Appendix

District Assessment System - ACT Data

District Assessment System - 2018 WY-TOPP Data

Summary of Schools’ Strategic Plans

Schools’ and Departments’ Quarterly Reports
Appendix 1

ACT DATA

2017-18 ACT Math Score Average Comparison

Figure 1

2017-18 ACT English Score Average Comparison

Figure 2
<table>
<thead>
<tr>
<th>Number of Candidates</th>
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NR = Not reportable n<10

Figure 5
WY-TOPP DATA

2017-18 Grade 3 ELA WY-TOPP

- School %
- NCSD 47.50%
- Wyoming 51.40%

Figure 6

2017-18 Grade 4 ELA WY-TOPP

- School %
- NCSD 46.60%
- Wyoming 49.20%

Figure 7
2017-18 Grade 5 ELA WY-TOPP

- School % - NCSD 54.80% - Wyoming 58.60%

Figure 8

2017-18 Grade 6 ELA WY-TOPP

- School % - NCSD 55.50% - Wyoming 57.50%

Figure 9
2017-18 Grade 7 ELA WY-TOPP

- Frontier: 17%
- Midwest: 38%
- Poison Spider: 41%
- Centennial: 56%
- Dean Morgan: 56%
- C YMS: 56%
- Woods: 65%
- CCA: 67%

School % - NCSD 54.50% - Wyoming 54.30%

Figure 10

2017-18 Grade 8 ELA WY-TOPP

- Frontier: 33%
- Poison Spider: 42%
- Woods: 50%
- Dean Morgan: 53%
- Centennial: 56%
- Midwest: 58%
- C Y: 64%
- CCA: 72%

School % - NCSD 57.90% - Wyoming 58.00%

Figure 11
2017-18 Grade 9 ELA WY-TOPP

- RHS: 22%
- Midwest: 43%
- NCHS: 44%
- KWHS: 45%

School % - NCSD 43.40% - Wyoming 44.40%

Figure 12

2017-18 Grade 10 ELA WY-TOPP

- RHS: 25%
- Midwest: 42%
- NCHS: 47%
- KWHS: 51%

School % - NCSD 47.40% - Wyoming 50.90%

Figure 13
2017-18 Grade 7 Math WY-TOPP

- School % - NCSD 44.70% - Wyoming 49.20%

Figure 18

2017-18 Grade 8 Math WY-TOPP

- School % - NCSD 46.10% - Wyoming 51.60%

Figure 19
To protect individual student confidentiality, school results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Figure 20

2017-18 Grade 9 Math WY-TOPP

**School % - NCSD 40.20% - Wyoming 41.50%**

*To protect individual student confidentiality, school results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Figure 21

2017-18 Grade 10 Math WY-TOPP

**School % - NCSD 37.90% - Wyoming 42.90%**

*To protect individual student confidentiality, school results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.
2017-18 Grade 4 Science WY-TOPP

- School % - NCSD 49.80% - Wyoming 51.80%

2017-18 Grade 8 Science WY-TOPP

- School % - NCSD 47.60% - Wyoming 46.80%
2017-18 Grade 10 Science WY-TOPP

- RHS: 14%
- Midwest: 42%
- NCHS: 43%
- KOWS: 50%

School % - NCSD 44.30% - Wyoming 46.20%

Figure 24
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

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

**Data:** Reading WY-TOPP Data:

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

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

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

Math WY-TOPP Data:

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

May 2016 - Partially Meeting
- Growth - Meeting Targets - 45%
- Equity - Meeting Targets - 51%
- Achievement - Below Targets - 39%
- Participation - Met

May 2017 - Partially Meeting
- Growth - Meeting - 54%
**Strategic Plan Quarterly Update**  
Quarter 1 - 2018-19

Equity - Below Targets - 21%  
Achievement Below Targets - 50%  
Participation - Met

**Strategy:** Strategy 1 - Reading Achievement -  
E.L.A. Common Core State Standards  
Grade Level Collaboration Meetings using the P.L.C model  
Vertical Team Meetings using the P.L.C model  
Alignment of CCSS within our whole group reading instruction  
Use of Common Formative Assessments to guide whole/small group instruction  
District Assessment Facilitator - working with staff around Priority Standards, C.F.A., Proficiency Scales, Data Analysis

Strategy 2 - Math Achievement -  
Math Common Core State Standards  
District Provided Math Learning Progressions  
Differentiate Math Instruction  
Grade Level Collaboration Meetings using the P.L.C model  
Vertical Team Meetings using the P.L.C model  
Use of Common Formative Assessments to guide whole/small group instruction  
District Assessment Facilitator - working with staff around Priority Standards, C.F.A., Proficiency Scales, Data Analysis

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

**Focus this quarter:** Each grade level has identified priority standards in both ELA and Math and are working to unpack priority standards. Grade level teams will work with district I.F.s to continue our learning around D.O.K. and Proficiency Scales in order to being our work with common formative assessments.

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

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

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

**Data:** Our team believes the stakeholder perceptions reflected in our surveys implies the following:  
1. in general, students enjoy school and feel supported  
2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all stakeholders.  
3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students' needs. One trend in their comments is how much parents like and appreciate the staff and professional, yet family, atmosphere.

Specific data is listed in our strategic plan. Based on this information, stakeholder perceptions have improved in all areas. Also, all areas have increased to 98% and above for stakeholder satisfaction.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

**Strategy:** Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:
- Effective Crisis Management Drills
- Effective Student Management Procedures
- Effective Parent Involvement Activities

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

**Focus this quarter:** This quarter we have focused on introducing new staff, communicating expected behaviors across the building, introducing policies and systems to all stakeholders, so everyone knows what is expected of them and how they fit within the system.

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

**Next Steps:** Continue to communicate with stakeholders about expectations, changes within systems, and support continued learning for all.

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

Goal: By 2019, all NCSD schools will meet or exceed school-level performance expectations as defined in the Wyoming School Accountability model.
Data: In 2016-2017, CCA scored a "Meeting Expectations" according to the WDE School Accountability Report. We are waiting on this past spring's data (2017-2018), to see with a new year and a new test (WYTOPP), how CCA did. So we continue to strive for this same goal...to maintain across time given a new test and many new staff members this year.
Strategy: Being a new principal, I feel it is important to clarify our school's Vision & Mission, and to clarify our roles as to how each of us helps to meet this as a team. Our CCA Leadership team can look at the Strategic Plan that will help us reach our Vision & Mission and revise it as needed, updating any strategies as needed. Then the work of the goal teams will be to make this happen. This is a time of setting our purpose and direction, and then working as a team to strive to meet the over-arching goal.
Timeline: by May 2019
Focus this quarter: The focus is to have the CCA Leadership Team revise and clarify the Strategic Plan. We have several new-to-building teachers, so we all need to get on the same page. Once this Strategic plan is revised and clarified for all, goal teams will begin the work of using strategies to reach this goal.
Results: We are still waiting for results.
Next Steps: Goal teams will set purpose for the year, establish norms, and then get down to work. They will analyze WYTOPP data, and can set targets and begin action planning to meet our overall goal.

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

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

Goal:

CCA Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

Whatever it takes; make learning happen.

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

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

Data: Reading Growth - PAWS/WY-TOPP

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<th>Targets</th>
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<td>May 2015 = 60</td>
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<td>May 2015= 54</td>
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</tr>
<tr>
<td>May 2016= 48</td>
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<td>May 2019 =</td>
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Mathematics Achievement - PAWS/WY-TOPP

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<td>May 2014 (Baseline) = 36%</td>
<td>May 2016 = 65%</td>
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<td>May 2015 = 33%</td>
<td>May 2017 = 80%</td>
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<tr>
<td>May 2016 = 33%</td>
<td>May 2018 = 90%</td>
</tr>
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<td>May 2017 = 42%</td>
<td>May 2019 = 100%</td>
</tr>
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<td>May 2018 =</td>
<td></td>
</tr>
<tr>
<td>May 2019 =</td>
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Strategy: Implement Guaranteed and Viable Curriculum aligned to state standards in all content areas.

Timeline: 9/2014 – 5/2019

Focus this quarter: This quarter, Centennial Junior High School had a PLC team participate in the Thomas Many two-day professional development. During those two days our team reflected on the previous PLC work that has been done focusing on the four essential questions. The team created a continuum to share with our school. In addition to this continuum, the staff spent one full day of PLC training focusing on moving our PLC teams forward with reviews of our priority standards, proficiency scales and common formative assessments. PLCs set agenda work for the upcoming first quarter and are currently working through those agendas.

Centennial has also been working on the PLC questions centering around what we do when a student doesn’t get the learning standards and what we do when a student already knows the skills. We call this Eagle Block at our school. We have formed an AdHoc to review the system with a focus on intervention and enrichment. In our AdHoc we are working to define tier one, tier two and tier three instruction in ELA and math courses.

Results: All results are at the implementation or refinement level at this time. We will report out WyTopp data next quarter.
Next Steps: Centennial PLCs will continue to update/refine their priority standards using the R.E.A.L. criteria. The teams will work through the use of the continuum as a tool to guide their work. The continuum will be adapted as all groups work through and reflect with this tool.

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

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

Data: Reading Growth - PAWS/WY-TOPP

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Mathematics Achievement - PAWS/WY-TOPP

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

Timeline: 9/2014 – 5/2019

Focus this quarter: Centennial has also been working on the PLC questions centering around what we do when a student doesn’t get the learning standards and what we do when a student already knows the skills. We call this Eagle Block at our school. We have formed an AdHoc to review the system with a focus on intervention and enrichment. In our AdHoc we are working to define tier one, tier two and tier three instruction in ELA and math courses.

Results: All results are at the implementation or refinement level at this time. We will report out WyTopp data next quarter.

Next Steps: The AdHoc team will take survey results from the staff on Eagle Block and recommend next steps based on how we define tier one, tier two and tier three. During this time we will look at our lab classes, tutor groups, and extensions classes considering how Eagle Block fits in with this work. Staff feedback has been for immediate intervention and enrichment needs and how to better use it with our blocks.

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

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<td>May 2015 = 38%</td>
<td>May 2017 = 80%</td>
</tr>
<tr>
<td>May 2016 = 36%</td>
<td>May 2018 = 90%</td>
</tr>
<tr>
<td>May 2017 = 44%</td>
<td>May 2019 = 100%</td>
</tr>
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</table>

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

Focus this quarter: We have two staff members on the District’s Science Subject Area Committee (SAC) who are responsible for evaluating the new state science standards, writing curriculum, and identifying aligned resources. This year our science PLCs are working through the implementation of standards. Teams are working on the pacing for the new standards to ensure they are taught.

Results: All results are at the implementation or refinement level at this time. We will report out WyTopp data next quarter.

Next Steps: Teams will teach the standards and adjust their pacing of standards along with identifying priority standards using the R.E.A.L criteria.

Goal:

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

The heart of Cottonwood Elementary is to create a caring community of learners through relationships, relevance, and rigor; one student at a time.

Goal: Goal 1: By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in reading as measured by WY-TOPP results.

Data: Reading Achievement
Year - Target - Actual
2015 - 55% - 54%
2016 - 62% - 60%
2017 - 60% - 65%
2018 - 65% - Unknown (NEW WY-TOPP ASSESSMENT)

Strategy: Strategy 3: Create and implement common assessments through PLC work.

Timeline: 9/2014 – 5/2019

Focus this quarter: During this first quarter, we have been focused on improving our PLC work and beginning to build common assessments. We began this work by attending the training led by Dr. Many on coaching collaborative teams. During this work, we created a Cottonwood PLC Continuum to guide our collaboration work. We then spent time during our PD week going over the continuum and next steps to focus the work being done during PLCs. The leadership team also updated Cottonwood’s Strategic Plan to show the changes to assessment system and add a strategy that focuses on our PLC work. We then began a book study that will focus on our PLC work using Dr. Many’s book, Amplify Your Impact Coaching Collaborative Teams in PLCs at Work.

Results: All grade level PLC teams have completed filling out the continuum and are working on next steps to help grow their PLC teams. The staff expressed a sense of purpose with our PLC work that they have not previously have had.

Next Steps: During the remained of the first quarter and through the second quarter, we will be selecting an ELA resource in order to build more consistency within our reading structures to better help us teach the CCSS.

Goal: Goal 2: By May of 2019, 100% of our students will meet or exceed the expectations on the Wyoming School Accountability model in math as measured by WyTOPP results.

Data: Math Achievement
Year - Target - Actual
2015 - 40% - 54%
2016 - 58% - 54%
2017 - 60% - 56%
2018 - 60% - Unknown (NEW WY-TOPP ASSESSMENT)

Strategy: Strategy 3: Create and implement common assessments through PLC work.

Timeline: 9/2014 – 5/2019

Focus this quarter: During this first quarter, we have been focused on improving our PLC work and beginning to build common assessments. We began this work by attending the training led by Dr. Many on coaching collaborative teams. During this work, we created a Cottonwood PLC Continuum to guide our collaboration work. We then spent time during our PD week going over the continuum and next steps to focus the work being done during PLCs. The leadership team also updated Cottonwood’s Strategic Plan to show the changes to assessment system and add a strategy that focuses on our PLC work. We then began a book study that will focus on our PLC work using Dr. Many’s book, Amplify Your Impact Coaching Collaborative Teams in PLCs at Work.
the work being done during PLCs. The leadership team also updated Cottonwood's Strategic Plan to show the changes to assessment system and add a strategy that focuses on our PLC work. During our PD week, we began our work with Stephanie Shafer and part of the district IF team to choose priority standards and unpacked those standards in the area of Math. We have continued this work through our PLC time during the school day. The training has included identifying Depths of Knowledge (DOK) and Proficiency Scales.

**Results:** All grade levels have identified priority standards and have unpacked those standards. Grade levels have also assigned a DOK level to each learning target that has been decided upon. This work has led to better understanding between grade level team members and also has helped our school's vertical alignment in the area of math.

**Next Steps:** We will continue to work with Stephanie Shafer and district IF team as we move into building common assessments and administration guideline for those assessments. These assessment will then be the focus of our PLC conversations to ensure that all students are learning.

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**Goal:** Goal 3: Safe and Healthy Environment

By 2019, Cottonwood will achieve an overall stakeholder satisfaction rating of 95% or higher from annual climate or engagement surveys of students, parents and staff.

**Data:** AdvancEd Parent Survey

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<td>87%</td>
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AdvancEd Staff Survey

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AdvancEd Student Survey

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<td>93%</td>
</tr>
<tr>
<td>2018</td>
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**Strategy:** Strategy 1:
Create and implement a Crisis Management Plan for a safe and health school environment and ensures compliance to district, state and federal regulations.

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Our focus was on our Crisis Management plan as well as ensuring that our goal and our goal team had a purpose for the year.

**Results:** Our Crisis Management Plan is up to date.

**Next Steps:** We continue to improve our knowledge and practices around school safety. We are looking into a better drop off and pick procedure to ensure all students’ safety.
**Goal:** Goal 3: Safe and Healthy Environment

By 2019, Cottonwood will achieve an overall stakeholder satisfaction rating of 95% or higher from annual climate or engagement surveys of students, parents and staff.

**Data:** AdvancEd Parent Survey

<table>
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<td>77%</td>
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<td>2016</td>
<td>80%</td>
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<tr>
<td>2018</td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

AdvancEd Staff Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>80%</td>
<td>69%</td>
</tr>
<tr>
<td>2016</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>2017</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td>85%</td>
</tr>
</tbody>
</table>

AdvancEd Student Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>80%</td>
<td>93%</td>
</tr>
<tr>
<td>2016</td>
<td>80%</td>
<td>94%</td>
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<tr>
<td>2017</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>2018</td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

**Strategy:** Strategy 2:

Increase parent involvement and participation in student learning.

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** Our focus was on Back to School night and our Kindergarten Home Visits.

**Results:** All kindergarten students had a treat delivered to their house by Cottonwood staff. We also held a successful back to school night. Parents and students completed a checklist that had them updating their information on Infinite Campus, meeting the principal, learning about Power of an Hour, engaging with our PTO, and visiting their classrooms. After students completed their checklist, they enjoyed an ice cream treat and were able to visit with students, staff, and families. The night was well attended.

**Next Steps:** We will be preparing for parent teacher conferences. Grade levels are also looking at holding family nights focused on reading and math.
Goal: By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

Data: Data: Wyoming School Accountability Model

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

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

Timeline: Timeline: 10/2014 to 5/2018

Focus this quarter: The focus for this quarter is on the continued implementation of the PLC Framework with a concentration on answering questions three and four: What do we do when student didn’t learn the content? What do we do for the students that do understand the content? In order to answer these questions, teams will assess students through the use of common formative assessments that are focused on priority standards. Assessment results will be entered into common data templates. Collaborative teams will then analyze the data using data protocols. During the analysis, teams will identify learning targets in need of intervention and enrichment. Students will then be placed in these targeted groups.

Results: Members of leadership team attended the professional development led by Dr. Many in August. All certified staff participated in professional development to gain understanding of data protocols and to review previous learnings around priority standards and common assessment. After learning the processes of different data protocols, teams developed systems for the analysis a student data and responding to that data through intervention and enrichment. Collaborative teams are meeting weekly with principal. Teams are agenda driven. All collaborative teams have collected data from one common assessment and used a data protocol to review the data. PLC teams will also be working on a book study on The New Art and Science of Teaching by Dr. Marzano in order to enhance tier one instruction.

Next Steps: Teachers will begin implementing engagement strategies in correlation with the Marzano book study. Collaborative teams will collectively plan for engaging lessons within the WIN structure.

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

Data: Data: NWEA Reading Growth Projections (Meeting or Exceeding)/ % of students at tier 3 in math and ELA
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Actual

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading 3</th>
<th>Reading 5</th>
<th>Math 3</th>
<th>Math 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>R66%</td>
<td>R53%</td>
<td>M57%</td>
<td>M38%</td>
</tr>
<tr>
<td>May 2014</td>
<td>R63%</td>
<td>R53%</td>
<td>M43%</td>
<td>M36%</td>
</tr>
<tr>
<td>May 2015</td>
<td>R39%</td>
<td>R42%</td>
<td>M49%</td>
<td>M42%</td>
</tr>
<tr>
<td>May 2016</td>
<td>R43%</td>
<td>R59%</td>
<td>M64%</td>
<td>M28%</td>
</tr>
<tr>
<td>May 2017</td>
<td>R58%</td>
<td>R66%</td>
<td>M72%</td>
<td>M72%</td>
</tr>
</tbody>
</table>

May 2018= ELA 14% Math 14%

May 2019=

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

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

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

**Focus this quarter:** The MTSS leadership team is refining the intervention system in order to accurately identify students in need of intensive intervention. This team is data driven and making instructional decisions based on student progress. The MTSS structure includes: All students receiving tier one instruction math and ELA. Students requiring more targeted support in tier two will work in skill based groups within the WIN structure in addition to tier one instruction. Students requiring intensive intervention will receive tier one instruction, targeted instruction in WIN and intensive intervention in small groups with certified teachers.

**Results:** - All grade level teams have been given tier rosters which show students current tiers in reading and math as well as assessment data that was used in tier decision making.
- Dates have been set to review progress monitoring data for tier 3 students.
- Dates have been set to review a specified set of data measures in order to adjust tiers for all students if needed. All classroom teachers will attend these reviews.

**Next Steps:** The MTSS Academic leadership team will continue to monitor student data in order to make data based decisions on the amount of intervention needed for each identified student.

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

**Data:** Academy Based Learning Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>May 2014</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>May 2015</td>
<td>NA</td>
<td>May 2015= NA</td>
</tr>
<tr>
<td>May 2016</td>
<td>2.67 out of 5.0</td>
<td>May 2016= 2.0 out of 5.0</td>
</tr>
<tr>
<td>May 2017</td>
<td>3.0 out of 5.0</td>
<td>May 2017= 3.0 out of 5.0</td>
</tr>
<tr>
<td>May 2018</td>
<td>3.3 out of 5.0</td>
<td>May 2018= 4.0 out of 5.0</td>
</tr>
<tr>
<td>May 2019</td>
<td></td>
<td>May 2019= 5.0 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. Grade levels have included a family extension component into their planning.

Results: All grade levels have family extension activities planned. These activities range from astronomy nights with families to a museum viewing of displays created by students in our library.

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

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

Data: Data: NWEA reading assessment/Common Formative Assessment

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 79% (3); 77%(5)</td>
<td>May 2015= 81%(3); 71% (5)</td>
</tr>
<tr>
<td>May 2014 = 80%(3); 85%(5)</td>
<td>May 2016= 85% (3); 85% (5)</td>
</tr>
<tr>
<td>May 2015= 85% (3); 85% (5)</td>
<td>May 2017= 90% (3); 90% (5)</td>
</tr>
<tr>
<td>May 2016= 76%(3); 83%(5)</td>
<td>May 2018= *</td>
</tr>
<tr>
<td>May 2017= 74%(3); 83%(5)</td>
<td>May 2018= 95% (3); 95% (5)</td>
</tr>
<tr>
<td>May 2018= *</td>
<td>May 2019= 100%</td>
</tr>
</tbody>
</table>

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

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

Timeline: 10/2015 to 5/2019

Focus this quarter: Extended school day is being utilized in the areas of reading and math. Extended day is being taught by three certified teachers for identified students in grades 3-5. Students will receive targeted instruction through the WIN structure.

Results: Identified students have been invited to participate in extended day.

Next Steps: Extended day teachers will build a progress monitoring system to monitor identified students within the structure in ELA and math. Parents will be made aware of progress in this program.
CY Middle School

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

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

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

**Data:** Science Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</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= 52.3%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100%</td>
</tr>
</tbody>
</table>

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

**Timeline:** 8/2014 – 6/2019

**Focus this quarter:** CY is above both the district and state averages on the WY-TOPP Science assessment. We will continue to focus more on the WY-TOPP assessment blueprint and released items to achieve better results. We also plan to look at test administration and the amount of time allocated. CY science teachers continue to collaborate to revise their integrated units and lessons. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level. CY will infuse the new district standards with the program that we have built that is showing great results for our students. Topics will continue to be spiraled throughout the three grades.

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

**Next Steps:** Teachers continue to visit and revisit our curriculum maps and unit plans. The science department continues to incorporate PBL into the integrated curriculum. CY Science is readjusting the science standards from our pilot to fit with the newly adopted NCSD curriculum for interdisciplinary instruction with a focus on maintaining as much of our original program as possible.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**
Next Steps:

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

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

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

**Goal:** Our School will excel in Literacy - By May of 2019, Dean Morgan will meet or exceed the performance expectations on the Wyoming School Performance Report as measured by PAWS/WY-TOPP in English Language Arts.

**Data:** Dean Morgan ‘17 - ‘18 WY-TOPP: goo.gl/ayzhqB

Dean Morgan Fall ‘18 - goo.gl/GLBiWW

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

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

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

**Timeline:** May 2020

**Focus this quarter:** Defined a purpose of the team

Began implementation phase of a common resource, such as “My Perspectives”

Refine current proficiency scales

**Results:** Student results vary across building. Some strengths exist using WYTOPP and FASTBRIDGE. These data points indicate a need to answer, “How do we respond when they don’t learn?” Can we grow from others strengths?

**Next Steps:** Get with ELA department to align and clarify purpose of two teams.

Create a vertically aligned spreadsheet of ELA priority standards across grades.

Review Common Formative Assessments and how they relate to proficiency scales

How to use this data to provide differentiation and/or intervention?

Explore how to utilize WYTOPP modular assessments.

---

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

**Data:** Dean Morgan ‘17 - ‘18 WY-TOPP: goo.gl/ayzhqB

Dean Morgan Fall ‘18 - goo.gl/GLBiWW

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

**Strategy:** All Dean Morgan math teachers are currently working on analyzing and evaluating the 8 Mathematical Practices in order to best fit student needs. Each grade level will be identifying two of the eight practices that they feel best impact student learning. As a department, we will collaboratively vote on two of the 8 practices and work on vertical alignment in regards to implementation and utilization as a strategy in the...
6th- Common Formative Assessments, reteaching cycles and opportunities for retakes, small group work (lower teacher/student ratios) focusing on conceptual understanding.
7th- Common Formative Assessments (CFA), reteaching cycles, Gradual Release, Scaffolding of new material, Spiral review
8th- Common Formative Assessments (CFA), Horizontal Alignment on common vocabulary for Laws of Exponents, Cooperative Learning Strategies, Gradual release method of instruction

Timeline: May 2020

Focus this quarter: 6th- All operations with decimals, multiplication and division of fractions
7th- Number system mastery
8th- We will use CFA data to drive instruction in order to fit the needs of all students including Tier I through Tier IV students.

Results: 6th- Common Formative Assessment results will be used to determine student proficiency with a goal of 80% of our students proficient.
7th- At the end of the quarter, we will evaluate the summative assessments and engage in extended reteaching.
8th- WYTOPP Spring 2018 Summative results showed that 8th grade students were 50.7% proficient last year. These students grew from 41% the previous year. This was a result of the usage of CFAs and vertical alignment work through the math department. Additionally, 51% of current Dean Morgan 8th grade students are at grade level as measured by the aMath Fastbridge assessment. The first unit common formative assessment data reveals that 80% of 8th grade math students are proficient on the standard 8.NS.1.

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

6th- Make sense of problems and persevere in solving them.  Attend to precision.
7th- Make sense of problems and persevere in solving them.  Attend to precision.
8th- Mathematical Practices: Attend to Precision, Make sense of problems and persevere in solving them; Work together as a collaborative team to analyze Fastbridge and CFA data in order to ensure standards and being mastered.

Goal: Safe and Engaging Schools - By May of 2019, Dean Morgan will improve the culture, engagement and behavior of students as measured annually by Gallup/AdvancEd stakeholder survey results.

Data: Dean Morgan ‘17 - ‘18 WY-TOPP: goo.gl/ayzhqB
Dean Morgan Fall ‘18 - goo.gl/GLBiWW

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

Strategy: Students will have support through the 17+1 proactive classroom management strategies and a Multi-Tiered System of Supports.
Timeline: May 2020
Focus this quarter: Staff focused on 3 of the 17+1 strategies, including smiling, greeting at the door, and systems of modeling, teaching and reinforcing desired expectations. Currently teams are looking into collecting and using data in a focus meeting format to determine interventions for kids.

Results: Staff is ready to build on more of the 17+1 strategies. Focus meetings are moving forward and growing.

Next Steps: The building needs to ensure quality tier 1 supports are consistent so interventions can be effective.
Evansville

Empowering students to succeed in academics, attendance and citizenship.

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

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

WY-TOPP 18 (% proficient)
- 3rd 59
- 4th 43
- 5th 61

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

**Timeline:** 2018-2019

**Focus this quarter:** This quarter we worked on ways to implement our new Wit and Wisdom primary resource and had a professional development day with UW focusing on informational texts.

Our PLC teams have identified priority standards and written proficiency scales.

**Results:** We have completed our proficiency scales and are working on our common assessments. This work along with the work with UW is having a solid influence on our continued growth and efforts toward helping students reach our desired goal for exiting 5th grade readers.

**Next Steps:** We continue our partnership with University of Wyoming. This year, our focus is on informational text. We continue to read, discuss and implement our learning within our grade-level PLC structures.

---

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

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

WYTOPP 18 (% proficient)
- 3rd 61
- 4th 76
- 5th 74

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

**Timeline:** 2018-2019

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

**Results:** We continued to develop our Bridges math essentials.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

We have engaged a math consultant to provide professional development opportunities for our new staff in the area of constructivist math.

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

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

Strategy: Evansville is implementing the "house" structure and Transformation Days. We will continue to review our behavior documents and communication plans in an effort to improve our system.

Timeline: 2018-2019

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

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

Next Steps: We will continue our Transformation Days, Soaring Eagles and Evansville Eaglets program and begin monthly house meetings. We will look for ways to support our tier 3 behavior students. We are also working on strategies to support the "hidden students" in our school.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
Fort Caspar Academy

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

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 43 MGP</td>
<td>May 2015 = 48 MGP</td>
</tr>
<tr>
<td>May 2015 = 49 MGP</td>
<td>May 2016 = 53 MGP</td>
</tr>
<tr>
<td>May 2016 = 57 MGP</td>
<td>May 2017 = 58 MGP</td>
</tr>
<tr>
<td>May 2017 = 46 MGP</td>
<td>May 2018 = 60 MGP</td>
</tr>
<tr>
<td>May 2018 = not yet</td>
<td>May 2019 = 61 MGP</td>
</tr>
</tbody>
</table>

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

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

**Timeline:** 9/2018-10-2018

**Focus this quarter:** Fort Caspar Academy staff is shifting the focus of our Professional Learning Community work from what we want students to know and be able to do, to measuring whether they know what we want them to know.

**Results:** Fort Caspar Academy grade level teams have completed proficiency scales and getting prepared for writing common assessments.

**Next Steps:** Fort Caspar Academy staff are beginning work on writing common formative assessments as we head into second quarter. Math goal team will begin analyzing spring and fall assessment data and working as a vertical team to look at areas for alignment and improvement.

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

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014 = 58 MGP</td>
<td>May 2015 = 59 MGP</td>
</tr>
<tr>
<td>May 2015 = 62 MGP</td>
<td>May 2016 = 60 MGP</td>
</tr>
<tr>
<td>May 2016 = 60 MGP</td>
<td>May 2017 = 61 MGP</td>
</tr>
<tr>
<td>May 2017 = 53 MGP</td>
<td>May 2018 = 62 MGP</td>
</tr>
<tr>
<td>May 2018 = not yet</td>
<td>May 2019 = 63 MGP</td>
</tr>
</tbody>
</table>

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

**Timeline:** 9/2018-10/2018

**Focus this quarter:** In terms of Professional Learning Communities work, Fort Caspar Academy staff is shifting the focus of our Professional Learning Community work from what we want students to know and be able to do, to measuring whether they know what we want them to know.

**Results:** Fort Caspar Academy grade level teams have completed proficiency scales and getting prepared for writing common assessments. Work on determining ELA materials adoption has begun.

**Next Steps:** Fort Caspar Academy staff are beginning work on writing common formative assessments as we head into second quarter. Our ELA goal team will continue to focus on ELA materials adoption through December until the adoption process is completed.

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

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

Data: Achievement Data: WY-TOPP
Data coming on Oct. 15th
Strategy: Differentiation across all grade levels incorporating co-teaching (parallel, alternate, teaming, station, one teach/one observe, one teach/ one assist, and inclusion) for reading and math: Implementation of standards

Timeline: Sept. 2017-May 2022
Focus this quarter: Majority have ability grouping in reading and math with a variety of co-teaching strategies being implemented.
Results: 5 out of 6 grades for Math have stable Tier 1 instruction according to Fastbridge benchmark results. 3 out of 6 for LA have stable Tier 1 instruction according to Fastbridge benchmark results.
Next Steps: In first and second the core instruction needs to be reviewed in ELA. At this time in math the low was kindergarten and we are going to monitor.

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

Data: Quarterly Data using the 21st Century Skills Rubric starting in November 2018
Strategy: Strategy 1: Staff will incorporate a PBL structure using STEAM strands which measure the 4 C’s and problem solving.
Timeline: Sept. 2017-May 2022
Focus this quarter: Instructing staff to use the new 21st Century Skills Rubric
Results: NA
Next Steps: First data point will be in November 2018

Goal: By May 2022, Our students will feel hopeful, engaged, and thriving as measured by the student Gallup poll results.

Data: Data: Student Gallop
Strategy: Strategy 1: Fully implement Whole Child Tenets
Timeline: Sept. 2017-May 2022
Focus this quarter: Continuing with Matrix and focusing on Restorative Justice, Mindfulness, with SEL curriculum.
Results: No results from Gallop till November 2018
Next Steps: Analyze data in November from Gallop
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Focus this quarter:
Results:
Next Steps:
Kelly Walsh High School
"Preparing All Students for their Next Step" by creating High Expectations, Academic Rigor, and Personal Responsibility. WE VALUE Character, Integrity, Respect, and Accountability

Goal: By 2019, Kelly Walsh will increase our four-year graduation rate to 85%
Data: We will use the WDE 684 data in December to clean and confirm that graduation data is correctly reported to the WDE in January of 2019. Also, student data will be gathered soon by the High School Performance Report provided by WDE focusing teachers through specific targets addressing equity, achievement, and growth through actual student data.
Strategy: We will use our graduation cohort timeline to ensure that all graduation data is correct. Additionally, we will use November 5th as a data sharing, identification of gaps, targeting of equity needs for students, and college and career readiness standards for all staff members.
Timeline: 10/2018-1/2019

Focus this quarter: Without the WDE High School Performance Report and without the ACT Profile report (both delayed in Fall of 18), KWHS focused on celebrating the graduation rate of 83.3% for 2017 and continued our refined target of teaching the Common Core reading standards within each content area.
Results: So far we do not have hard results; however, we have asked several surveys to gather input and feedback regarding Content Literacy PD and PLC work. This has allowed the administration team to know the pulse of the teachers directly involved in the work.
Next Steps: The November 5th PD will be important as both the High School Performance Report and the ACT Profile Report are released in mid-October. This will give us focus for the remainder of the school year.

Goal: By May of 2019, students will meet or exceed the state’s Achievement indicator of the Wyoming Accountability in Education Act.

Data: We do not have the High School Performance Report provided by WDE yet due to the WyTopp transition.

Strategy: We will use this data November 5th in our PD with our teachers. Identifying and defining equity, achievement, and growth through actual student data will allow us to set SMARTER goals to reach the above overall goal.
Timeline: 11/2018-9/2019
Focus this quarter: See strategy answer above.
Results: n/a
Next Steps: See strategy answer above.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

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

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

**Data:** Fall 2018:
- 40% of our Kindergarten students are at or above grade level.
- 33% of our 1st grade students are at or above grade level.
- 47% of our 2nd grade students are at or above grade level.
- 76% of our 3rd grade students are at or above grade level.
- 48% of our 4th grade students are at or above grade level.
- 62% of our 5th grade students are at or above grade level.

Spring 2018:
- Kinder - 42% at GL
- 1st - 32%
- 2nd - 69%
- 3rd - 53%
- 4th - 21%
- 5th - 14%

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

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

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

**Focus this quarter:** Teachers participated in the 2-day launch PD in September. Grade level teams are familiarizing themselves with flow of program and navigation of materials. They have also had 1 session of virtual coaching during PLCs.

**Results:** Too early to tell. With that said, students are responding well, thinking deeply, having thoughtful conversations with peers, justifying their reasoning, etc.

**Next Steps:** PLCs will monitor progress via common formative assessments. Data discussed in PLCs using our data discussion protocols and transcribed in Mastery Connect.

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

**Data:** WY-TOPP ELA summative assessment - Spring 2018:
- 10% of our 3rd grade students were proficient
- 27% of our 4th grade students were proficient
- 65% of our 5th grade students were proficient

WY-TOPP ELA Interim assessment (formative) - Fall 2018
- 2% of our 3rd grade students were performing at or above the proficiency level
- 13% of our 4th grade students were performing at or above the proficiency level
- 20% of our 5th grade students were performing at or above the proficiency level
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Strategy: Strategy #1: To deliver our new program, Expeditionary Learning's K-5 ELA Program by Open Up Resources, with integrity in all classrooms at Lincoln ES
Strategy #2: To explicitly teach CCSS-aligned ELA content vocabulary words to students.
Strategy #3 - To solidify our formative assessment systems at each grade level and discuss CFA data at weekly PLCs.
Strategy #4 - Greater alignment of instruction to standards

Timeline: 9/2018-5/2019

Focus this quarter: Teams are working to merge our previous work with content vocabulary to our new program. Also, we have eliminated some assessments (Literacy First), replacing them with program assessments.

Results: The level of rigor in this program is higher that what students were exposed to last year - a step in the right direction.

Next Steps: Monitor program implementation and evaluate changes in assessments throughout the year.

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

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

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

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

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

Strategy: Strategy #1: Deliver Engage NY/Eureka Math and Number Corner programs with fidelity.
Strategy #2: To explicitly teach CCSS-aligned math content vocabulary words to students, to include: incorporating all math vocabulary ("critical" words and "guaranteed" words) into themes/units/lessons, (b) explicitly teaching math content words using 6-step process, (c) assess student knowledge of guaranteed and critical words.
Strategy #3: To solidify our formative assessment systems at each grade level and discuss CFA data at weekly
PLCs.
Strategy #4 - Greater alignment of instruction to standards
Timeline: 9/2018 - 5/2019
Focus this quarter: Follow and monitor non-negotiables established by our math goal team
Results: Initial FastBridge data is encouraging; initial WY-TOPP data is not.
Next Steps: 1. Continue to refine PLC practices
2. Align instruction to adequate rigor level required of CCSS
3. Monitor delivery Engage NY/Eureka Math and Number Corner programs to assure fidelity.
4. Increase use of common formative assessments.
5. Seek correlations between data from different assessment sources.

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

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

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

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

### WAEA – School Indicator Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>Growth</th>
<th>Equity</th>
<th>Achievement</th>
<th>Performance Level</th>
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<td>38 (Below)</td>
<td>52 (Meeting)</td>
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**Reading Growth**

<table>
<thead>
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<th>Year</th>
<th>Actual</th>
<th>Target</th>
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**Reading Equity**

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<th>Year</th>
<th>Actual</th>
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<tr>
<td>2015-2016</td>
<td>51%+</td>
<td>49%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>67%++</td>
<td>52%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>56%</td>
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<tr>
<td>2018-2019</td>
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**Reading Achievement**

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
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<td>2018-2019</td>
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**Mathematics Growth**

<table>
<thead>
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<th>Year</th>
<th>Actual</th>
<th>Target</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>38%</td>
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<td>2015-2016</td>
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**Strategic Plan Quarterly Update**

**Quarter 1 - 2018-19**

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<th>Year</th>
<th>Mathematics Equity</th>
<th>Mathematics Achievement</th>
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<td></td>
<td>Actual</td>
<td>Target</td>
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<tr>
<td>2014-15</td>
<td>26%</td>
<td>35%</td>
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<tr>
<td>2015-16</td>
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<td>2016-17</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>2017-18</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
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**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:** During this quarter, we have focused on professional development in the area of priority standards in mathematics. Charlotte and Stephanie have provided this training. So far, we have identified our priority standards, unpacked and vertically aligned these standards, identified the DOK, and developed proficiency scales. This work will continue in our grade level PLC meetings and PD.

During the summer, a team of teachers represented our school at the August PLC training with Dr. Many. This team developed our Jaguar Implementation Guide (JIG) as a scoring rubric to measure the growth of our collaboration teams. Our JIG, and some PLC training updates, were then presented to our full staff during August PD.

We have a team of staff members that will continue to participate in the district MTSS training and provide PD updates for our full staff.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Results: Each of our grade level teams have completed their work prioritizing math standards and developing proficiency scales.

Next Steps: Our next steps will be to continue to unpack the identified priority standards in math, discuss the DOK, develop proficiency scales for these standards and build common assessments for each of these prioritized standards.

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Midwest School will prepare students for the opportunities and demands of the 21st century.

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

Data: Preliminary WY-TOPP data

Strategy: #1 Develop a system to implement effective instructional strategies across all content areas. (PLC, PD, peer observation, IF support, Priority Standard work…)

#2 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: 5/2019

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

Preliminary WY-TOPP data has been evaluated to determine placement in flex groups (differentiated instruction) in math and reading in grades K - 8.

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

Students have been placed in flexible differentiated groups for math and reading to both enrich and remediate all students in grades K - 8.

Next Steps: We will analyze WY-TOPP data

Goal: By 2019, Midwest School will create a school climate and culture where every stakeholder feels welcomed, accepted, and valued.

Data: Past parent, student & staff surveys

Behavior referrals

Strategy: Midwest will implement a House system to include all staff and students.

Timeline: 9/2018 - 6/2019

Focus this quarter: Assign all staff and students to a House and hold House meetings bimonthly. Implement point system for staff and students to earn points for their Houses.

Results: All have been assigned to a House and meetings have been held bimonthly. Team building activities have been done at meetings so that all can get to know each other.

Next Steps: Monthly Family Nights to build positive culture.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Natrona County High School

*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 2019, 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: 17-18 (89.73%); Graduation Rate: 2016-2017 (81.8%)

**Strategy:**
- 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 50 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.
- Professional development was provided including work at Model Schools Conference: improving Professional Learning Communities (PLCs) and collaboration, enhancing educational outcomes and efficiency through the use of instructional technology, identifying and responding to at-risk behaviors (suicide prevention & postvention, drug & alcohol use, etc.), employing high yield instructional strategies to maximize student outcomes, engaging students in the educational process, and improving student-staff relationships.
- NCHS’ staff members are committed to developing and delivering curriculum and instruction aligned to district expectations. Many teachers have served on district committees in all content areas. Teachers in these content areas continue to develop and validate new curriculum and assessments. Their weekly PLC time supports this ongoing work.

**Timeline:** 08/2018-09/2019

**Focus this quarter:** Ongoing commitment to improving and supporting Professional Learning Communities at NCHS, sending 4 staff and the administrative team to Reading PLC Institute offered through NCSD in August.
- Had two assemblies focused on bullying and suicide prevention.
- 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.
- Identify and enforce single points of entry for the entire campus (one on each side of the main building, and one for the MAC).
- Explore avenues and options for students to attend Pathways Innovation Center (P.I.C.) to better meet their needs and learning styles, emphasizing the connection to technology with NCHS’ TEALS class (designed to teach student graphic user interfaces and programming).
- Require students to wear identification when on campus, preferably with school-printed IDs or temporary passes obtained in the main offices.
- Responding timely to Safe2Tell tips to support struggling students.
- 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.
• Restructure our reading intervention, Tier two and Tier three processes to include Corrective Reading.

**Results:**
• Maintain and working to improve attendance rates.
• Summer school provided an opportunity for over 50 students to recover credits
• Supportive staff/student climate and culture.
• P3 allowed NCHS to reach out to over sixty-five students during the 2017-2018 school year, who were experiencing some form of distress. Safe2Tell continues to allow us to support student in crisis into the 2018-2019 School Year; thus far, we have assisted twenty-two students with over 163 follow-ups due to a variety of reports.
• Increased response to students who feel 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, Check/Connect, and Corrective Reading)

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

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

**Data:** WY-TOPP

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

**Timeline:** 09/2018 – 08/2019

**Focus this quarter:**
• Interpret and disseminate data from Wyoming Accountability System (working, specifically, with WY-TOPP and ACT data).
  • Evaluate the 2017-18 assessment data once available
  o Focus on core subjects and alignment to standards
  o Use classroom walkthroughs to observe best practices and engagement
  • Training staff
  o Emphasize data use and meaningful participation in PLCs
  o Report out about growth/progress
  o Partnership with UW and Science department for Core Alignment

**Results:**
• Identified strengths and weaknesses while reviewing assessment data
  • Identification and monitoring of PLC work
  o 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.

**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

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

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

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

Goal: By May of 2019 100% of our students will meet or exceed expectations in Math and Reading as measured by the state of Wyoming’s School Accountability model

Data: To be released

Strategy: We are in the second year of of the PLC Academy with teams meeting for a minimum of one hundred minutes per week. Teams identify students in need of additional instruction and select strategies based on the four questions. We are targeting specific students for a before and after school small group tutoring program focusing on individual student needs.

Timeline: 9/7/2018 - 6-5-2019

Focus this quarter: The Oregon Trail PLC committee team attended the August Academy training session for two days in Casper. The team then held a PD day to educate the staff. The team developed a rubric so that each grade level PLC could begin a self assessment on their effectiveness in regards to student achievement. Teams meet on a consistent schedule attended by the principal.

We also sent a team of six staff members to a three day STEAM training conference in Gillette. The master schedule was created to free up the last forty five minutes of each day. Each grade level participates in one STEAM activity every six days. We are aligning the STEAM activities with the new CC Science Standards. The common time is also used for weekly lessons with our SEL curriculum to support the districts MTSS behavior initiative.

Results: We were meeting expectations last year and are awaiting results from the state.

Next Steps: Data will be studied when released.

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

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

Goal:
Data:
Strategy:

Oregon Trail Page 1
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

Data: In 2017-2018, teachers developed priority standards. This year, teachers are reviewing those standards using the REAL criteria. Through a cohort study group, they will review unpacking the standards and begin the process to develop and revise common assessments, beginning with ELA and continuing with Math.

Strategy: Strategy 2: Implementation of Professional Learning Communities as a way to increase student learning and teacher effectiveness

Timeline: 9/2017-5/2019

Focus this quarter: The focus will be to have productive PLC meetings, utilizing information that is learned through developing priority standards, unpacking them, and developing common assessments. This will help to identify student needs and allow teachers to focus on what really want students to know and be able to do.

Results: PLC groups are more focused on the work at hand and the 4 essential questions for learning.

Next Steps: We will work on completing the process with ELA and hopefully be able to begin this same process for math.

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

Data: Prior to this year, there is no recorded data for the success or failure associated with WIN. These intervention groups were in place, but results can only be seen in the percentages of students who are at or above proficiency on state assessments. There is data to show that these intervention groups are in place and that student needs are being addressed through small group intervention.

Strategy: Strategy 3: Implementation of small group intervention/enrichment period (WIN) for all students 3-4 days a week to address student learning gaps in ELA and Math.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Timeline: 9/2017-5/2019

Focus this quarter: The focus here is to continue with the scheduled WIN times, and provide as much assistance with adult intervention to differentiate and address specific student needs.

Results: Based on conversations in PLC groups, the students' needs are being determined by common assessments, and interventions are being put into place through the WIN process.

Next Steps: We will continue to support the WIN times and identify student needs through common assessments.

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

Data: Last year, 165 out of 197 identified students received tutor intervention. 61% of the students who were tutored showed proficiency in deficit skills.

Strategy: Implementation tutor model with Tier 2 & 3 identification for students to address learning misconceptions/gaps in ELA and Math.

Timeline: 9/2017-5/2019

Focus this quarter: The tutor is in place and identifying students as Tier 2 and 3, recording that information in IC. Interventions for Tier 2 students are held during WIN time and Tier 3 interventions are held with tutor on a pull-out basis.

Results: We are able to meet the needs of students better this year. In the past, students were tutored on a daily needs basis, making data difficult to collect.

Next Steps: We will continue to refine the process of identifying students in need of interventions. Our goal is to move Tier 2 students back to Tier 1, and to find successful interventions for those students who are struggling on Tier 3.
Pineview Elementary

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

**Goal:** By Spring of 2019, each student will show significant improvement on reading and math scores, meeting proficient or above, as measured by the Wyoming Accountability System.

**Data:** PAWS - 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%

PAWS - 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%

WYTOPP - 2018

**BASELINE DATA**
- 3rd Grade ELA Percent Proficient = 32% Math Proficient = 30%
- 4th Grade ELA Percent Proficient = 54% Math Proficient = 58%
- 5th Grade ELA Percent Proficient = 34% Math Proficient = 31%

**Strategy:** Professional Learning Communities within collaboration and professional development on: Pineview's PLC Process Rubric, PLC Chart Summary for CCSS standards, Proficiency Scales, Common Formative Assessments, Standards and Referenced/Based Grading

RTI-MTSS Year 2 of 5 with Diana Browning Wright/Continued trainings and modeling of tiered system for staff Implementation of MTSS District purchased curriculum/framework resources: Mind Up and Caring School Communities

Continued implementation of Ron Clark Academy Framework/Essential 55, The Wild Card, The Excellent 11, as part of our Behavior Matrix along with continued professional development for those who have not been through training yet.

Continued professional learning on ELA District purchased curriculum/framework resources: Fountas and Pinnell Classroom K-3 and the Fountas & Pinnell Benchmark Assessments + 5 to 10 days of PD from F & P throughout the year on their Continuum and curriculum work for Pre-K - 5 teachers.

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 educational systems, focusing on methods of delivery within curriculum and researched best practices. As our school’s regular education teams and our gifted team continues 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.
Principal and IF will provide a balance of work with new to Pineview teachers in all areas as needed.

**Timeline:** 8/2018 - 6/2019

**Focus this quarter:** 8/2018 - 6/2019

Focus this quarter:

Professional Development within Building: Fountas and Pinnell Consultant will provide:
- Benchmark Assessment Training for 3rd - 5th in October. Plans for November will be made during this training.
- Guided Reading for Pre-K-2 will be the focus of our October training. Plans for November will be made during this training.

Beginning of Year 2 with MTSS and Diana Browning Wright and Pineview MTSS Team

Specialized PD: Standards work on new draft curriculum (Science)
Continued classroom, School, District alignment work

Collaboration: Pineview PLC Process Rubric Check during Team Collaboration and All Teacher Book Study on Grading From the Inside Out, which supports referenced based proficiency scales, grading, and reporting to parents.

**Results:** Data in Reading and Math are at baseline for WyTOPP.

Our 2 day Fountas & Pinnell Continuum work began during August Institute.
Resources had not been approved for purchase in August, so the IF and Admin worked with F & P consultant to assure PD was aligned to teacher needs (differentiated as needed) to support high level teaching and learning in all content areas, especially with the work on the Continuum.

IF, Admin, and Consultant will develop agenda driven year long plan for Continuum work, bi-monthly.
Classroom ELA work and professional learning in all content areas through collaboration with the book Grading From The Inside Out, which will connect and align to our Pineview Process Rubric, Summary Chart of CCSS, proficiency scales and common formative assessments and pre/post assessments, detailed lesson planning in all content areas through KDC, whole group and small group professional development and learning.

MTSS Team will continue to provide professional development to all staff after working with Diana Browning Wright as we enter in to year 2 of 5 of MTSS Training. This team will develop an agenda driven scope and sequence once we have our plan for the year from DBW. Tiered intervention support and enrichment will continue to be monitored through assessment checks in all individual student plans.

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

**Next Steps:** Pineview student academic goals are to meet and exceed the expectations as defined by the Wyoming School Accountability Model.

Professional learning for this year continues to align with strategic goals for our district, school, and classroom.
Strategic Plan Quarterly Update  
Quarter 1 - 2018-19

Pineview student behavior goals are to meet and exceed our previous expectations as defined by the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) and the TFI (Tiered Fidelity Inventory) supplied for the MTSS Cohorts in our District.

Teachers and students will engage in relevant high quality discussions, exemplified by responding to and extending each other’s thinking in all content area discussions, professional learnings, and collaborations.

Teachers and students will use proficiency scales and formative assessment data and to determine growth and achievement.

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.

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 Pineview PLC Process Rubric and data to guide instructional planning and needed instructional change as needed.

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 will continue working on establishing a consistent way to effectively monitor student learning, collectively responding to results, using proficiency scales, and implementing informed practices.

Staff will gain tools, protocols, and strategies from Professional Development from Solution Tree and the Wyoming Department of Education and Fountas & Pinnell, and Ron Clark Academy 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 collaborative teams. Team time will be provided through collaboration each day to support implementation and accountability will come from assessing our work using the Pineview PLC Process Rubric.

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<thead>
<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
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<tbody>
<tr>
<td>Focus this quarter:</td>
<td>Results:</td>
<td>Next Steps:</td>
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<tr>
<th>Goal:</th>
<th>Data:</th>
<th>Strategy:</th>
<th>Timeline:</th>
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Pineview Elementary Page 3
Focus this quarter:
Results:
Next Steps:

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

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

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

Data: No new data for growth. Students are showing growth in reading as measured by the IRLA. We had very few students who lost growth over the summer. The stamina stayed high for our returning students.

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

Timeline: 1/2017 - 5/2019

Focus this quarter: We started implementation of the ARC Core in ELA. The ARC coach has been here twice and will be here again Oct. 23rd. Several teachers attended the ARC Transformative Literacy in Douglas. All standards are unpacked and all power standards are identified.

Results: We had very few students who lost growth over the summer. The stamina stayed high for our returning students.

Next Steps: Continue implementation of ARC. Proficiency scales and common assessments will be developed in PLC groups this quarter.

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

Data: We have initial WyTopp data and have just begun analyzing the data. Our ELA scores are consistent with the prior year. Our math scores are lower than anticipated.

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

Timeline: 1/2017 - 5/2019

Focus this quarter: We finished unpacking the standards. All power standards have been identified. Proficiency scales and common assessments will be developed in PLC groups.

Results: Initial WyTopp data are being analyzed.

Next Steps: We will analyze our math data to identify areas of strength and weaknesses. That data will drive our instruction and our IE interventions. We will identify equity students and work on interventions for those students.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

Student Achievement - ABOVE ALL

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

Data: 100% of grade levels have assessments written for identified priority standards.

Strategy: Grade level PLC teams will develop, use and modify common assessments tied to priority standards to measure progress on standards.

Timeline: September 2018-June 2019

Focus this quarter: Grade levels will use PLC time to discuss past performance of students, modify assessments accordingly and reassess.

Results: Grade levels worked to vertically align priority standards in math and are looking at student data from WY-TOPP to compare. In addition teachers analyzed assessments that were written for the priorities.

Next Steps: Continue looking at the assessments to make sure that they are written to the rigor level and around the skills identified in the priority standard. Make changes to common assessments as the data directs.

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

Data: 100% of students have used 21st century skills as identified by the Graduate Profile. Teachers continue their work, per grade level, on the 7 areas identified in the Graduate Profile.

Strategy: Ongoing focus on social/emotional growth for all grade levels.

Timeline: Aug 2017-Aug 2019

Focus this quarter: Social/emotional well-being through the lense of Graduate Profile and MTSS learning.

Results: All staff implemented additional parts to the PBIS system and are continuing to adjust/modify our school wide ticket system to positively reward behavior.

Next Steps: Full implementation of all 6 components to PBIS and SEC school-wide.

Goal: 100% of teachers will find and use community resources to enhance and support learning in classrooms.

Data: 100% teachers are using community resources to enhance the learning of students.

Strategy: Aligned to instructional practice and NCSD Curriculum Outcomes

Timeline: Aug 2017-Aug 2019

Focus this quarter: Social Studies and Science Curriculum were used as the main content areas support by outside community resources.

Results: Paradise Valley has made tremendous growth in this area and staff are continuing to find the right people to support student learning.

Next Steps: This goal may need to change and move to monitoring status. The staff have done an amazing job with this goal.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Timeline:
Focus this quarter:
Results:
Next Steps:
Southridge Elementary

Standing For Excellence Through Growth And Kindness.

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

**Data:** Targets

<table>
<thead>
<tr>
<th>Month</th>
<th>Target</th>
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<tbody>
<tr>
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<td>55</td>
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<tr>
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<table>
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<td>May 2017</td>
<td>67.2</td>
</tr>
<tr>
<td>May 2018</td>
<td>58.1 (WYTOPP)</td>
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</tbody>
</table>

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

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

**Focus this quarter:** The Southridge staff has continued their work started Dr. Gilbar in unpacking standards, selecting priority standards, and developing proficiency scales with assessments that align to WY-TOPP. This work will shift to focus on Math during the second quarter.

**Results:** As indicated on WYTOPP results, our summative assessment scores dropped about 10% in Reading. This is less than the drop we anticipated which should make our transition to the new assessment a faster recovery.

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

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

**Data:** Targets

<table>
<thead>
<tr>
<th>Month</th>
<th>Target</th>
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<tr>
<td>May 2018</td>
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</tr>
<tr>
<td>May 2019</td>
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<thead>
<tr>
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<tr>
<td>May 2018</td>
<td>42.5 (WYTOPP)</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

**Timeline:** 9/2014 – 5/2019

**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 in the first quarter of the 18-19 school year. Both of these efforts are school wide and time intensive. One task has to be completed before the other.

**Results:** As anticipated, our Math scores dropped by approximately 16% with new state assessment system. Our first benchmark in Fastbridge indicates over 80% of students are at benchmark for the first quarter of 2018. However, there is a disconnect between this information and the new state assessment from the spring. We are hopeful the initial Fastbridge results are a positive indicator for improvement in the coming year.

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

---

**Goal:** Monitor Safe and Healthy Goal. By May of 2019, the number of students receiving office referrals will be reduced by 30% (revised). (This goal was exceeded in the Spring of 2017 & 2018)

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

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

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

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

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

**Results:** Southridge met this goal for the first time in the 16-17 school year. Our goal is to continue this trend to be consistently under 100 office referrals each year.

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

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Summit Elementary School
To Prepare Children to Lead and Excel in the 21st Century

Goal: Summit Elementary will increase Achievement, Growth, and Equity Targets (Each by 5 MGP% Per Year) to meet exceeding targets on the WAEA by Spring 2019

Data: We have not yet received WAEA data from WDE yet on our spring WyTopp assessments. We have received data on 3 - 5 Math, ELA, and Science, which I will share later in this report. Our Leadership team will be working this year to upgrade our goals for 2019 - 2024 to match NCSD #1 strategic goals when they are announced.

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

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

#3 - Using the four essential questions of Professional Learning Community work (What do we want our children to learn? How will we know when they have learned it? What will we do when they do not learn it? What will we do when they have already learned it?)

Timeline: 10/2015 - 6/2019

Focus this quarter: This fall we reorganized our Systems. We disbanded the outdated goal teams Summit has been operating under since its inception. (21st Century Goal Team, CCSS Goal Team, LIM goal team, At-risk goal team) and replaced them with three Leadership Teams that are aligned more closely to the work NCSD #1 and our Summit Staff are undertaking. We now have a PLC Leadership Team, an MTSS Academic Leadership Team, and an MTSS Behavior Leadership Team. This team we are focused on writing Mission Statements for each leadership team and aligning our work at Tier 1, Tier 2, and Tier 3 to the Missions of those Leadership Teams.

Results: It is too early to report any results, but our Leadership Teams have been busy on the work. Initial analysis of Spring 2018 Wy-Topp scores lead us to believe we will be working to adjust, rethink, and rethink our goals when creating our 2019 - 2024 strategic plan.

Next Steps: Our PLC Leadership team will analyze WyTopp and accountability data when it becomes available. A cadre of teachers from the MTSS Behavior and MTSS Academic Leadership Teams will be continuing their work with Diana Browning-Wright during the 2018 - 2019 school year. While attending the workshop with Dr. Thomas Many from Solution Tree in August Summit Elementary School was invited by Dr. Many to apply to be a Model PLC School and participate in the Front Range PLC Model School Consortium.

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

Data: Spring 2018 Wy-Topp Data in ELA Was as follows:
3rd Grade - 55.37% proficient or advanced proficient, 42.65% basic or below basic.
4th Grade - 48% proficient or advanced proficient, 52 % basic or below basic.
5th Grade - 68.83% proficient or advance proficient, 31.17% basic or below basic.

While these number seem low, and we at Summit also believe they are not up to our standards, at each of the
three grade levels we are at or above both the district and state averages. Our 5th Grade ELA percentage of students proficient or advanced proficient was the third highest in the district.

**Strategy**: Grades K-5 continue to concentrate on Professional Learning Community work. The strategies they will concentrate on are:
- To teach and assess the NCSD #1 Curriculum and offer the District Benchmark Assessments at the appropriate time.
- To implement the use of Flex Reading Groups to meet students where the need is greatest and focus on growth in reading for all students.
- To continue the use of team-created common formative assessment results in creation of flex groups.

**Timeline**: 10/2015 - 6/2019

**Focus this quarter**: This quarter we are focusing on several things to help us reach this goal. The SPED team, the tutors and I created a schedule that allows for more adults in the classroom during reading instruction.

**Results**: The number of adults in the classroom during reading instruction has allowed teachers to more effectively meet students where they are and provided instruction at the skill level determined by team analysis of common formative assessment results.

**Next Steps**: This is an exciting time for our staff. Our systems of support have evolved to better align our teaching and learning with the district priorities. In Reading we will use the PLC Continuum created by our PLC Leadership Team to monitor our effectiveness as a Professional Learning Community.

---

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

**Data**: The latest data collected by our MTSS Leadership Teams show 75% of the time our students are removed from instruction it is for mildly disruptive behavior, while almost 70% of the time students are removed from instruction for less than 10 minutes. In addition our SAEBERS Universal Screener Data from the last assessment show:

- 9% of Summit Students are at risk for general behavior.
- 13% of Summit Students are at risk for academic behavior.
- 24% of Summit Students are at risk for emotional behavior.
- 18% of Summit Students are at risk for social behavior.

**Strategy**: We will continue to have an 8 person team working attending PD with Diana Browning-Wright. During the 17-18 school year we created an MTSS action plan. Our strategy this quarter is to to continue putting that action plan in place. We have concentrated on the 17 Proactive Classroom Management Strategies, Zones of Regulation, and The Leader in Me Program.

**Timeline**: 8/2017 - 6/2019

**Focus this quarter**: We will once again administer the SAEBERS Universal Screener to all students. The MTSS Behavior Leadership Team will focus on gathering schoolwide data on employment of the 17 Proactive Classroom Management Strategies.

**Results**: Initial Data on the Proactive Classroom Management Strategies show:

- 100% of Summit Students report that at least one adult smiles every day at them.
- The school wide data collected on "5 to 1" positive statements to corrections show an average of 6.25 positive
Next Steps: We have several next steps identified for our MTSS Leadership Teams. Beyond attending six days of training with Diana Browning-Wright, the MTSS Leadership Teams will be working on the following next steps:

Moving through the steps of the MTSS Action Plan. All parties assigned to actions, dates, and responsibilities will be reporting to one of the MTSS Leadership Teams.

Amending the Behavior Matrices to reflect our commitment to the Leader In Me Program.

To pilot the Good Behavior Game in at least two classrooms.

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

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

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

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

**Data:** We currently do not have data for grades K-2 on the earlyReading (K-1) and aReading (2) assessments from FastBridge.

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

- 5th Wy-TOPP
  - Reading - 64% Proficient

- 4th Wy-TOPP
  - Reading - 45% - Proficient

- 3rd Wy-TOPP
  - Reading - 55% Proficient

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

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

**Timeline:** 6/2018 - 10/2018

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

**Results:** We do not have results at this time

**Next Steps:** Develop a schedule for ELA power standards to be identified by
Develop a schedule for ELA common formative assessments to be completed by

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

**Data:**

<table>
<thead>
<tr>
<th>WyTOPP Data</th>
<th>FastBridge</th>
<th>FastBridge</th>
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</thead>
<tbody>
<tr>
<td>5th Wy-TOPP</td>
<td>aMath</td>
<td>Early Math</td>
</tr>
<tr>
<td>Math - 53% Proficient</td>
<td>5th Grade</td>
<td>1st Grade</td>
</tr>
<tr>
<td></td>
<td>(Not Required)</td>
<td>58%</td>
</tr>
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</table>

4th Wy-TOPP
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Math - 48% Proficient  4th Grade
Science - 51% Proficient (Not Required)  Kindergarten

3rd Wy-TOPP  3rd Grade
Math - 58% Proficient  79%

2nd Grade
83%

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

Timeline: 6/2018 - 10/2018

Focus this quarter: The STEAM team will adjust goals to align with the district strategic plan. Teachers will progress monitor students identified as needing Tier 2 and Tier 3 interventions weekly and biweekly through the FastBridge assessments. The STEAM team will also develop a schedule to ensure that STEAM opportunities are available to all students.

Results: According to the WyTOPP data from the spring of 2018, approximately half of our students were not meeting expectations. Only 51% of the fourth grade were identified as proficient or advanced on the WyTOPP Science assessment from the Spring of 2018. Data for kindergarten and 1st grade was collected from FastBridge utilizing the Early Math assessment. The overall kindergarten score for students scoring proficient or advanced was 72% and 1st grade was 58%. The second and third grade students were assessed using the aMath assessment. 83% of second graders scored proficient or advanced and 79% of third graders scored in the same category.

Next Steps: The STEAM Goal team will analyze WyTOPP data from the spring of 2018, as well as data collected from FastBridge aMath. The team will determine school-wide strengths and areas of improvement. With this data they will set targets and begin action planning to meet the goals.

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

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

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

Timeline: 6/2018 - 10/2018

Focus this quarter: Common Teach To Schedule for 4 Be’s, 8 Keys, & Mind Up, Recognition/Reteaching Schedule, Viking Ship Guidelines.
Grade levels have common social skills times 5 days per week.
Revisited 17 Proactive Classroom Management Strategies as a staff.
Creating flow chart for responses to Magnitude Scales as a staff.
Working on consistent communication and forms for use with Refocus and Office referrals. Will now track data and look at it as a goal team.

Verda James Page 2
Strategic Plan Quarterly Update  
Quarter 1 - 2018-19

Prioritized topics for MTSS to address.
https://docs.google.com/document/d/1elTVV40NROD9C5k0w9iK4-ZA2AXV8gVkd-r6MsIrdLc/edit
Establish common classified staff trainings in conjunction with goal team trainings.
Looking into alternatives to Viking Ship.
Members of the staff will attend MTSS trainings (year 2) in the fall & winter of 2018.

**Results:** We met our goal for the month of September at 95.68% of students.
**Next Steps:** Address prioritized topics.
Adjust Refocus Rooms
Establish Buddy Classrooms
Go back and adjust goal with GT3 to 100%
Adjust documentation in Behavior Tracker to reflect Office Referrals.
Woods Learning Center

To foster lifelong learners and responsible citizens of a democracy.

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

Data: Actual Targets

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<td>Partially Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Meeting/Exceeding</td>
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</tr>
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Strategy: All K-8 level teachers will consistently implement a research-based reading framework to address NCSD English Language Arts Curriculum.

Timeline: 9/2018 to 5/2019

Focus this quarter: Our staff was trained in depth of knowledge and proficiency scales in ELA on Sept. 28, 2018 by Stephanie Shafer. We worked to make our priority standards. Then we began work on writing them.

Results: 14 out of 15 classroom teachers attended the training and worked on identifying depth of knowledge and proficiency scales. All classroom teachers worked in collaboration groups to do this work.

Next Steps: The staff will be trained on Friday, October 12th on assessments. Classroom teachers will then begin to align assessments with their identified priority standards.

Data from WyTopp and Fast Bridge will be analyzed once we have received it. We will rewrite strategic plan and revisit goals and create new strategies.
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: By May 2023, 100% of Sagewood students will be at grade level according to Fastbridge.
Data: Data from Fastbridge shows that around 70% of students are considered on grade level at Sagewood
Strategy: Ensure vertical alignment K-5 using CCSS
Timeline: 8/2018- 5/2023

Focus this quarter: The focus this quarter was to continue to work on priority standards with an emphasis on the vertical alignment of standards in both ELA and math.

Results: We are working on utilizing the new data set from Fastbridge to support our strategic planning. With more PD around this data staff will be able to understand it to support next steps in our plan.
Next Steps: Continue to unpack standards and embark on the journey into assessments based off the priority standards.

Goal: By May 2023, 100% of Sagewood students will increase individual growth based on the Wyoming School Accountability Model in reading.
Data: Meeting expectations in the area of growth according to the state accountability model 2016-2017.
Strategy: Develop consistent ELA framework K-5
Timeline: 8/2018- 5/2023

Focus this quarter: Our focus this quarter was to establish a consistent structure of ELA instruction to support the journey of a child at Sagewood. This focus was set based off the review of data in early August that showed inconsistencies between grade levels.

Results: We have the start to a structure and are utilizing resources from within the building to support the components of ELA and to ensure that all components are implemented in each classroom and grade level.
Next Steps: Continue to support the learning around the different components to support the instructional practices and learning that is happening.

Goal: Decrease percentages of at-risk students in the area of emotional behaviors as measured by SAEBRS.
Data: 39% of students are considered at risk in the area of emotional behaviors in the spring of 2018.
Strategy: Build consistency in behavioral systems and expecations
Timeline: 8/2018- 5/2023

Focus this quarter: This quarter we have focused on implementing a community time within each classroom to ensure that students are being checked in on and allowed that transition into class before learning begins. Teachers use this time to focus on the basic needs of students to ensure we are building relationships with kids to impact their learning.

Results: Teachers are building classroom communities and supporting most behaviors before they begin. They are able to connect with students and allow their emotional well being to be the focus to support learning.
Next Steps: Continue to learn about how to support students with positive expectations and review the current reality of Sagewood with behavior and SEL.

Goal:
Data:
Strategy:
Timeline:
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Focus this quarter:
Results:
Next Steps:
District Athletics and Activities Department

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

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

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= 71%</td>
<td></td>
</tr>
<tr>
<td>May 2014 =73%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 67%</td>
<td>May 2015=75%</td>
</tr>
<tr>
<td>May 2016= 70%</td>
<td>May 2016=77%</td>
</tr>
<tr>
<td>May 2017= 67%</td>
<td>May 2017=79%</td>
</tr>
<tr>
<td>May 2018= 74%</td>
<td>May 2018=82%</td>
</tr>
<tr>
<td>May 2019</td>
<td>May 2019 =85%</td>
</tr>
</tbody>
</table>

Strategy: Strategy 1: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which promote the development of students and align with the interests of students K-12. Student interest in activities will be gathered by analyzing participation in current co-curricular activities offered, through annual student surveys, through coach, sponsor, teacher and parent feedback, through networking with athletic directors, administrators, educators, activity sponsors and students in Wyoming and nationally by meetings, workshops, clinics and conferences dealing in this area

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

<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= 57%</td>
<td>May 2018=58%</td>
</tr>
<tr>
<td>May 2019=</td>
<td>May 2019 =61%</td>
</tr>
</tbody>
</table>

Timeline: Timeline: 10/2014 – 6/2019

Focus this quarter: Tracking and analyzing co-curricular participation in grades K-12 from the beginning of school to December 15, 2018 when the first of two annual participation reports are due from the secondary schools. The second annual reporting date is on May 15, 2019. The first data report provides a good preliminary overview of the strengths and/or weakness in co-curricular participation. The information gathered helps make informed decisions regarding developing strategies to support what is going well and for areas not meeting expectations in order to meeting the May 2019 goals.
Results: The first results will not be ready until after December 15. However, the increase in 12th grade participation in co-curricular activities at the end of the 2017-2018 school year were exceptional and just 1% from our May 2019 goal. The overall graduation rate for the district also reflected similar positive results.

Next Steps: The next step is to continue to share the good news with district athletic directors, athletic & activity facilitators, teachers, administrators, students and parents regarding the increased student participation rates and to reflect on the who, what, when, why and how this happened in the 17-18 school.

This information will help with creating our strategy to improve the participation rates again in the 18-19 school year so our overall goals for the five years are measured and met by June 2019.
Business Services

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

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

Data: Accounts Payable – >80%
Accounting – >80%
Payroll – >80%

Strategy: Improve the efficiency, effectiveness and accuracy of accounting, accounts payable, and payroll through individual work team strategic plans and action plans.

Timeline: 1/2015– 5/2019

Focus this quarter: The first quarter of each fiscal year is primarily spent closing out the previous fiscal year, filing required state financial reports, and preparing for our annual financial audit.

Starting in September, 2018, certified employees began reporting leave through timecard online. All benefited employees are now using timecard online as the standard method to report their work time and leave to the district. An instructional video and guidebook were created as training resources for staff.

Significant time was also spent reviewing department operating procedures and identifying and implementing improvements to processes.

Results: The timecard online rollout to certified staff creates consistency throughout the district. This consistency enhances the ability to train and orient staff to hours and leave reporting requirements. We are scoping the addition of timecard and leave reporting requirements to our annual employee compliance training package.

All teams within the Business Services Department are consistently receiving high satisfaction ratings and we are meeting our goal of over 80% satisfaction.

Next Steps: We are exploring receipting software to enable schools be able to more effectively manage payments and donations. The software would give schools the capability to accept and process credit cards for payment. The goal would be to no longer accept personal checks, thus eliminating the non-sufficient funds check processing and associated risk for loss. It would also reduce the amount of cash handled by school personnel.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Department of Differentiation and Early Childhood

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

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

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

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

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

**Focus this quarter:** Accredited Preschool Programs

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

Collaboration with Early Childhood Agencies

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

**We Read**

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

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

**Results:** Accredited Preschool Programs

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

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

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

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

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

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

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

Strategy: Strategy 2: Differentiated Learning Opportunities

Timeline: 9/2017 - 5/2019

Focus this quarter: Differentiated Kindergarten

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

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

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

ESL Programing

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

MTSS - Multi Tiered Systems of Support

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

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

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

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

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

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

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

adjustments to the standards to be taught is complete.

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

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

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

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

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

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

Library Support
Alexandria Training will take place in November 2018. The Library Advisory Team will continue to meet with Mari Stoll to plan for future professional development needs. Regularly scheduled Librarian collaboration/Meetings will continue monthly.
Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:

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

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

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

**Data:** At this time no data to analyze this goal

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

**Timeline:** 2019

**Focus this quarter:** Attended, participated and was part of focus group at STAR conference (other grant managers), Have made efforts to work individually with new grantees (SIG, Workforce discovery auto).

**Results:** The foundation has been laid for smoother grant operations within our district and with the state.

**Next Steps:** Analyze current grant operations to ensure spending and reporting at an appropriate rate.

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

**Data:** Budget reports, cash requests.

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

**Timeline:** 2019

**Focus this quarter:** Busy with the beginning of the year many grants are just being created/implemented.

**Results:** Have implemented the grants, just building the system to consistently monitor the grants spending.

**Next Steps:** Build a more efficient system to monitor spending - too cumbersome currently.

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

**Data:** Compliance Monitoring

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

**Timeline:** 2019

**Focus this quarter:** Preparing for upcoming monitoring

**Results:** Currently preparing - monitoring is in November.

**Next Steps:** Continue to work towards a successful monitoring.
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Results:
Next Steps:
Maintenance and Custodial Services

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

**Goal:** By June 2019, the Maintenance and Custodial Services Department will achieve 80% satisfaction on customer surveys, identify and implement strategies that allow us to expedite the completion of work orders, monitor and work towards achieving our Key Performance Indicator (KPI) benchmarks.

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

**Data:** Stakeholder Satisfaction Rating:
- FY 17 - 92.30% Maintenance and Custodial Services Department
- FY 18 - 100% Maintenance and Custodial Services Department
- FY 18 - 85% Grounds

Average work orders assigned per technician:
- NCSD #1: 401
- Top 20%: 325
- Median: 216
- Low 20%: 129

Average number of days to complete all work orders submitted:
- NCSD #1: 12.41 days
- Top 20%: 9.40 days
- Median: 15.7 days
- Low 20%: 25.4 days

Percent of corrected maintenance work orders completed within 7 days:
- NCSD #1: 66%
- Top 20%: 76%
- Median: 63%
- Low 20%: 47%

Percent of preventive work orders completed in 30 days or less:
- NCSD #1: 91%
- Top 20%: 95%
- Median: 81%
- Low 20%: 56%

Percent of preventive work orders compared to total work orders:
- NCSD #1: 23%
- Top 20%: 50%
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Median: 19%
Low 20%: 5%

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

NCSD #1: 100%
Top 20%: 97%
Median: 79%
Low 20%: 35%

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

Outstanding work orders as of 9/30/2018:
0-30 days:81%  31-60 days:12%  61-90 days:4%  91-120 days:2%  120+ days:1%

Outstanding work orders as of 09/30/2017:
0-30 days:80%  31-60 days:16%  61-90 days:2%  91-120 days:1%  120+ days:1%

Outstanding work orders as of 09/30/2016:
0-30 days:73%  31-60 days:10%  61-90 days:6%  91-120 days:3%  120+ days:8%

Outstanding work orders as of 09/30/2015:
0-30 days:75%  31-60 days:14%  61-90 days:4%  91-120 days:3%  120+ days:4%

Outstanding work orders as of 09/30/2014:
0-30 days:67%  31-60 days:12%  61-90 days:8%  91-120 days:4%  120+ days:9%

Total number of outstanding work orders:
09/30/18: 673  09/30/17: 504  09/30/16: 606  09/30/15: NA

Total number of work orders completed this quarter:
07/01/18 thru 09/30/18: 4,082
07/01/17 thru 09/30/17: 3,854
07/01/16 thru 09/30/16: 3,248
07/01/15 thru 09/30/15: 3,319

FY number of work orders completed:
FY 19 YTD Number of completed work orders: 4,082
FY 18 Number of completed work orders: 12,256
FY 17 Number of completed work orders: 11,657
FY 16 Number of completed work orders: 11,351
FY 15 Number of completed work orders: 12,431

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

**Timeline:** 10/2014 – 6/2019

Maintenance and Custodial Services Page 2
Focus this quarter: The Maintenance and Custodial Services staff continues to identify processes that meet or exceed customer expectations by:

- Communicate effectively
- Continuously improve responsiveness, cost effectiveness and service quality
- Cultivate teamwork, placing group success ahead of personal goals
- Provide and support a safe, sustainable environment

Results: We met our customer satisfaction survey goals for FY18 and all benchmarks were achieved except one.

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

- Ensuring effective documented processes are in place
- Identify, develop, implement and monitor operational processes that enhance services for all stakeholders
- Continue to develop strategies that maintain our position in the “Top 20% KPI” and work toward achieving Top 20% status in other KPI benchmark areas.

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

Data: None to report.

Strategy: Monitor and improve identified department programs and processes that enhance operational efficiencies, and cross-functionality between work units.

Timeline: 10/2014 – 6/2019

Focus this quarter: The Maintenance and Custodial Services Department staff will identify processes that:

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

Results: Custodial staff training:

Class: A custodial training form was developed that will be used when CSF staff provides training to all District custodial staff.

This work aligns with the current Maintenance training agreement that is used to provide all District custodial staff.

Maintenance staff training:

All maintenance staff except for painters and Landscaped Specialists attended asbestos refresher and/or asbestos inspector re-certification training on September 13th or September 14th.

Matt Baier
  - Climacool training. September 17th-19th.
We are completing a cost and benefit analysis to identify potential waste removal cost savings between the City of Casper and Waste Connections.

A District-wide draft surplus protocol has been developed and will be presented at the Human Resources and Services Division stakeholder meeting on 10/18/18 for feedback.

The Director of Maintenance and Custodial Services attended two SFD sponsored Safety and Security workshops.

We worked with the Casper Fire Department NCSD #1 and will now receive building fire inspection reports on-line.

We developed and implemented a process that allows the City of Casper police and emergency responders to have on-line access to all NCSD #1 building floor and site plans.

The Director of Maintenance and Custodial Services, Major Maintenance Project Manager and the Executive Director are presenting data to the Board Infrastructure Planning Committee that provides information to Trustees on our work to maintain, repair and our buildings and efficiencies implemented to enhance our work. **Next Steps:** The Maintenance and Custodial Services Department staff will continue to identify processes that:

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

We will continue our work to develop and implement a site based custodial maintenance program at all locations by the end of 2019.

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Public Relations Department

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

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

Data: Some data/measurements from communications efforts prior to this year exist; however, due to the restructure of the department, numerous new endeavors, and new staff responsibilities, we have established this upcoming year’s data, 2018/19, will serve as the baseline of measurement for our future work.

Strategy: Increase audience engagement on social media by 5% from previous year
Increase website traffic by 2%
Publication of at minimum 4 social media posts promoting/informing stakeholders of District events weekly
Identify new key strategies for internal communication effectiveness - staff/admin news
Website promotion of key communication elements, stories/celebrations/events, at a minimum of 2 monthly
Continuation of ADA compliance - NCSD Website, support provided to schools/depts. regarding ADA compliance

Timeline: 2018-19

Focus this quarter: Utilize effective communication, creative storytelling, and strategic public relations to develop and implement district messaging consistent with NCSD’s Strategic Plan and Goals.
Incorporate NCSD’s overall mission and values into all media releases, creative design content, communication and marketing to drive forward a unified message consistent with NCSD’s Strategic Plan and Goals
Maintain updated data and analysis of Public Relations Campaigns in relation to project work and completion.
Import monthly data analysis into Public Relations Calendar.
Create Multi-year Communications Services Report/project flowcharts with specific correlation to Public Relation goals.

Results: n/a
Next Steps: Create Multi-year Communications Services Report/project flowcharts with specific correlation to Public Relation goals.

Goal:
Data:
Strategy:
Strategic Plan Quarterly Update

Timeline:
Focus this quarter:
Results:
Next Steps:

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

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

Data: Social Studies Agenda -
https://docs.google.com/document/d/1ePkvUIIdnK1Tn5EDlnCtLVBQaSOAlThthRU3YKsDpY3I/edit?usp=sharing

Foreign Language Agenda -
https://docs.google.com/document/d/17VH24OM7kaB3O7RbF-kNcsDZITOqwLvPmLrqZzDPIK4/edit?usp=sharing

Strategy: Create protocols for researching and implementing effective assessments and techniques for professional development - through March 13

Timeline: 9/27 - 3/13

Focus this quarter: Writing assessments for Foreign Language, Social Studies, and CVE.

Results: In 2018-19, the assessment subject area committee members have met in both Foreign Language and Social Studies to begin the process of writing their district assessments. CVE will begin next week. The work used a process that followed best practices when writing assessments.

Next Steps: The next step in the process is for each Foreign Language and Social Studies SAC members to finish writing their proficiency scales and then to write their assessments analyzing them to make sure they are fair, reliable and valid. CVE will start the process of identifying their priority benchmarks on October 16, 2018

Goal: By May of 2019, the Research and Assessment Department will have increased the level of strategic and operational knowledge of assessment for the staff and student in NCSD.

Data: WY-TOPP Fall Interims were successfully launched at the beginning of the school year. 2 meetings with IT, 1/2 day training with WDE, 2 Assessment Facilitator meetings where AFs were trained. All AFs trained on the initial meeting date of September 5, 2018.

Strategy: Training and Deployment of Wy-TOPP

Timeline: 2018-19

Focus this quarter: Initial deployment, continuous feedback and improvement on training and implementation from building levels.

Results: Feedback was positive.

Next Steps: Continue to monitor deployment, training for the summative assessments for grades 3-10 and grades K-12 on the interim assessments

Goal: By May of 2019, the Research and Assessment Department will have increased the level of strategic and operational knowledge of assessment for staff and students in NCSD.

Data: August 2 through October 9 - 15 school visits

Strategy: Meet with building leadership teams/collaborative teams to discuss data results, determine what it means, and how to use it through the PLC process. Working to train IFs in supporting building leaders and teams through the formative assessment development process.

Timeline: 08/2018 - 05/2019
Strategic Plan Quarterly Update
Quarter 1 - 2018-19

Focus this quarter: Continue to support teams through the formative assessment development process
Results: Continued intentional work around formative assessments and supporting PLC process
Next Steps: Continue the work

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

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

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

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

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

**Timeline:** 2014-19

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

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

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

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

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

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

**Timeline:** 2014-19

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

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

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

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

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

Strategy: Implement MTSS across elementary and secondary schools.
Timeline: 2014-19
Focus this quarter: Start MTSS with 5 middle level students. Continue year 2 cohort with 14 elementary schools. Provide schools with systems of supports for students across all tiers. This quarter has focused on the work with schools and Diana Browning Wright. Each school has taken information from the training and begun implementation plans at their site.

Results: Currently an analysis at the middle level showed students who needed updates in their flags. This accounts for the increase from spring to fall.
Next Steps: Continued work to support schools with implementation of an MTSS system.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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:** 9/10 content areas have NCSD curriculum. Science is going through the validation stage for the draft curriculum. The 10th content area, computer science does not have standards yet (anticipated in 2022), but once they are developed, Computer Science will go through the curriculum writing process.

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

- Develop Social Studies, FPA and PE Common Assessments and Adopt Resources
- Validate Science and Foreign Language Guaranteed and Viable Curriculum
- Develop Career Technical Education and Math Guaranteed and Viable Curriculum
- Validate ELA and Health Common Assessments

**Timeline:** 10/2017 – 5/2018

- Develop Science and Foreign Language Common Assessments and Adopt Resources
- Validate Career Technical Education and Math Guaranteed and Viable Curriculum
- Validate Social Studies, FPA and PE Common Assessments

**Timeline:** 10/2018 – 5/2019

**Timeline:** 10/2017-05/2019

**Focus this quarter:** Principals and Instructional Facilitators continue to support teachers as they implement the ELA, Health, Physical Education, Social Studies, Foreign Language, and Fine and Performing Arts Curriculums. Science Curriculum is in draft form waiting for staff feedback.

This quarter the following Subject Area Committees (SACs) met:
- Social Studies - The Social Studies SAC met and added to the current curriculum.
  - The WDE approved certain additions to the 2014 standards to include Indian Education for All. The additions were made and will go through C&I Stakeholder group for comment before officially being added to the NCSD Curriculum.
  - The SAC also met and developed a list of resources to review and evaluate in January. Once the evaluation of the resources is complete, the SAC will have a recommended list to move to the Board of Trustees for approval.

- Foreign Language - The Foreign Language SAC met and developed a list of resources to review and evaluate in January. Once the evaluation of the resources is complete, the SAC will have a recommended list to move to the Board of Trustees for approval.

**Results:** English Language Arts - Natrona County School District teachers are implementing the adopted curriculums and selecting resources. Two additional ELA resources were approved by the Board of Trustees.
Strategic Plan Quarterly Update  
Quarter 1 - 2018-19  
on June 11, 2018.

Health – Natrona County School District teachers are implementing the adopted curriculums and selecting resources. The PE/Health Articulation Committee was scheduled on April 18, 2018.

Fine and Performing Arts – Natrona County School District teachers are implementing the adopted curriculums. The recommended resources were approved by the Board of Trustees on May 14, 2018.

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

Social Studies Foreign Language and Career and Vocational Education

The SACs for these content areas will be reviewing and evaluating a list of resources and recommending resources to the Board of Trustees for approval.

Science Subject Area Committee - This Subject Area Committee did not meet in Quarter 1. The curriculum is being used and validated through feedback.

**Next Steps:**

- **English Language Arts** - Teachers will continue to implement the NCSD curriculum and schools will purchase approved resources through December 2018.
- **PE and Health** - Teachers will continue to implement the NCSD curriculum and schools will purchase resources through December 2018.
- **Fine and Performing Arts Subject Area** - Teachers will implement curriculum and schools will purchase approved resources through December 2019.
- **Physical Education Subject Area Committees** – Teachers will implement curriculum and schools will purchase approved resources through December 2019.
- **Foreign Language Subject Area Committee** - Teachers will implement curriculum. The SAC will select and recommend resources to the Board of Trustees for approval.
- **Career and Vocational Education Subject Area Committee** - Teachers will implement curriculum. The SAC will select and recommend resources to the Board of Trustees for approval.
- **Social Studies Subject Area Committees** – Additions to the curriculum (Indian Education For All Standards) will be open for stakeholder feedback and then published. Teachers will implement curriculum. The SAC will make revision to the curriculum based on the additional Native American Education benchmarks in the Wyoming Content and Performance Social Studies Standards. The SAC will select and recommend resources to the Board of Trustees for approval.
- **Science Subject Area Committee** - Teachers will implement and validate the draft curriculum. The SAC will make revisions based on teacher feedback and the science curriculum will be presented to the Board of Trustees Spring 2019 for approval.

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

**Data:**

<table>
<thead>
<tr>
<th>Data</th>
<th>2015= Baseline Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016=</td>
<td>74%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>2017=</td>
<td>80%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>2018=</td>
<td>86%</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>
Strategy: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-6/2019

Focus this quarter: The Director of Teaching and Learning lead two full-time and one half-time Standards’ Leads in facilitating teachers to develop an NCSD curriculum in all nine content areas. Instructional Facilitators are getting the professional development necessary to support collaborative teams in school. All work is grounded in the strategic plan of each building and district efforts toward implementing a guaranteed and viable curriculum. The IF PLC is every other Friday and focused on the same PD as in the principal cohort, plus use in data analysis protocols and supporting effective teaching and learning strategies.

Results: Results:
The goal of the the principal cohort continues to focus on high functioning Professional Learning Communities, leading school PLCs well to ensure student learning.

Next Steps: A district instructional facilitator team has been established to support curriculum and standards work along with supporting principals and collaborative teams. IFs will

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

Data: Data: Actual Targets
2015= Baseline Year
2016= 74%  2016= 74%
2017= 80%  2017= 80%
2018= 86%  2018= 84%
2019 =  2019 = 88%

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


Focus this quarter: Coaching Services – IFs and Director of Teaching of Learning are beginning to be trained on data protocol and analysisn


Results: Coaching Services – On October 5th and 10th and 12th, IFs and Director of Teaching of Learning received training on Data Protocol for WY-TOPP Interim assessments Root Cause Analysis to be used for WY-TOPP
Articulation Committees -
English Language Arts met on September 17th, 2018. There were 2 attendees. The three attendees reviewed the book list. Both attendees request guidance from C&I.
Agendas were prepared and minutes were taken. Communication continued in Admin and Staff News, as well as principal and stakeholder meetings.

**Next Steps:** Articulation meetings for the 2018-19 school year have been established for content areas that have an approved curriculums. Agendas and sign-in sheets will be prepared and minutes will be taken. Communication will continue in Admin and Staff News, as well as principal and stakeholder meetings.

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

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

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

Data: 5169 student have registered using the IC registration process

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

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

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

Timeline: 10/2014 – 5/2019

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

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

Next Steps: Continue to access the registration process

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

Data: see below

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

Timeline: Developed: October 2014

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

Results: not collect

Next Steps: Continue to gather input from users on the efficiency of this process
Strategic Plan Quarterly Update
Quarter 2 - 2018-19

Timeline:
Focus this quarter:
Results:
Next Steps:

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