaching and Assessing for Learning, Indicator 3.1)

<table>
<thead>
<tr>
<th>Data: Data</th>
<th>Targets</th>
<th>Actual</th>
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<tbody>
<tr>
<td>2016= 80%</td>
<td>2016= 85.5%</td>
<td></td>
</tr>
<tr>
<td>2017= 80%</td>
<td>2017= 85%</td>
<td></td>
</tr>
</tbody>
</table>

Dept. of Differentiation and Early Childhood Page 2
**Strategic Plan Quarterly Update**

**Quarter 1 - 2017-18**

- **2018 = 80% or higher**
- **2019 = 80% or higher**

**Strategy:** Strategy 2.: Differentiated Learning Opportunities

**Action:** Differentiated Kindergarten (Classic K, Traditional K, Advanced K)
- Data: End of Year Family and Teacher Surveys and FAST
- End of Year Assessment

**Action:** ESL HUB/SIOP Programming
- Data: ACCESS Assessment -Percent proficient

**Action:** Multi-Tiered Systems of Support (Academic/Behavioral)
- (Tutoring, Behavioral Interventionists, Foundations, Co-teaching, ABLE)
- Data:

**Action:** SPED Support
- Data: End of Year Report (Obs./Eval, Collaboration, etc.)

**Action:** Library Services Support

**Timeline:** 2016-2019

**Focus this quarter:** Focus this Quarter: Differentiated Learning

Differentiated Kindergarten:
Classic Kindergarten is available at Crest Hill, Mt. View and Willard Elementary Schools during the 2017-18 school year. All three classes are full at 15 students each for a total of 45 students. Administrators and teachers from Classic K programs are joining the Director of Differentiation and Early Childhood to systemize the program, create a mission statement, vision, goals and an action plan.

**ESL Programming:**
ESL teachers, the ELS Program Leader and Director are meeting together five days during the 2017-18 school year to create a guaranteed and viable English Language Development (ELD) curriculum for our ESL Hub school. The team met two days in September to begin to dissect the WIDA Standards and to align their work to the NCSD ELA, Math, Social Studies and Science Curriculum.

**Multi-Tiered Systems of Support:**
17 Elementary Schools in the NCSD have begun a 3 year training process with Diana Browning Wright. She is providing MTSS training in the area of Behavior.

**Library Services Support:**
A schedule has been developed that will allow all school librarians to meet three times annually for collaboration and support. Elementary Librarians will meet monthly for collaboration and training. Secondary Librarians will meet monthly for collaboration and a book study. Office and Records Assistants in Library services continue to assist school libraries with cataloging and processing new books.

**Results:** Results: Differentiated Learning Experiences

Differentiated Kindergarten:
45 five year old students are being provided with developmentally appropriate instruction in the areas of social/emotional and academic instruction. Collaboration between the three schools is providing support and
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ideas for actions that will systemize the program and make it stronger and better understood in the community.

ESL Programming:
The nine ESL teachers participating in the English Language Development (ELD) have a much better understanding of the WiDA standards. They have reassured that their job is to help students learn the language that is necessary to learn the NCSD Curriculum, but that the classroom teachers are responsible for content of the curriculum.

Multi-Tierred Systems of Support:
Elementary Schools participating in the Diana Browning Wright Behavior training are beginning to put the MTSS systems in place in their schools. Support for this is available through the Director of Special Education and the Director of Differentiation.

Library Services Support:
Collaboration between school librarians has created opportunities for training and learning.

Next Steps:

Differentiated Learning Experiences

Differentiated Kindergarten:
Classic Kindergarten teachers and Administrators will work with the Director of Differentiation to build and Action Plan that will include systemizing the screening and selection of students into the program, improved communication to the school district and community about the purpose of the program and updated curriculum planning and checklists for the program.

Advanced Kindergarten teachers and administrators may want to begin the same process to information will be shared with them during the next quarter.

ESL Programming:

ELD Curriculum work will continue with the creation of a draft K-12 curriculum for English Language Development for NCSD.

Multi-Tierred Systems of Support:
Elementary Schools will continue to learn about Tier I behavior supports with Diana Browning Wright. Schools not in the behavior training as well as secondary school may receive MTSS information through the Directors of Differentiation and Special Education with follow up from Behavioral Interventionists as needed.

Library Services Support:
Elementary librarians will be trained so that they will be able to catalog and process their own school library books as necessary. Support and training will come from Library Services Office and Records Assistants, secondary librarians and the Director of Differentiation and Early Childhood.

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

Dept. of Differentiation and Early Childhood Page 4
IT

MISSION: The mission of the Information Technology Department is to provide dependable access and support to technology resources and quality service.

Goal: Goal 1: 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: Work orders processed

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

Timeline: 2014-2018
Focus this quarter: Reduced support staff this quarter. Adjusted work assignments to better manage load.
Results: Customers in certain areas noted reduction in service. Cross-training for sites and in cross training support staff so they can better evaluate issues began in July and continues.
Next Steps: Department continues to analyze weak areas where coordination could be better. Additionally, department is working toward empowering district staff with self service on password resets.

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: o Cross training schedule will be set in December, 2014 with classes to begin January, 2015 and on.

Strategy: Empower IT staff to contact responsible IT supervisor to resolve questions. Train staff in tools to gather and isolate issues.
Timeline: 2014-2018
Focus this quarter: Teach support staff to analyze wireless and wired network issues and communicate results to network department.

Teach staff in support of Gmail and other Google functionality to support district users. Provide them with tools to correct Gmail issues.
Results: Support staff have been resetting passwords and explaining opportunities to the schools they serve resulting in schools obtaining resources to reset passwords and maintain groups.
Next Steps: Continue researching and implementing tools to make it staff more responsive to district needs.

Goal: The information technology department will develop a vision of future technology trends in education and develop plans, budgets and strategies to actualize that vision for the district in coordination with stakeholders.
Strategic Plan Quarterly Update
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Data: Ages of inventory.
Implementation of new management tools
Enhancement of district functionality.

Strategy: Review Inventory
Collect feedback on time and labor intensive issues to identify areas where efforts can be streamlined.
Pursue long term strategy to bind district infrastructure together.

Timeline: 2014-2019
Focus this quarter: Complete implementation of Active Directory.
Deploy device management tools so provisioning is less labor intensive.
Make district devices ready for testing.

Results: The department has deployed File Wave and Chrome device management utilities and updated Apple device management for iPads.
Active directory is now integrated with Gmail so account changes in A/D are now propagated with Gmail.

Two thousand obsolete devices have been moved to recycling.

Next Steps: Deploy 11 replacement servers for Active Directory.
Implement Single Signon to integrate with other district systems.
Identify devices not compatible with testing software and either upgrade or remove these devices from service.

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

The Maintenance Services Department will collaboratively build a high functioning team with a commitment to continuous improvement that will enhance our ability to efficiently and effectively repair, maintain; and improve the safety of our facilities and grounds.

**Goal:** The Maintenance Services Department will function efficiently and effectively in all areas of operations as measured by receiving a rating of 80% or higher on the stakeholder satisfaction survey.

**Data:** Stakeholder Satisfaction Rating
FY 16/17 = 92.30%
FY 17/18 =
FY 18/19 =

**Strategy:** Successfully develop and implement strategies to ensure we continually explore opportunities that enhance our work to meet the needs of our customers.

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

**Focus this quarter:** Revise our strategies as needed to align with CSF custodial service goals and strategies.

**Results:** We continue to receive positive feedback from our customers including appreciation cards, e-mail's thanking us for our work, invitations for maintenance staff appreciation lunches, acknowledgements at staff meetings, etc.

**Next Steps:** The maintenance staff will continue to make every effort to meet the needs of our students and staff, and develop innovative solutions to their requests.

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**Goal:** The Maintenance Services Department will function efficiently and effectively in all areas of operations as measured by receiving a rating of 80% or higher on the stakeholder satisfaction survey.

**Data:** The Maintenance Services Department will develop strategies that reduce the following outstanding work order benchmarks:

- 0-30 days: NA
- 31-60 days: 12%
- 61-90 days: 8%
- 91-120 days: 4%
- 120+ days: 9%

**Strategy:** The Maintenance Services Department will collaboratively develop and implement strategies that enhance operational efficiencies; identify and develop solutions to health, security and safety concerns in our facilities and buildings.

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

**Focus this quarter:** Maintenance staff continues to identify, develop and implement strategies that will achieve outstanding work order benchmarks and enhance operational efficiencies.

**Results:**

1. Outstanding work orders benchmarks were achieved in all areas except one:

<table>
<thead>
<tr>
<th>7/1/17 - 9/30/17</th>
<th>10/1/2014</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30 days</td>
<td>67%</td>
<td>80%</td>
</tr>
<tr>
<td>31-60 days</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>61-90 days</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>91-120 days</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>
2. Total number of outstanding work orders:
   09/30/17: 404  09/30/16: 602  09/30/15: 488  09/30/14: NA

3. Total number of work orders completed:
   07/01/17 thru 9/30/17: 3,854
   07/01/16 thru 9/30/16: 3,248

4. FY 16/17 Number of completed work orders: 11,657 *
   FY 15/16 Number of completed work orders: 11,351 *
   FY 14/15 Number of completed work orders: 12,431

* Our successful reductions of overtime reduced the number of work orders that we were able to complete when compared to FY14/15.

5. Overtime results:
   FY14/15 to FY 15/16 overtime reduced by: 57.65%
   FY15/16 to FY 16/17 overtime reduced by: 54.28%
   FY16/17 (July/August) to FY 17/18 (July/August) overtime reduced by: 84.24%  September overtime results were not available at the time of this report.

6. Maintenance Department - School Dude work order "Key Performance Indicators":
   a. The number of preventive maintenance work orders the Maintenance Department completed to the total number of work orders completed is 16%.

      School Dude reports that our K-12 peers reported the number preventive work orders completed to total work orders completed median percentage was 19%.

      b. The number of preventive maintenance work orders the Maintenance Department completed in 30 days or less was 89%.

School Dude reports that our K-12 peers reported the number preventive maintenance work orders completed in 30 days or less median percentage was 80%.

   c. 73% of the corrective work orders we received were completed in 7 days or less.
School Dude reports that our K-12 peers reported the number of corrective work orders completed in 7 days or less median percentage was 62%.

7. The additional allocation of two seasonal staff and assistance of one warehouse staff to assist maintenance with pick up and delivery of materials, surplus, etc. was greatly appreciated. We were able to spend more time on grounds management which in part led to an increase in the number of work orders we were able to complete this summer.

8. We met with high and middle school Administrators, Head Custodians and site-based grounds staff (High Schools only) to review the draft site specific grounds management plans that maintenance and site-based staff will perform. Changes were made as necessary and the plan was implemented.

**Next Steps:** We will continue to identify and implement operational efficiencies that further enhance the maintenance services to our customers, and effectively maintain our life, health, and safety building systems.

1. We will be working with the CSF District Custodial Supervisor and others to revise the NCSD #1 Custodial Handbook related site-based custodial maintenance responsibilities; life, health and safety systems, etc.

2. We will continue to collaboratively work with our District Risk Manager and building staff to complete the remaining Workers’ Compensation findings.

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**Goal:** The Maintenance Services Department will function efficiently and effectively in all areas of operations as measured by receiving a rating of 80% or higher on the stakeholder satisfaction survey.

**Data:** None to report.

**Strategy:** Identify training needs, additional licenses or certifications for maintenance staff to ensure staff has the skills and abilities to efficiently inspect, maintain, and repair our building systems; and provide training to district custodial staff regarding site-based custodial maintenance responsibilities.

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

**Focus this quarter:** The Maintenance Department will collaboratively develop staff training programs that enhance our cross functionality and develop systems to bring a greater awareness to our customers on site-based building systems.

**Results:** Maintenance staff presented information to district custodians related to site-based custodial maintenance information, training opportunities, and new initiatives that we are working on at the July 12th and July 13th custodial training sessions.

A new Departmental Resource Google portal on “Employee On-line” for the Maintenance and Custodial Services Department was developed. Shown below is how to access and what information is available on the resource portal.

* You need to be logged into your Google e-mail account and then log in to Employee Online.

Click on District Employee Resources

Maintenance Services Page 3
3. An elevator service protocol was developed and shared with Building Administrators and Head Custodians to follow when an elevator needs service (e.g. site-based elevator inspections required before a service call is initiated, information required when calling our elevator service contractor, and a reminder that all repairs outside the service agreement needs to be approved prior to the start of the work by the Director of Maintenance to verify whether maintenance staff can perform the work.

4. Asbestos training for maintenance asbestos inspector's, operations and maintenance work, and for our asbestos management planner occurred on September 18th, 19th and 20th.

Attendees: Keith Brown, Doug Tunison, Scott Honken, Mike Hauck, Chris Warner, Brian Bitzan, Chuck Brooks, Eric Kofakis, Kevin Schultes, John Frantz, John McNally, Stan Icenogle, Cameron Kelly, Michael Simpkins, Matt Baier, Jason Long, Justin Daniels, and Scot McCoy.

Next Steps: We will continue develop staff training programs that enhance our cross functionality and develop systems to bring a greater awareness to our customers on site-based building systems.

Attend an OSHA-Workers' Compensation - Certified forklift training for 22 maintenance staff.

We will begin preliminary work to develop a site-based preventive maintenance program for custodians using the School Dude work order system that schedules and reminds staff when site maintenance inspections or maintenance needs to occur (e.g. filter changes, oil and/or grease pumps and motors, roof inspections, plaster trap clean outs, Workers' Compensation safety inspections, etc.)
SESC

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

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

**Data:** For WDE, Special Education programs is monitored on progress on PAWS. The 2015-16 target for students with disabilities in reading was 100% for all grades. In grades 3-6, NCSD students scored at 20% (an increase from previous report card), grades 7-8 scored at 11.5% (a decrease from previous report card), and grade 11 scored at 14.5% (an increase from previous report card). In math the target was 100% proficiency for all grades. In grades 3-6, NCSD students scored at 22% (an increase from previous report card), grades 7-8 at 7% (a decrease from previous report card), and grade 11 at 12% (an increase from previous report card).

**Strategy:** Co-teaching- Cresthill, Roosevelt, and Midwest received training from Christi this fall prior to school starting. Continued work with these schools and Paradise Valley and Cottonwood will happen throughout the year.

Alternate District Math Assessments: Work continues on the development of the alternate math assessments for students working toward alternative standards.

**Timeline:** 2014-2019

**Focus this quarter:** Focus this quarter was to support Cresthill, Roosevelt, and Midwest on initial Co-teaching training and implementation. Targeted support and coaching for Cresthill.

**Results:** CY middle school which began co-teaching implementation 3 years ago has met requirements in the Wyoming accountability model and is the first middle level to do so who has implemented co-teaching. The LRE rate for NCSD has improved on the latest report card to ________.

**Next Steps:** FLS assessments will continue to be developed.

Individual school support with co-teaching strategies and implementation

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

**Data:** According to the 2015-16 report card from WDE. NCSD graduation rate for students with disabilities in the 4 year co-hort is 49.6%. The state target is 85%.

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

**Timeline:** 2014-19

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

New data needs gathered at beginning of 17-18 school year.

Continued support from transition facilitators for implementation of transition plans.

Training and support from state on transition process and implementation for indicator 14.

**Results:** Indicator 14 interviews with parents/ students were completed. Data not yet received from WDE.

**Next Steps:** Gather new data after first quarter for student status toward graduation requirements.

Transition facilitators will continue to meet with high school teams to do a student audit of courses, information, and graduation trajectory for students with disabilities. Teams are meeting to determine next steps for students not on track and support for them.
**Goal:** By 2019, there will be a reduction in the number of students requiring Tier 3 interventions to address disruptive behaviors (Aligns to District Strategic Goals 1, 2 & 3)

**Data:** At the end of quarter 4 (2016-2017), 37 students had active tier 3 status.

Historical: 2014: 89
2015: 100 (The 89 & 100 are total served throughout the year, not necessarily active students at the end of the year).
2016: 71 (This includes the 59 students who were active tier 3 at the end of last year and the 12 new referrals this fall).

**Strategy:**
* Provide options to meet the needs of all students with behavioral challenges
* Provide an interim alternative educational setting providing intensive, targeted behavioral interventions that will address personal/social needs, academic instruction and student interventions with positive behavior supports K-2.
* Provide training to staff who support students with behavioral challenges
* Continue to work with Behavior adhoc group to determine planning and support for 2017-18 school year. 18 schools have begun work with MTSS and behavior with Diana Browning Wright beginning Fall 2017. The first two days of training have occurred.

**Timeline:** 2014-2019

**Focus this quarter:** This quarter has focused on the work with schools and Diana Browning Wright. Each school has taken information from the training and begun implementation plans at their site. In addition, each school did a belief survey with results forthcoming as part of their initial "homework" tasks from the training. The Behavior Interventionists have been providing support across buildings: So far this year they have provided schoolwide trainings, done 1 SET eval with an elementary, and implemented a new curriculum for Tier 3 students (First Step Next).

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

**Next Steps:** Continued work with Diana Browning Wright with next training happening on Nov 1 and 2. This training will begin to look at office referrals and utilize the Fast Bridge System for universal screening for behavior.

Continued work on support from Behavior Interventionists for supporting MTSS implementation and support of individual teachers and students with Tier 3 interventions.
Teaching and Learning

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

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

Data: Actual Targets
2014 Baseline = 1/9
2016= 5/9 2016 = 5/9
2017= 8/9 2017 = 7/9
2018= 2018= 9/9
2019 = 2019 = start 2nd cycle

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

Timeline: 10/2014-6/2019

Focus this quarter: August 2017, Principals, Instructional Facilitators and Subject Area Committee members trained teachers on the implementation of the Draft Foreign Language Curriculum, Draft Career and Vocational Education Curriculum, and Year 2 Draft Social Studies Curriculum. Implementation of the adopted English Language Arts, Health, Physical Education and Fine and Performing Arts Curriculum continues. Teachers are expected to teach and provide feedback on the Draft Foreign Language Curriculum, Draft Career and Vocational Education Curriculum, and Year 2 Draft Social Studies Curriculum during the 2017-18 school year. A Science Subject Area Committees was formed and is tasked with developing a draft science curriculum by May 2018.

Results: ELA, Health, Physical Education, and Fine and Performing Arts – Natrona County School District teachers are implementing the adopted curriculums. ELA (2 attendees) and FPA (3 attendees) Articulation Committees met on September 20, 2017.
Social Studies, Foreign Language and Career and Vocational Education - School-level staff (principals, instructional facilitators and subject area committee members) led professional development on new draft curriculum prior to September 1, 2017.
Science – A 47- member Subject Area Committee was formed through the established application process. Science Subject Area Committee members met on September 28, 2017 for a day of training to build common understandings around the 2016 WY Science Standards. This learning will set the foundation for the committee to begin upcoming draft curriculum writing. The standards workshop was led by University of Wyoming staff Ana Houseal and Martha Inouye.

Next Steps: November 3, 2017 NCSD Professional Development Day - Standards’ implementation in five content areas, ELA, Health/PE, SS, FPA, Foreign Language and CVE will be led by school staff and subject area committee members in coordination with Curriculum and Instruction. The purpose of the PD is to facilitate discussion of teachers with grade level and/or content peers for deeper understanding of the curriculum and assessments.
English Language Arts Subject Area Committee - The next Articulation Committee meeting is on December 13, 2017.
Health Subject Area Committee - The first Articulation Committee meeting is on October 18, 2017.
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Foreign Language Subject Area Committee - Phase 1 of validation is on Jan 26, 2018.
Career and Vocational Education Subject Area Committee - Phase 1 of validation is on Jan 25, 2018.
Social Studies Subject Area Committees – Phase 4 of validation is on Jan 24, 2018.
Fine and Performing Arts Subject Area Committees - Curriculum revision for elementary general music and secondary band and strings is on Oct 4, 2017. Beginning resource selection conversations will happen on Oct 17, 2017. Conversations will continue with all FPA staff on the November 3rd PD Day. The next Articulation Committee meeting is on December 13, 2017.
Physical Education Subject Area Committees – Beginning resource selection conversations are scheduled for Oct 30, 2017. Conversations will continue with all FPA staff on November 3rd PD Day. The first Articulation Committee meeting is on October 18, 2017.

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

Data:  

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<th></th>
<th>Actual</th>
<th>Targets</th>
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<td>Baseline = 1/9</td>
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<tr>
<td>2016</td>
<td>5/9</td>
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<tr>
<td>2017</td>
<td>8/9</td>
<td>2017 = 7/9</td>
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<tr>
<td>2018</td>
<td></td>
<td>2018 = 9/9</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>2019 = start 2nd cycle</td>
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Strategy: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/24-6/2019

Focus this quarter: The Director of Teaching and Learning is leading one full-time and two half-time Standards’ Leads. There are 11 FTE dedicated to building-based Instructional Facilitators. All work will be grounded in the strategic plan of each building and district efforts toward implementing a guaranteed and viable curriculum. The 2016-17 IF structure will continue for the 2017-18 school year: IFs will meet the first Friday of each month to strengthen Core Competencies, participate in collaboration with other IFs and attend the monthly Principal Cohort with their principal(s).

Results: IF Learning Fridays have not begun. The focus topic for Principal Cohort this year is to become a high functioning Professional Learning Community, leading school PLCs well to ensure student learning. During the September cohort, teams were formed and they established their mission, vision, goal, collective commitments, norm and roles. School agendas were shared amongst the teams.

Next Steps: Data will be collected on the November 3, 2017 District PD Day. The data will be used for next steps in planning for the February 19, 2018 District PD Day. Leaders from Sheridan County#2 will share their PLCs learnings and successes in the October Principal Cohort.

Goal: By May of 2019, the Teaching and Learning will have fully implemented an advanced system for improving efficiency and effectiveness of operations at all levels as measured by scoring 80% or higher on the climate survey.
Strategy 3: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards’ implementation. Timeline: 7/2015-6/2019

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<tr>
<th>Data: Data:</th>
<th>Actual</th>
<th>Targets</th>
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<tbody>
<tr>
<td>2015= Baseline Year</td>
<td>2016= 74%</td>
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</tr>
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<td>2016= 74%</td>
<td>2017= 80%</td>
<td>2017= 80%</td>
</tr>
<tr>
<td>2017= 80%</td>
<td>2018=</td>
<td>2018= 84%</td>
</tr>
<tr>
<td>2018=</td>
<td>2019 =</td>
<td>2019 = 88%</td>
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Strategy: Strategy 3: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards’ implementation.
Timeline: 7/2015-6/2019

Focus this quarter: Coaching Services – “Guiding Principles for NCSD Instructional Coaching” Standard Operating Procedure was revised and shared with principals.

Articulation Committees – K-12 Articulation Committees have been established this year for Math, English Language Arts, PE/Health and Fine and Performing Arts as an additional communication loop for continuous improvement. Teachers, this is an opportunity for you to provide ongoing feedback on NCSD curriculum (curriculum documents, resources, assessments, staff development…) to the Subject Area Committees. Membership on this committee is open to all and voluntary. One PTBS credit is available for those teachers attending 14 hours (four articulation meetings and 2 district staff development half days in Nov and Feb).

Results: Coaching Services – “Guiding Principles for NCSD Instructional Coaching” Standard Operating Procedure was revised and shared with principals on September 21, 2017.

Articulation Committees – Dates for Math (Oct 18, Dec 13, Feb 14, and April 18), Health/PE (Oct 18, Dec 13, Feb 14, and April 18), English Language Arts (Sept 20, Nov 15, Jan 17, and March 21) and Fine and Performing Arts (Sept 20, Nov 15, Jan 17, and March 21) Articulation Committee meetings were communicated through Admin News, Staff News and the Curriculum Collaboration Google Site. English Language Arts met on September 20, 2017. The two attendees reviewed the results of the suggested/protected book list survey. Three teachers attended the FPA meeting on September 20, 2017. Agendas were prepared and minutes were taken.

Next Steps: Coaching – Implementation of the revised Guiding Principles continues. The principles will be monitored to allow for adjustments within the system.

Articulation Committees – Math and PE/Health are scheduled to meet on Oct. 18, 2017 and Dec 13, 2017. Fine and Performing Arts are scheduled to meet on Nov 15. Agendas are prepared and minutes will be taken.

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

Teaching and Learning Page 3