Appendix

Schools’ and Departments’ Quarterly Reports
The mission of Bar Nunn Elementary is to help ALL students achieve at the highest level required for success at their grade level and beyond

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

**Data:** Reading WY-TOPP Data:
- **May 2015 - Not Meeting**
  - Growth - Below Targets - 31%
  - Equity - Below Target - 26.5%
  - Achievement - Below Target - 37%
  - Participation - Met

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

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

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

**Math WY-TOPP Data:**
- **May 2015 - Not Meeting**
  - Growth - Below Targets - 42%
  - Equity - Below Targets - 30%
  - Achievement - Below Targets - 38%
  - Participation - Met

- **May 2016 - Partially Meeting**
  - Growth - Meeting Targets - 45%
  - Equity - Meeting Targets - 51%
  - Achievement - Below Targets - 39%
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Participation - Met

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

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

Strategy: E.L.A. Common Core State Standards
Grade Level Collaboration Meetings using the P.L.C. model
Alignment of CCSS within our whole group reading instruction
Use of Common Formative Assessments to guide whole/small group instruction
C.F.A. written for end of quarter priority standards to drive instruction within our Intervention and Enrichment
Data analysis in order to align student need to skill groups within I and E and small group reading.

times

Timeline: 10/2014 - 5/2019

Focus this quarter: Grade level teams continue to write and administer common formative assessments for each selected priority standard. Each team has a designated day to work through writing assessments, administrative guidelines, and data analysis to continue driving instruction through quarter 4. Teams are working to understand the process around data analysis and how to use the information to drive their instruction. Our building has a solid understanding of questions 1 and 2; we are beginning to dig into questions 3 and 4.

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

Next Steps: Our grade level teams will continue to better understand how to support questions 3 and 4 with a focus on data analysis.

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

Data: Our team believes the stakeholder perceptions reflected in our surveys implies the following:
1. in general, students enjoy school and feel supported

2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all stakeholders.

3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students' needs. One trend in their comments is how much parents like and appreciate the staff and professional, yet family, atmosphere. Specific data is listed in our strategic plan. Based on this
information, stakeholder perceptions have improved in all areas. Also, all areas have increased to 98% and above for stakeholder satisfaction. **Strategy:** Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:

- Effective Crisis Management Drills
- Effective Student Management Procedures
- Effective Parent Involvement Activities

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

**Focus this quarter:** Our Parent Goal Team in collaboration with our P.T.A. have ordered signs to direct stakeholders to the front of building, as we have received feedback that it can be difficult to find our front entrance. These teams have worked together to create the signs and have them printed in multiple languages.

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

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

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

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**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Casper Classical Academy

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

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

Data: All 3 grade levels made gains in percent proficient from the fall to the winter WYTOPP assessment.

Strategy: Use short term, predictive assessments (formative) to see how well each student is mastering a priority standard. Then re-teach and allow time for extra practice if needed.

Timeline: 04/01/19 - 06/06/19

Focus this quarter: Complete our developing of formative assessments for each priority standard. We are also going to look at developing our new 5-year Strategic plan based off of the NCSD new plan.

Results: In 2018, our school was meeting expectations.

Next Steps: We continue to teach through the priority standards, using formative assessments along the way to guide instruction. Staff needs more time to finish developing formative assessments for each priority standard.
Next Steps:
Go**al:** 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:** No data to report for 3rd Qtr.

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

**Timeline:** 9/2014 – 5/2019

**Focus this quarter:** This marking period Centennial ELA, Social Studies, Math and Science teachers worked with district and building support to determine where they are in the PLC work. District IFs supported each team to ensure they have created priority standards, unpacked standards, created proficiency scales and worked to create common assessments. Throughout this work Centennial has worked to house these documents in a shareable school resource. This will also allow us to better monitor our vertical articulation from grade level to grade level. At this time each content area is in different areas and in different areas of needed support. Building support and District IFs have met with each team to set direct for the remainder of this school year and into next school year. Math is currently going back to standards work and comparing their previous work against what our data is telling us. Science is creating priority standards for the next standards and reflecting on their pacing for the year. ELA is in different spots depending upon the teams. Some are working on proficiency scales while others are back in the unpacking of standards work. Social Studies teams are in all different places but the main focus is currently on priority standards. One really important thing we are working on as a building is going back through the PLC slides with each team to ensure stronger outcomes.

**Results:** Teachers are gaining a much better understanding of what students are expected to know and do to meet Wyoming State Literacy and Content Standards. We are starting to build stronger building systems that ensure we are following our essential four questions of the PLC work. In many of these PLCs we are finding going back and reinforcing prior work is strengthening the teams. We are also starting to build lasting systems that will work with the staffing changes of teams from year to year.

**Next Steps:** The next steps will be continuing where each team is current working. In this work we are starting to add components to our PLC structure. We are looking at adding new agendas that focus on checklists to keep our work aligned. We are also adding professional learning to our PLC time that will better support each team where they are currently. We will also be working with District IFs to continue to work with the PLC slides ensure stronger fidelity to the building wide system.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Timeline:
Focus this quarter:
Results:
Next Steps:

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

The heart of Cottonwood Elementary is to create a caring community of learners through relationships, relevance, and rigor; one student at a time. (Updated Spring 2016)

Goal: Student Growth and High Academic Achievement

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

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>2016</td>
<td>62%</td>
<td>60%</td>
</tr>
<tr>
<td>2017</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>2018</td>
<td>65%</td>
<td>42%**</td>
</tr>
<tr>
<td>2019</td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>

Reading Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>45</td>
<td>39</td>
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<td>45</td>
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<td>2017</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>2018</td>
<td>65</td>
<td>41**</td>
</tr>
<tr>
<td>2019</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**Indicates WY-TOPP Baseline year for Cottonwood.

Strategy: Create and implement common assessments through PLC work.

Timeline: 9/2014 – 5/2019

Focus this quarter: We began our work to create Common Formative Assessments in the area of ELA during our February Professional Development day and during our PLC collaboration time. We also looked at the symbols report for the summative WY-TOPP using a data protocol as well.

Results: All grade levels have completed identifying priority standards, vertically aligning those standards, and have begun to unpack these standards. Grade level teams used the information gained from the data protocol to help guide their decisions. During further PLC collaborations, the kindergarten saw a need to focus on Foundational Skills and changed their priority standards to reflect this need.

Next Steps: Grade level PLC teams will continue to unpack their priority standards, create proficiency scales, and begin to create common formative assessments.

Goal: Student Growth and High Academic Achievement

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

Data: Math Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>54%</td>
<td>40%</td>
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<tr>
<td>2016</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>2017</td>
<td>60%</td>
<td>56%</td>
</tr>
<tr>
<td>2018</td>
<td>60%</td>
<td>43%**</td>
</tr>
<tr>
<td>2019</td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

**Indicates WY-TOPP Baseline year for Cottonwood.

Strategy: Create and implement common assessments through PLC work.
Timeline: 9/2014 – 5/2019

Focus this quarter: We continued our work with common formative assessments in the area of Math during our PLC collaboration time.

Results: All grade level teams have completed common formative assessments and administration guidelines.

Next Steps: Grade level PLC teams will begin to use the assessment checklist to check their assessments and the assessments of other grade level teams. Where grade levels are able, assessment will be given to students and evaluated for effectiveness.

Goal: Goal One and Two - Reading and Math Achievement/Growth
Data: See previous information provided.

Strategy: Close the achievement gap for students not at grade level through school-wide interventions (inclusion and tutoring) in reading and math.
Timeline: 9/2014 – 5/2019

Focus this quarter: Creating systems for students to receive support in all areas including reading, math, and behavior.

Results: Our Reading, Math, and MTSS goal teams have begun to create guidelines to seek support for students that are struggling in tier one for behavior and tier two for reading and math. The goal teams began to identify all tier one supports for reading, math, and social/emotional assistance.

Next Steps: Teams will continue to create guidelines in order to be prepared to share with staff during our Fall 2019-20 professional development opportunities.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Goal: By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

Data: Wyoming School Accountability Model

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

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

Timeline: 10/2014 to 5/2019

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

This quarter teams also worked on pacing guides to align priority standards in ELA to our current resources.

Results: Crest Hill Strategic Continuum Results show an increase from 3.8 to 4.14 (on a five point scale) in the area of collaborative teaming from September to January. In the area of question one work, results show an increase of 3.4 to 4.02. In the area of question two work, results show an increase of 3.7 to 4.1. In the area of question three and four work, results show an increase from 2.8 to 4.08.

Next Steps: Teams will continue to work on pacing guides to plan for instruction on all priority standards in alignment with current resources. Teams will continue to work through greater detail in the area of math.
Goal: By 2019, Crest Hill will be classified as meeting or exceeding targets as defined in the Wyoming School Accountability model.

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

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013= R66% (3); R53%(5)</td>
<td>M57%(3); M38%(5)</td>
</tr>
<tr>
<td>May 2014= R63%(3); R53%(5)</td>
<td>M43%(3); M36%(5)</td>
</tr>
<tr>
<td>May 2015= R39%(3); R42%(5)</td>
<td>May 2015= RM 65% (3); RM57% (5)</td>
</tr>
<tr>
<td></td>
<td>M49%(3); M42%(5)</td>
</tr>
<tr>
<td>May 2016= R43%(3); R59%(5)</td>
<td>May 2016= RM 68% (3); RM62% (5)</td>
</tr>
<tr>
<td></td>
<td>M72%(3); M28%(5)</td>
</tr>
<tr>
<td>May 2017= R58%(3); R66%(5)</td>
<td>May 2017= RM 70% (3); RM66% (5)</td>
</tr>
<tr>
<td></td>
<td>M68%(3); M72%(5)</td>
</tr>
</tbody>
</table>

May 2018= ELA 14% Math 14%

May 2019= May 2019= 5%

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

Results: - All teachers have met with the MTSS team to review student data and appropriately determine necessary intervention levels every eight weeks.
- The Strategic Continuum results show an increase in the area of MTSS implementation from a 3.1 (September 2018) to 4.34 (January 2019) on a five point scale.

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

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

Data: Academy Based Learning Survey

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

May 2013= NA
May 2014 =NA
May 2015= NA
May 2016= 2.67 out of 5.0
May 2017= 3.0 out of 5.0
May 2018= 3.3 out of 5.0
May 2019= 5.0 out of 5.0

May 2016= 2.0 out of 5.0
May 2017= 3.0 out of 5.0
May 2018= 4.0 out of 5.0
May 2019= 5.0 out of 5.0

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. 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 has been aligned to enrichment opportunities for students that are showing a need for extension in learning. These students have been 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).

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

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

Timeline: 10/2015 to 5/2017

Focus this quarter: 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 also receive targeted instruction through the WIN structure.

Results: Identified students have been placed in tier 3 intensive intervention groups with certified teachers. These students are being progress monitored using FastBridge weekly.

Next Steps: Adjustments will be considered to instruction based upon data analysis of progress monitoring results. Master schedule adjustments are being considered to allow for WIN in both ELA and math.
CYMS

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

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

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

Data: Reading Achievement

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013 = 76.5%</td>
<td></td>
</tr>
<tr>
<td>May 2014 = 54%</td>
<td>May 2015 = 64%</td>
</tr>
<tr>
<td>May 2015 = 48%</td>
<td>May 2016 = 74%</td>
</tr>
<tr>
<td>May 2016 = 56%</td>
<td>May 2017 = 84%</td>
</tr>
<tr>
<td>May 2017 = 59%</td>
<td>May 2018 = 94%</td>
</tr>
<tr>
<td>May 2018 = 61.2%</td>
<td>May 2019 = 100%</td>
</tr>
</tbody>
</table>

Spring 2018 WY-TOPP ELA Summative Assessment Data

6th Grade:

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

7th Grade:

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

8th Grade:

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>20.5</td>
</tr>
<tr>
<td>Basic</td>
<td>15.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>44.4</td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>20.1</td>
</tr>
</tbody>
</table>

Strategy: Implement the Common Core English Language Arts Standards including the Content Literacy Standards.
Focus this quarter: During the third quarter of the 2018-2019 school year the CY ELA teachers continued focused standards work that they began with Charlotte Gilbar and Stephanie Schafer during the 17-18 school year. Using the standards report provided from the WY-TOPP results teachers worked as grade level teams to reassess priority standards and adjust their curriculum to address areas of need reported by the report. They continued unpacking the standards and developing proficiency scales and common assessments to address the areas indicated on the WY-TOPP signal report. The work continues in PLC content collaborations during the school day. Teachers are able to administer the assessments and discuss common scoring to guide instruction and pedagogical changes. The assessments drive collaboration discussions as the data is analyzed to provide feedback for student needs through additional instruction, remediation, and enrichment.

ELA teachers remain focused on the taught and tested curriculum to prepare for WY-TOPP testing windows. The first window was completed in September and interim results were used to see domains in which students were performing well and needing improvement and adjustments were made. The second WY-TOPP formative assessment was taken in January and results were promising. This data is being used to further inform instruction. The comparative data protocol for each domain compared to district averages was used to look at areas of need from the winter interim. This quarter CY Literacy Goal Team members are using the WY-TOPP blueprints, sample test questions, results from the assessment, and common classroom formative assessments to prepare students for the 2019 WY-TOPP assessment. The Urgent Learning Facts determined by the root cause analysis are still a focus area.

Goals:
6th: Literature
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
7th: Writing.
There wasn't standard-specific data for writing, so they are using anchor papers to guide their process right now.
8th: Informational Text
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Literacy Focus Areas:
Teachers in all content areas continue to support literacy by helping students be able to: draw inferences, cite textual evidence, understand figurative and connotative meanings, select word choice, identify tone, theme, setting, plot, author’s purpose, point of view, complex words, structure of text, repetition of sound/rhyme, alliteration, analyzing poetry, character development, symbolism, mood, analogies, humor, suspense, dramatic irony, how parts of a story or text contribute to the whole, allusions, and analysis of author’s response to conflicting evidence or views. CY Literacy Goal Team members are utilizing the WY-TOPP Blueprints and released items to guide work and to create opportunities for other content area teachers’ support with literacy. All teachers are focusing on Hattie’s high-yield effect size strategies as well as graphic organizers, Marzano Strategies, Literacy First Strategies, and MIRP (Monitored Independent Reading Practice) strategies.

Teachers meet during daily collaboration time (PLC time) to plan with their like-content teaching partners (3X per week) and CORE team members (2X per week.) The WDE Consolidated Report and WY-TOPP results have been used to make sure that students are placed in the appropriate interventions and have support through before or after school Bridges Extended Day. CY language arts and reading teachers co-teach with special education teachers and tutors to meet the needs of all students and to focus on the growth of each student.
New this quarter: Growth data from the 2018 summative WYTOPP is being used to look at trends among classes, and groups of students. Teachers have begun preparation for the summative WYTOPP by exposing students to items that allow students to practice formatting and verbage used in asking WYTOPP questions for students to familiarize themselves with the test format. Language Arts and reading teachers continue to work on WY-TOPP Blueprint items, test samples, and Hattie’s high-yield effect size recommendations to prepare students for the upcoming WY–TOPP type questions. Vocabulary continues to be a priority area. Teachers focus on the individual growth of each student using stretch goals to help students focus their efforts. All literacy teachers are teaching the outcomes of the draft curriculum as written. There has been an increased focus on assessment vocabulary and standards vocabulary that students will see on tests. The addition of the Urgent Learning Goals and their focus has also been added for this quarter. CY has also rolled out the assessment literacy and proficiency scale alignment checklists and protocols to allow our teachers to assess their own efforts at creating viable and reliable assessments of student learning. These can be used in collaboration to guide the creation and adjustment of common assessments used with our students.

**Results:** 100% of teachers are using their priority standards and curriculum maps based on the draft curriculum to guide instruction. Science, social studies and elective teachers are continuing to support literacy standards. Short readings have been developed, uploaded and are ready for teacher use. Based on the interim WY-TOPP assessment results, we were anticipating an expected implementation dip with the change of assessments; however, the reported WY-TOPP results show that all grade levels at CY are above district and state averages for overall achievement in reading and we are meeting expectations for in all reading areas.

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

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

There has been continued discussion regarding growth, results, data-driven decisions, co-teaching/inclusion successes, and discussion regarding professional growth goals. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. The results from the 2017-2018 WY-TOPP as well as the fall interim will be used to inform instructional decisions for the rest of the quarter. Common assessments and focus on assessment will be an ongoing theme this year as we focus on growth of students and achievement. With the addition of the Urgent Learning Goals and the assessment protocols there is an increased focus on preparing students and aligning our classroom practices with the WY-TOPP expectations.

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

**Data:** Reading Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<tr>
<td>May 2013 = 39.1%</td>
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<td>May 2014 = 80</td>
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<td>May 2015 = 39</td>
<td>May 2015 = 85</td>
</tr>
<tr>
<td>May 2016 = 57</td>
<td>May 2016 = 90</td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

May 2017 = 53
May 2017 = 95
May 2018 = 48.5
May 2018 = 97
May 2019 =
May 2019 = 100

**Strategy:** Implement the Inclusion Co-Teaching and Inclusion Tutoring Model.

**Timeline:** 8/2014 – 6/2019

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

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

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

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

**Data: Math Achievement**

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<td></td>
</tr>
<tr>
<td>May 2014= 45%</td>
<td></td>
</tr>
<tr>
<td>May 2015= 41%</td>
<td>May 2015= 58%</td>
</tr>
<tr>
<td>May 2016= 41%</td>
<td>May 2016= 70%</td>
</tr>
<tr>
<td>May 2017= 47%</td>
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</tr>
<tr>
<td>May 2018= 50.8%</td>
<td>May 2018= 90%</td>
</tr>
<tr>
<td>May 2019 =</td>
<td>May 2019 =100%</td>
</tr>
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</table>

Spring 2018 WY-TOPP Math Summative Assessment Data

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>% of Students Scoring</th>
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</thead>
<tbody>
<tr>
<td>6th Grade:</td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>21.9</td>
</tr>
<tr>
<td>Basic</td>
<td>22.3</td>
</tr>
</tbody>
</table>

CYMS Page 4
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Proficient                                34.3  
Advanced Proficient             21.5

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

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

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

**Timeline**: 8/2014 – 6/2019  

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

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

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

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

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

**Geometry:**  
6th Grade: Solve real-world and mathematical problems involving area, surface area, and volume  
7th Grade: Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.  
8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

CY math teachers continue to implement the new math materials and math progression with fidelity including the administration of the required benchmark assessments. Differentiation of instructional strategies including flipped classrooms, small grouping and station and parallel teaching are being employed to address problem areas. Priority standards and proficiency scales for common assessments are being reviewed and evaluated using the alignment checklist and protocol to reflect an added import on the Geometry needs.

New this quarter: Math teachers are reviewing past work to identify and unpack the priority standards. The comparative data protocol for each domain compared to district averages was used to look at areas of need from the winter interim. Principals are continuing to attend like content collaboration periods to support teachers PLC work. They are currently creating common, formative assessments and evaluating whether they are aligned to the proficiency scales created to match the assessment. This drives collaboration discussions.

Results on formatives will determine instructional strategies, additional help needed, and enrichment for students who have met standards. Using data from the first WY-TOPP interim and the WY-TOPP results from 2017-2018 teachers are identifying areas of growth for the students in anticipation for the summative assessment in the spring. Interim assessments were taken in January and that data has continued to inform instruction. Collaborations will look at WY-TOPP data to compare, modify and adjust instruction. 8th Grade Math was given work days to improve on and identify priority standards for their Algebra classes. This will result in allowing our advanced Math students to reach a higher level of proficiency.

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

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

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

Data: Math Equity

<table>
<thead>
<tr>
<th>Actual</th>
<th>Targets</th>
</tr>
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<td>May 2013 = 23.4%</td>
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<td>May 2014 = 82</td>
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<td>May 2015 = 41.5</td>
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<tr>
<td>May 2016 = 42</td>
<td>May 2017 = 95</td>
</tr>
<tr>
<td>May 2017 = 56</td>
<td>May 2018 = 97</td>
</tr>
<tr>
<td>May 2018 = 46.9</td>
<td></td>
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</tbody>
</table>

Strategy: Implement the Inclusion/Co-Teaching and Inclusion Tutoring Model.
Timeline: 8/2014 – 6/2019

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

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

Next Steps: Teachers will continue the Inclusion/Co-Teaching Model. The WY-TOPP results from 2017-2018 and the fall and winter interims will be used to focus on areas of growth and achievement for all students which will increase both in the equity group as will the focus on specific standards determined in our Urgent Learning Goals.
Dean Morgan

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

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

Data: Reading and ELA scale scores on the Winter WyTopp average scores were below district averages. Scale score average in 6th grade was 4 points below district, while 7th grade was 2 points below district. 8th grade scores were 19 points below district average.

On Fastbridge aReader, Students across all three grades showed 66% of students low risk or college pathway, (target 80%). However, during the winter assessment students who scored low risk or college pathway in fall were not required to take the winter, and thus the total population of students taking the test decreased by 80 over all students.

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

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

Timeline: May 2020

Focus this quarter: The team has been working on identifying priority standards and sharing their unpacked standards, common assessments, and proficiency scales as a department. The overall goal is to vertically align the department with a common understanding of what kids should know and be able to do through their 3 year journey at Dean Morgan. Additionally the team has been sharing instructional strategies for achieving priority standards, as well as discussing how to organize tier 2 intervention time within the instructional setting.

Results: The team has aligned their work on the reading literature standards, and are moving into the informational text. The teams are setting out to develop different structures for creating small groups to allow for tier 2 intervention. They have begun to return to share those processes as a department.

Next Steps: Continue the vertical alignment and work on tier 2 progress. Additionally the team is requesting support with Pearson texts and resources.

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: 6th- We have made good progress regarding unpacking our standards. Students are making progress with Expressions and Equations. In addition, we have scheduled in opportunities for students to take multiple Modular WYTOPP assessments, with the Expressions and Equations Modular to be given this week. Sixth Grade students went from 15% proficient on the Fall WYTOPP to 28% proficient on the Winter Assessment. 7th- Winter Interim WYTOPP data demonstrated that 7th grade students at Dean Morgan grew from 22% to 37% in the Advanced and Proficient categories. Students in the Below Basic and Basic categories went from 78% to 63%. This data revealed that students are moving into proficiency while some are still in need of additional grade level standard support.

8th- Winter Interim WYTOPP data demonstrated that 8th grade students at Dean Morgan grew from 10% to 29% proficient on common core grade level math standards. This data revealed that students are approaching proficiency while in need of additional grade level standard support.
Strategic Plan Quarterly Update  
Quarter 3 - 2018-19

**Strategy:** 6th- We have re-addressed how we are utilizing Mr. Murphy's assistance as that has changed as a result of no longer having a 40 minute block every other day to work in small groups (computer skills). He is spending more time addressing Tier 3 student needs and is not as able to help with Tier 2. In addition, we are providing students 3 opportunities to show proficiency on our chapter final common assessments.

7th- We are addressing specific student needs outside of the school day through an after school skill building class. We are applying best practice strategies in the classroom to keep students minds engaged. During lessons we are differentiating instruction through small group work. Daily math is available for our most at risk students with differentiated instruction and co-teaching support. Focus on individual needs by measure/relearn/redo cycles.

8th- We are working to develop and implement skills to support students in two of the eight mathematical practices, attending to precision and making sense of problems and persevere in solving them. Small group remediation is taking place in ASPIRE (whole school intervention/ enrichment time) for students who need help on grade level priority standards.

**Timeline:** May 2020

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

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

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

**Results:** Pending the summative WYTOPP and aMath data, we will be able to analyze student progress towards proficiency. Common formative assessments have shown that the majority of students are achieving proficiency of a level 3 or approaching proficiency at a level of 2.5 on congruence and similarity.

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

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

**Data:** There are roughly 1400 office referrals plus an additional 500 incident reports at Dean Morgan to day. As of February 27th, there were 13000 tardies in the system.

**Strategy:** Dean Morgan will develop a Mutli-Tiered System of Supports with fluid systems of intervention for behaviors and academics.

**Timeline:** May 2021

**Focus this quarter:** The team has been working hard on a Multi-Tiered System of Supports. This quarter focused on a data collection for student behaviors, with a long term goal of categorizing discipline in the building. We have established 2nd steps, Ripple Effects and Mind UP as resources. We have built established procedures for intervention leaders, implemented the SIMS and have nearly 30 interventions working at the tier 2 and 3 behavior level. The team also worked on a tardy policy involving Saturday school as a consequence for Tardies.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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:** Data included in the Results Section

**Strategy:** Early Childhood - School Readiness

**Timeline:** 2016 - 2019

**Focus this quarter:** Accredited Preschool Programs

A new online system for preschool applications has been created for the 2019-2020 school year. The system was created through a collaboration between directors of early childhood, enrollment and IT. The window for online preschool applications opened on April 3, 2019 and will close on May 17, 2019. This new system allows for families to submit their requests for preschool sites, birth certificates, immunizations and preschool screening results online. This streamlines the registration process at Title I elementary sites.

All new preschool applicants will be screened free of charge to families and to NCSD at the Child Development Center of Natrona County. This process will allow for children with hearing, speech, cognitive or other needs to be identified prior to preschool enrollment. Services will be provided to children who qualify free of charge either at CDC or at their NCSD preschool site.

Current Preschool enrollment and vacancy numbers by school as of 4.8,19.

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Student Enrolled</th>
<th>Seats available</th>
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</thead>
<tbody>
<tr>
<td>Bar Nunn (72)</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Cottonwood (36)</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>Evansville (36)</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Journey (72)</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>Lincoln (72)</td>
<td>71</td>
<td>1</td>
</tr>
<tr>
<td>Midwest (9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Pineview (36)
35
1
Sagewood (36)
35
1
Total Students (369)
348
21

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 second Round Table of the year was held on February 5, 2019 at the Ramkota. The presentation was provided by Bill Howell from Central Wyoming Counseling about the effects of trauma in young children. The third Round Table of the year was held on April 4, 2019 with Tiernan McIlwaine from the University of Wyoming. This presentation focused on important elements to relationship-building for early childhood professionals. Relating, reflecting, re-framing and responding was discussed with concrete ideas about how to demonstrate each aspect of this relationship-building process across various routines and activities.

The Alliance has been planning the Annual Week of the Young Child Community Celebration which will be a free event for families at the Fairgrounds Industrial Building on April 16 from 4:30 to 7:30 p.m. Free games, prizes, and dinner along with information for families about early childhood services and support in the community will be available.

We Read
Three elementary school librarians collaborated to select We Read Book titles for the months of March, April and May. A total of 14,193 books were purchased locally from Wind City Books to be distributed to students in grades K - 3 during those months. Elementary school librarians across the district have distributed the books to students.
Three teachers/instructional facilitators provide content for the My Trib children’s newspaper that is printed weekly. The content they provide is directly linked to the We Read books that students receive 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. Platte the Pronghorn mascot has been present at two special events at Evansville Elementary School to promote reading daily.

Results: Accredited Preschool Programs
The new Preschool online application is up and running. Parents are able to access information about how it works on the NCSD website. Instructions are available at a click of the button. Information about the new
process is also available at each school via posters and on our NCSD Facebook page.

Collaboration with Early Childhood Agencies
Community Early Childhood Round Table Event - February 5, 2019: Attended by 86 childcare and preschool providers
Community Early Childhood Round Table Event - April 4: Attended by 101 childcare and preschool providers
Week of the Young Child Community Celebration - April 16: Twenty four local vendors are registered to provide an activity for young children, a door prize, and information about the services or products they can provide for families in Natrona County. Three food trucks have been secured to provide free dinner for families who attend. This event is funded through the TANF/DFS Early Childhood Partnership Grant.

We Read
All students in grades K - 3 have received monthly We Read Books and copies of the My Trib student newspaper. These books and student newspapers have been distributed through elementary librarians. Over the course of this school year, each of these students has received 8 books for their at home collections. This is a total of 37,848 books distributed across the district from September 2018 to May 2019.

Next Steps: Accredited Preschool Programs
Enrollment for 2018-19 NCSD preschools will continue until all classes are full. Online enrollment for 2019-2020 will continue through May. The first week of June, preschool teachers will work with the Director of Early Childhood to prioritize preschool applications for the 2019-2020 school year based on the following:
Returning preschool students
Financially most in need (TANF Grant requirement)
Academically most in need (Title I Grant requirement)
4 year olds with siblings in the school
4 year olds
3 year olds with siblings in the school
3 year olds
Once classes are built and students are officially registered or placed on waitlists, families will be contacted about placement by preschool teachers. This will happen early in June 2019.

Collaboration with Early Childhood Agencies
The Natrona County Early Childhood Alliance will collect and review data around the four big events of the year, three Round Table professional development opportunities for providers and one large event for families. This will help in planning for the 2019-2020 school year.
The next big project for this alliance is the 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
Three elementary librarians will meet with the Director of Differentiation and the owner of Wind City Books to select We Read book titles for the final three months of the year for students. These books are for the summer months of June, July and August and will be distributed in one packet at the end of the school year at each elementary school.
Meetings with the Casper Star Tribune and the Natrona County Public Library will continue. Scheduling Platte the Pronghorn to make appearances at schools during book distribution times or at family nights will continue.

**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:** Data is reported in the Results section

**Strategy:** Differentiated Learning Opportunities

**Timeline:** 2016 - 2019

**Focus this quarter:** Differentiated Kindergarten

Classic Kindergarten programs are running successfully at three locations: Crest Hill, Southridge and Fort Casper Academy. Classic K teachers continue to collaborate together weekly before school in the mornings. This team is searching for a common math resource that will meet the needs of their students.

Kindergarten Screening was completed in January 2019. Two Saturday screening opportunities for families as well as two evening screening opportunities were provided.

Total Screened 2019: 352 children

Contacted about Classic K opportunity: 55 families

Contacted about Advanced K opportunity: 2 families

A study of Classic K data indicates that students who participate in Classic Kindergarten show enough growth in the Classic K year to help them be on grade level as they enter Traditional Kindergarten.

**ESL Programing**

All K-12 English as a Second Language teachers continue 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 process. This team has been working to validate the K-12 English Language Development Standards that they wrote collaboratively last year. They are also researching materials that could best be used to support the new curriculum.

**MTSS - Multi Tiered Systems of Support**

Continued support for MTSS - Behavior has been provided to elementary and middle schools participating in the Diana Browning Wright training.

DBW Elementary Cohort: Jan. 17 & 18, Feb. 28, March 1, 2019 (28 hours)

DBW Secondary Cohort: Jan. 15 & 16, Feb. 26 & 27, 2019 (28 hours)

The NCSD MTSS Leadership Support Team led by Ted Hanson, Mari Stoll, Shelley Ellbogen and Katie Seeley continues to meet with each school in between each of the trainings with Diana Browning Wright for clarification and support.

Elementary Cohort School Visits: (21 hours)
Secondary Cohort School Visits: (8 hours)
Bar Nunn, Park and Centennial joined the cohorts late in the process. The MTSS Leadership Support Team has been meeting regularly with teams from each of these schools to provide training that was missed earlier in the year.

MTSS - Academic planning and support has been ongoing. This training is for principals at all grade levels. Several directors and IFs are working to build a training and expectations for use for all schools.

Administrative Regulation 6240 - Academic and Behaviorally At Risk Students has been updated to include all of the newest information about MTSS processes.

Library Support
Monthly collaboration opportunity helps librarians learn from and support each other. These collaboration times are supported by Director of Differentiation and Early Childhood, Mari Stoll. A seven hour Alexandria version 7 system training was offered for all librarians on December 20. A representative from Companion/Alexandria was brought to Casper to help librarians navigate the new version 7 program.
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.

Results: Differentiated Kindergarten
Classic Kindergarten teachers have recommended the Bridges PK Math comprehensive program for purchase at all three sites. This recommendation was taken forward to the Superintendent and his Cabinet in March 2019. The program was approved, the funding must come from building funds.

Holding kindergarten screenings on Saturdays this January has increased the number of families that participated. In January 2018 screenings were held in ten different after school sessions with a total of 188 children were screened. In January 2019 when screenings were held on two Saturdays and two after school sessions a total of 352 children were screened.

The study of Classic Kindergarten students as they begin to move through kindergarten to third grade yielded the following results:

The success of the Classic K Program is measured by looking at the grade level readiness of Classic K students as they enter Traditional Kindergarten, and then following their readiness to third grade. Fast Bridge Fall Assessments are being used to measure grade level readiness. Elementary students in Natrona County have been taking the Fast Bridge Fall Assessment since the fall of 2017.

The data on the attached pages was collected based on the Fast Bridge Assessments taken by students who participated in Cohort 1 during the 2015-16 school year, Cohort 2 during the 2016-17 school year and Cohort 3 during the 2017 - 2018 school year. Students take Fast Bridge Reading and Math Assessments as they enter school each fall beginning in Traditional Kindergarten.

Fast Bridge data is available for Cohort 1 as they entered first and second grades. Classic K students are
selected based on being at a high risk for failure in school.

In the area of Reading, this data indicates that by the time these children entered first grade, 63% of them were at low/some risk and that only 37% of them were still at high risk of failure. The data shows that by the time these same children entered second grade, 62% of them maintained their low/some risk status and 38% were still at high of failure.

In the area of Math, this data indicates that by the time these children entered first grade, 70% of them were at low/some risk and that only 30% of them were still at high risk of failure. The data shows that by the time these same children entered second grade, 84% of them maintained their low/some risk status and 16% were still at high of failure.

Fast Bridge data is available for Cohort 2 as they entered Traditional Kindergarten and then first grade. Classic K students are selected based on being at a high risk for failure in school.

In the area of Reading, this data indicates that by the time these children entered Traditional Kindergarten, 100% of them were at low/some risk and that none of them were still at high risk of failure. The data shows that by the time these same children entered first grade, 81% of them maintained their low/some risk status and 19% were still at high of failure.

In the area of Math, this data indicates that by the time these children entered Transitional Kindergarten, 96% of them were at low/some risk and that only 4% of them were still at high risk of failure. The data shows that by the time these same children entered first grade, 91% of them maintained their low/some risk status and 9% were still at high of failure.

Fast Bridge data is available for Cohort 3 as they entered Traditional Kindergarten this school year. Classic K students are selected based on being at a high risk for failure in school.

In the area of Reading, this data indicates that by the time these children entered Traditional Kindergarten, 100% of them were at low/some risk and that none of them were still at high risk of failure.

In the area of Math, this data indicates that by the time these children entered Transitional Kindergarten, 98% of them were at low/some risk and that only 2% of them were still at high risk of failure.

Overall, Fast Bridge data indicates that the Classic K Program is meeting the goal of helping students be ready to be successful in a Traditional Kindergarten Program and beyond.

ESL Programming
The new NCSD English Language Development Standards have been validated by ESL teachers and approved by Curriculum and Instruction. They have been posted on the NCSD website. ESL teachers have worked with Kim Jones to research appropriate curriculum materials. ELD core curriculum materials for K - 12th grade ESL classes have been selected and will be purchased soon for use next fall in all ESL classes.

MTSS
Elementary schools participating in the Diana Browning Wright MTSS Behavior training have been trained to have the following in place at their school to support student behaviors.

**TIER I - Behavior**
- Universal Screenings for behavior (SAEBRs)
- Tiered Fidelity Inventory (TFI)
- Schoolwide PBIS (Positive Behavior Supports)
- Social Emotional Learning Curriculum at all grade levels
- The Good Behavior Game
- 17 Proactive classroom management strategies
- Trauma Awareness
- Weekly or Biweekly MTSS leadership team meetings

**TIER II - Behavior**
- SIMS assessment for Acquisition or Performance Based behaviors
- A variety of intervention programs for both acquisition or performance based intervention
- Middle schools participating in the Diana Browning Wright MTSS Behavior training have been trained to have the following in place at their school to support student behaviors:

**TIER I - Behavior**
- Universal Screenings for behavior (SAEBRs)
- Tiered Fidelity Inventory (TFI)
- Schoolwide PBIS (Positive Behavior Supports)
- Social Emotional Learning Curriculum at all grade levels
- The Good Behavior Game
- 17 Proactive classroom management strategies
- Weekly or Biweekly MTSS leadership team meetings

**Library Support:**
- Through monthly collaboration and Alexandria training this year Elementary librarians (LMTs) have been able to take on the responsibilities of selecting and ordering books and other materials. They have been able to catalog and process the materials. LMTs have done an excellent job of collaborating with each other at monthly meetings, through email and through phone calls to help get questions answered and to receive support that they have needed.
- Secondary librarians continue to collaborate monthly. They have shared a book study and have begun to work on vertical alignment of library resources at their grade level.

**Next Steps:** Differentiated Kindergarten
- The Director of Early Childhood, Mari Stoll, will work with Classic Kindergarten teachers and principals to help provide the recommended Bridges Math Program as requested at each school.

- Continue the study of the effects of Classic Kindergarten as it relates to students beginning on grade level through grade 3.

Mari Stoll was approached by a Behavior Interventionist from Billings about the Classic Kindergarten program. She will travel to Casper on April 23, 2019. She will visit each of the Classic K programs and then will meet with the teachers and principals after school to collect information about starting a Classic K program in Billings.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

ESL Programming
English Language Development Core Resources will be purchased for ESL programs in grades K - 12 with NCSD#1 general budget funds. Teachers will begin to use the new materials during the fall of 2019. Supplemental online materials will be purchased with Title III funds.

MTSS
The MTSS District Leadership Team will continue planning for Year 3 Elementary and Year 2 Middle Level Diana Browning Wright Trainings for the 2019-2020 school year. The possibility of bringing on the high schools will be discussed and decided.

MTSS academic and behavior information will be shared at the NCSD Principal Cohort.

Library Support
Monthly Librarian collaboration will continue with the following priorities:
Effective and efficient use of library funding
Learning to access the discount through the Wyoming State Library when using the new Ingram System.
Updating discount possibilities with Follett
Alexandria version 7 - continued learning
National School Library Standards crosswalk with ISTE Standards for Students and Educators

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District Athletics & 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 & the 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>
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<tr>
<td>May 2013= 71%</td>
<td>May 2015=75%</td>
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<tr>
<td>May 2014 =73%</td>
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<tr>
<td>May 2015= 67%</td>
<td>May 2016=77%</td>
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<tr>
<td>May 2016= 70%</td>
<td>May 2017=79%</td>
</tr>
<tr>
<td>May 2017= 67%</td>
<td>May 2018=82%</td>
</tr>
<tr>
<td>May 2018= 74%</td>
<td>May 2019 =85%</td>
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Strategy: Strategy: Increase 12th grade engagement in co-curricular activities up to 2%-3% annually by supporting co-curricular activities K-12th grade which promote the total development of students and align with the interest of students. Student interest in activities will be gathered from student surveys, feedback from athletics coaches and activities sponsors, input from teachers & administrators plus through parent feedback during parent meetings and open houses.

Timeline: 10/2014 to 6/2019

Focus this quarter: Focus this quarter: Action Plan: 1.) Provide continued direction & support to the 6th-12th grade co-curricular activities tracking systems which measures student participation (engagement) in co-curricular activities twice per year December 15 and May 15. 2.) Spend additional time working at schools with the ADs, AAFs and activity secretaries training them on the use of the rschooltoday software which houses student participation data. 3.) Emphasize the importance of being proactive in communicating with sports and activities coaches/sponsors regarding tracking and reporting student participation in the sport or activity they lead. As well, the importance of maintaining accurate participation rosters and participation data each school year.

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

Next Steps: Next Steps: We are meeting with high school Activity Directors, ML Activity Facilitators and support staff on January 23, 2019 to go over the participation data and find out what steps we can take to help with this process. We have an opportunity to make up for the disappointing results in the first half of the school year. Communicating with coaches and sponsors will be imperative in collecting the data, ensuring the data is correct and in attracting more students to participate in co-curricular activities.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

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

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

Additional information will be added to the 4th quarter update which will give additional detail to the graduation rate as it is measured by gender and by school. We also calculate the graduation rate of the 12th graders not participating in activities, clubs or sports during their senior year by gender and by school. The graduation rate for non-participants has traditionally been 30% lower than students who participate in co-curricular activities.

We will also have our final district wide co-curricular participation rates for the 2018-2019 school year, grades 6th through 12 grade in the 4th quarter report.

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:
Evansville

Empowering students to succeed in academics, attendance and citizenship.

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

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

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

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

**Timeline:** 2018-2019

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

**Results:** We developed an ELA standard tracking document at each grade-level.

**Next Steps:** Teams are sharing assessments with looping team members and we partnered with UW for grade-level quarterly planning. We will continue to develop those assessments to support student learning.

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

**Data:** Data PAWS 15-16-17
3rd 55-54-49
4th 59-84069
5th 82-73-91

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

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

**Timeline:** 2018-2019

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

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

**Next Steps:** We will continue to monitor our effective math instructional system. We will also add support and professional development for teachers as they implement science curriculum.
Goal: By 2019, we will see increased student engagement and success in the area of citizenship and attendance.

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

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

Timeline: 2018-2019

Focus this quarter: We have reviewed our attendance support system and are implementing it this quarter and we sent a team to a professional development about an SEL supplement to the Second Steps program.

Results: Our attendance results for 2018-2019 school year are:
2018-2019
1st quarter- 95.47%
2nd quarter- 94.36%
3rd quarter- 92.33% (several significant health issues)

2017-2018
1st quarter- 95.88%
2nd quarter- 94.97%
3rd quarter- 93.71%

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

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

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

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

Data: Actual  
May 2014 = 43 MGP  
May 2015= 49 MGP  
May 2016= 57 MGP  
May 2017= 46 MGP  
May 2018= 42.5 MGP  
May 2019 =

May 2015= 48 MGP  
May 2016= 53 MGP  
May 2017= 58 MGP  
May 2018= 60 MGP  
May 2019 = 61 MGP

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

Timeline: 1/2019-3/2019

Focus this quarter: Fort Caspar Academy staff worked on refining or adjusting math priority standards or proficiency scales if necessary. This work was based on professional development from January 15th. They used a tool to connect their work to grade levels above and below their grade level.

Results: Fort Caspar Academy grade level teams aligned their standards to support instruction in earlier grades and in grade levels following theirs. They also continued work on common assessments in math.

Next Steps: Fort Caspar Academy staff will use data from assessments to determine student learning needs for individual learning growth. Teams will use data to adjust instruction to ensure standards are being mastered.

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

Data: Actual  
May 2014 =58 MGP  
May 2015= 62 MGP  
May 2016= 60 MGP  
May 2017= 53 MGP  
May 2018= 46 MGP  
May 2019 =

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

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

Strategy 2: Utilize a tiered system of interventions (i.e. tutor, special education, tier 2 classroom interventions) for students in that cohort of need.
Timeline: 1/2019-3/2019

Focus this quarter: In terms of Professional Learning Communities work, Fort Caspar Academy staff identified priority standards in English Language Arts and began the process of unpacking standards.

Results: Fort Caspar Academy grade level teams are developing their ability to address the first question of PLC work, “What do we want students to know and be able to do?”

Next Steps: Fort Caspar Academy staff will work on effective assessment and instruction to engage students in learning and mastering standards and outcomes in language arts.

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

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

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

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

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

Timeline: 5/2019

Focus this quarter: Increased the number and frequency of grant balance notifications. Title 1, 2 and SIG are examples in which a more automated notification systems has been implemented.

Results: Schools are better informed of current status and hopefully will make more timely and accurate grant purchases.

Next Steps: Continue to create a better, ongoing monitoring of all grants. Making a more comprehensive grant summary report to be shared with stakeholders, cabinet and the board.

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

Data: Budget reports, cash requests

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

Timeline: 5/2019

Focus this quarter: Build spreadsheets to monitor all grants with prediction of when grants will run out of funding. This enables better grant management.

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

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

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

Data: Compliance Monitoring

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

Timeline: 5/2019

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

Results: Complete
Next Steps: Build a better system to house all required information for annual monitoring in all goal areas. Considering using an purchased program called Title1 Create or creating a system similar to the WDE compliance model or utilizing something like google classroom to build a repository to capture the information.

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

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

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

Data: Winter Interim 3rd grade Math 408 ELA 567 Interim 4th grade Math 438 ELA 590 Interim 5th grade Math 458 ELA 612

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

Timeline: Jan. 2019-June 2020

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

Results: We did not meet expectations, we are a building that are merging many new staff and will be for the 2019-2020 school year.

Next Steps: Walk throughs and other school observations are being supported to gain momentum on the new learning.

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

Data: ELA and Math Power Standards Common and Summative Assessment Data

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

Timeline: Jan 2019-June 2020

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

Results: Journey will have a school wide alignment by June 2020 in ELA and Math

Next Steps: K-5 will be aligned for ELA and Math by June 2019 so new staff coming on will be supported.

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

Data: Formative assessments-21st Century Skills Rubric

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

Timeline: Sept. 2017-May 2022

Focus this quarter: Grades are continuing their PBL projects

Results: Quarter 1 2018 K-5th 44% are proficient for 21st Century Skills
Quarter 2 2019 K-5th 49% are proficient for 21% Century Skills
Students show growth from quarter 1 to 2

Next Steps: Continue quarterly PBL work with focus on the 21st Century Skills and Growth Mindset.

Goal: By May 2022, Our students will feel hopeful, engaged, and thriving as measured by the Saebrs and MTSS Tier 2 Intervention Data
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Data: SABERS
Fall 2018: K-5th  35% at-risk emotional
Winter 2018: K-5th  37% at-risk emotional
MTSS Tier 2 Intervention Data
Quarter 1-3rd grade only 8% average growth
Quarter 2-3rd grade only 9% average growth, 2nd grade only 1% average growth
Incident Reports
Quarter 1-68
Quarter 2-173
Quarter 3-175

Strategy: Fully implement Whole Child Tenets
Timeline: Sept. 2017-May 2022
Focus this quarter: Implementing Tier 2 Behavior Interventions in the following grades 2nd and 3rd
Results: We have had 23 new students join Journey from the beginning of school till January 2019 and we have had 20 more new students from January 2019-NOW. This transient rate shows an impact on the SAEBERS. New students coming in are being supported to the Journey culture through Restorative Justice Practices and Social Emotional Curriculum daily. Incident reports have increased since quarter 1 but we were creating new processes during this work. Quarter 2-3 have stabilized in incidents.
Next Steps: We have assigned a behavior tutor to each village to implement and monitor Tier 2 and 3 interventions and support the case load at each village. Each tutor has a case load of: K/1- 9  2/3-22  4/5-10 Not all grade levels have started flooding groups so we anticipate K/1 and 4/5 to have a higher case load as we build processes to support this work.
Goal: By 2019, Kelly Walsh will increase our four-year graduation rate to 85%.

Data: Final graduation rates for 2018 were determined in January, Kelly Walsh's final percentage was 80.6%, lowering from the previous year.

Strategy: Currently, KW continues to focus on error-free processes and record keeping. Tier 3 interventions are also being focused on for students at-risk for not graduating.

Timeline: 2/2019-9/2019

Focus this quarter: Processes continue to be clarified and refined as Graduation Status Review meetings continue to be held to support at-risk students, class of 2019 is the immediate focus.

Additionally, Kelly Walsh is focusing on standards-referenced grading and student achievement of course standards through Individual Learning Plans for failed students. PLC teams are reviewing the authenticity of curriculum maps, resources, pacing guides, priority standards, and creating ILPs based on the chosen priority standards. This alignment of courses allows for less teacher bias and a definitive guaranteed and viable curriculum for students.

Results: Data for the graduation class of 2019 will only be "soft" data until next January; however, our leadership team understands the steps and processes to maximize student graduation and preparedness for "their next step."

Next Steps: Efforts to support at-risk seniors continue weekly as we build towards May 31, Kelly Walsh's graduation date.
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: Winter 2019:
- 40% of our Kindergarten students were at or above grade level.*
- 29% of our 1st grade students were at or above grade level.
- 46% of our 2nd grade students were at or above grade level.
- 72% of our 3rd grade students were at or above grade level.
- 61% of our 4th grade students were at or above grade level.
- 74% of our 5th grade students were at or above grade level.
* Kindergarten took the FastBridge assessment in the fall, but not the spring.

Strategy: Strategy #1: Follow master schedule that includes a reading block at each grade which provides sufficient time for grade-level content and differentiated instruction, to include WIN time.
Strategy #2: To deliver our new program, Expeditionary Learning's K-5 ELA Program by Open Up Resources, with integrity in all classrooms at Lincoln ES

Timeline: 9/2018 - 5/2019

Focus this quarter: Grade level teams continued to familiarize themselves with flow of program and navigation of our new EL/Open Up core ELA materials. They have also had 6 sessions of virtual coaching during PLCs to support Year 1 implementation. We sent a 3-5 team for PD in NC who brought back suggestions to implement, both K-5 and 3-5. While in NC, our team networked with other educators in the region for future PD opportunities, either at Lincoln or school visits in Colorado. Since the 3-5 PD was so fruitful, we are keeping an eye out for PD opportunities for teachers specific to instructional components of the program.

Results: Three of our grade-level teams maintained similar levels of proficiency from the fall. Two of our teams showed substantial growth. One team did not test in the winter.

Next Steps: Seeking future PD opportunities with EL Education - workshops, in-house PD, and/or school visits. PLCs will continue to make sure instruction and program CFAs are aligned to identified priority standards. CFA data is discussed in PLCs using our data discussion protocols and tracked in Mastery Connect.

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

Data: WY-TOPP ELA interim assessment - Fall 2018:
- 2% of our 3rd grade students were proficient
- 13% of our 4th grade students were proficient
- 20% of our 5th grade students were proficient

WY-TOPP ELA interim assessment - Winter 2019:
- 29% of our 3rd grade students were proficient
- 29% of our 4th grade students were proficient
- 43% of our 5th grade students were proficient
Strategic Plan Quarterly Update
Quarter 3 - 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: Grade-level teams continue to work on merging previous work with content vocabulary to our new program. We continue to scrutinize the rigor of the program assessments and seek out any redundancies in our assessment system. Principal, Coordinator, and IF adjusting walkthrough protocols. Also, we have begun establishing timeline for next year’s work around ELA standards - reaffirming priority standards, unpacking ELA priority standards, developing ELA proficiency scales, and creating CFAs for ELA priority standards.

Results: Lots of growth from fall to winter on WyTOPP interim tests in Grades 3-5.

Next Steps: Continue to support quality PD opportunities to support program implementation. Refine walkthrough document, develop plan for implementing walkthroughs, monitor program implementation via observations of classroom instruction and data discussions in PLCs, provide teachers feedback on implementation, and continue to evaluate assessments throughout the year. Also, teams will reaffirm ELA priority standards selected last year.

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

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

FastBridge Math - Winter 2019 (@ 30th+ %ile):
72% of our 2nd grade students
73% of our 3rd grade students
54% of our 4th grade students
57% of our 5th grade students
* Kindergarten and 1st Grade students were not assessed in Winter 2019 in Math on FastBridge

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

WY-TOPP Math - Winter 2019 interim assessment:
15% of our 3rd grade students were performing at or above the proficiency level
18% of our 4th grade students were performing at or above the proficiency level
were performing at or above the proficiency level 40% of our 5th grade students were performing at or above the proficiency level

**Strategy:**
- Strategy #1: PD work with NCSD SST to attain greater alignment of instruction to standards - identify priority standards, create proficiency scales & develop common formative assessments.
- Strategy #2: Deliver Engage NY/Eureka Math program with fidelity.
- Strategy #3: To explicitly teach CCSS-aligned math content vocabulary words to students, to include: incorporating all math vocabulary ("critical" words and "guaranteed" words) into themes/units/lessons, (b) explicitly teaching math content words using 6-step process, (c) assess student knowledge of guaranteed and critical words.
- Strategy #4: To solidify discuss CFA data at weekly PLCs.

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

**Focus this quarter:** Lincoln teachers partnered with NCSD's SST to begin work to address performance in math. This quarter, grade-level teams completed proficiency scales for math priority standards and are currently working on completing CFAs for each of these standards. We continue to follow and monitor non-negotiables established by our math goal team.

**Results:** All 4 grade levels maintained similar percentages of students at or above the 30th percentile - 2 increased and 2 decreased on FastBridge Math from fall to winter. All 3 intermediate grades showed substantial growth on WyTOPP math interims from fall to winter

**Next Steps:**
1. NCSD SST - Finish developing aligned common formative assessments for priority standards in math.
2. Continue to refine PLC practices within grade-level teams using the PIG/SIG continuum document.
3. Align instruction to adequate rigor level required of CCSS
5. Increase use of common formative assessments and data discussion protocol.
6. Seek correlations between data from different assessment sources.

---

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

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

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

Outstanding work order benchmarks will be met by June 2019:

0-30 days: 75%
31-60 days: 10%
91-120 days: 6%
120+ days: 5%

**Data:**

- FY 17 - 92.30% Maintenance and Custodial Services
- FY 18 - 100% Maintenance and Custodial Services
- FY 18 - 85% Grounds
- FY 19 - Maintenance and Custodial Services - Few than 10 responses
- FY 19 - Grounds - Fewer than 10 responses

Average number of days to complete all work orders submitted:

- NCSD #1: 14.78 days
- Top 20%: 10.19 days
- Median: 17.3 days
- Low 20%: 28.27 days

Percent of corrected maintenance work orders completed within 7 days:

- NCSD #1: 63%
- Top 20%: 75%
- Median: 61%
- Low 20%: 44%

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

- NCSD #1: 89%
- Top 20%: 94%
- Median: 79%
- Low 20%: 53%

Percent of preventive work orders compared to total work orders:

- NCSD #1: 21%
- Top 20%: 50%
- Median: 21%
- 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.)
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

NCSD #1: 100%
Top 20%: 96%
Median: 78%
Low 20%: 34%

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

Outstanding work orders as of 3/31/2019:
0-30 days: 52%  31-60 days: 18%  61-90 days: 9%  91-120 days: 9%  120+ days: 12%

Outstanding work orders as of 03/31/2018:
0-30 days: 56%  31-60 days: 23%  61-90 days: 11%  91-120 days: 2%  120+ days: 8%

Outstanding work orders as of 03/31/2017:
0-30 days: 77%  31-60 days: 11%  61-90 days: 3%  91-120 days: 3%  120+ days: 6%

Outstanding work orders as of 03/31/2016:
0-30 days: 68%  31-60 days: 11%  61-90 days: 8%  91-120 days: 5%  120+ days: 8%

Outstanding work orders as of 03/31/2015:
0-30 days: 71%  31-60 days: 11%  61-90 days: 6%  91-120 days: 1%  120+ days: 11%

Total number of outstanding work orders:
03/31/19: 356  03/31/18: 362  03/31/17: 584  03/31/16: 293  03/31/15: 405

Total number of work orders completed this quarter:
01/01/19 thru 03/31/19: 2,575
01/01/18 thru 03/31/18: 2,528
01/01/17 thru 03/31/17: 3,072
01/01/16 thru 03/31/16: 2,571
01/01/15 thru 03/31/15: 2,689

FY number of work orders completed:
FY 19 YTD Number of completed work orders: 9,199
FY 18 Number of completed work orders: 12,256
FY 17 Number of completed work orders: 11,657
FY 16 Number of completed work orders: 11,351
FY 15 Number of completed work orders: 12,431
FY 14 Number of completed work orders: 12,104

Strategy: Monitor and improve identified department programs and processes that achieves our outstanding work order benchmarks which will assist us in meet our customer satisfaction goals.
Timeline: 10/2014 – 6/2019

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

Maintenance and Custodial Page 2
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

- 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 did not have an adequate number of respondents to determine if we met our customer satisfaction survey goals. Due to staffing vacancies and employees out on extended leave, we achieved one KPI benchmark this quarter.

**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 will allow us to reach the top 20% KP in each benchmark.

---

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

**Data:** None to report.

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

**Timeline:** 10/2014 – 6/2019

**Focus this quarter:** The Maintenance and Custodial Services Department staff will identify professional development opportunities for staff that allow us to obtain additional licenses and/or certifications that offers staff to enhance cross-functionality between work units

**Results:** Professional development this quarter:

- Landscape and support services all attended the WGGA conference (Wyoming Groundskeeper and Growers Association)

Brad Barclay (Landscape and Support Services Supervisor) attended the Wyoming chemical re-certification class for his commercial applicators license.

Mark Kolker attended a Weather Trak (On-line irrigation management system) training program. Mark also attended an irrigation pump training, irrigation training and other related grounds management training provided by CPS in Casper, WY.

All Landscape and Support Services Specialist attended the NCSD CPR training.

Additional training will be provided to Landscaped and Support Services staff on chemical spraying, operating equipment safely, Arborist (Tree) certification, playground certifications, low voltage license, and additional irrigation training.

**Next Steps:** The Maintenance and Custodial Services Department staff will continue to identify professional development opportunities where staff can obtain additional licenses and/or certifications that allows us to enhance cross-functionality between work units and our customer service.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
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 targets for the WAEA achievement indicator.

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

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

**Reading Growth**

<table>
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<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2015-2016</td>
<td>51%</td>
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<td>54%</td>
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<td>2017-2018</td>
<td>58%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>60%</td>
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**Reading Equity**

<table>
<thead>
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<th>Actual</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2015-2016</td>
<td>51%+</td>
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<tr>
<td>2016-2017</td>
<td>67%++52%</td>
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<tr>
<td>2017-2018</td>
<td>56%</td>
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<tr>
<td>2018-2019</td>
<td>60%</td>
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</table>

**Reading Achievement**

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

**Mathematics Growth**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>38%</td>
</tr>
</tbody>
</table>
Strategy 1: ELA and math instruction aligned to the NCSD curriculum.
Timeline: 8/16 – 6/19

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

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

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

Timeline: 8/2014 - 6/2019

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

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

In February, as well as a follow-up training in March, our staff participated in a PEBC traveling institute on Mathematical Numeracy utilizing our School Improvement Grant (SIG) professional development funds.

**Results:** Our grade level teams have completed the task of developing priority standards and common assessments in mathematics.

**Next Steps:** Our next steps will be to identify and unpack priority standards in ELA during our school-wide PLC in April. We will vertically align these standards in May. Then, over the summer and in the fall, our grade level PLC teams will develop common assessments and discuss best practices in the use of this assessment data.
Midwest

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

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

**Data:** WY-TOPP & ACT summative data

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

**Timeline:** 9/2017 – 5/2018

**Focus this quarter:** Continued work on priority standards. Reorganized collaboration times/opportunities.

**Results:** Teachers are prioritizing standards, unpacking them, and beginning to write proficiency scales and assessments.

**Next Steps:** Continue with all subjects/grade levels.

---

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

**Data:** Attendance data, behavior referrals

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

**Timeline:** 8/2018- 5/2019

**Focus this quarter:** We have held quarterly celebrations to build a positive climate. Houses meet every other week for 30 minutes. New students are placed in Houses as soon as they enroll.

**Results:** Office referrals have decreased. We are working on a MTSS framework for middle school.

**Next Steps:** Continue

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
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: Data

Attendance Rates
Freshmen- 90.57%, Sophomores- 89.41%, Juniors- 87.20%, Seniors- 89.57%

Graduation Rate
81.8%

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

Timeline: 01/2019 – 01/2020

Focus this quarter: • Financial Literacy Rock Band - Gooding
  • PLC Monitoring- submission of minutes and weekly focus(es)
  • Partnering with Student Court to provide at-risk students with support
  • Monitoring student attendance; implementing contracts when necessary- taking credit as a last resort
  • Before/After School Tutoring; and, monthly Saturday School
  • Identify and enforce single points of entry for the entire campus (one on each side of the main building, and one for the MAC).
  • Improving attendance at Pathways, while also planning for the 19-20 school year (including renaming the facility and moving high engagement classes to the facility)
  • Require students to wear identification when on campus, preferably with school-printed IDs or temporary passes obtained in the main offices.
  • Responding timely to Safe2Tell tips to support struggling students.
  • Restructure our reading intervention: Tier two and Tier three processes to include Corrective Reading.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

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

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

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

Data: Wyoming Accountability Data

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

Timeline: 01/2019 – 01/2020

Focus this quarter: • Interpret and disseminate data from Wyoming Accountability System (working, specifically, with WY-TOPP and ACT data).
• Evaluate the 2017-18
  o Analyze Growth
  • Work with content areas to establish learning strategies and benchmarks data
  • Increase rigor through the use of standards
  o Determine Equity
  • Identify lowest performing groups and ensure adequate systems of support
  o Bolster Achievement
  • Continue to capitalize on upper levels course work like IB and Pathways classes
  • Ensure alignment to content standards, ACT Benchmarks, and WY-TOPP assessments.
  o Support ELP
  • Inform staff about ELP results and work toward better systems of support for ELL students.
  • Train staff involved with ELL instruction about Sheltered Structure techniques, including the analysis of formative assessment data.
  o Monitor Graduation Rates and Extended Graduation Timelines
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

• Help support students not to drop out
• Create Multi Levels of support for at-risk students
  o Develop Post-Secondary Readiness
• Identify students who are and are not Hathaway eligible, trying to bring students all to the same point as far as being college/career ready
  o Focus on Grade Nine Credits
• Implement ninth teams and develop better systems of support
• Schedule at-risk meetings for students that demonstrate they are struggling in school

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

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

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 an inclusive, respectful, safe, environment where teachers can teach and students can learn.

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

Data: We are preparing to administer the 2019 WY-Topp test to our students beginning April15

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

Timeline: 2018-2020

Focus this quarter: Complete construction of common assessments in math K-5

Results: We are striving to reach meeting expectations this year.

Next Steps: All grade levels have completed identifying priority standards and proficiency scales and with IF support and creating common assessments within their respective PLC’s

---

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

Data: Baseline data from Fall WY-TOPP Interim showed 15% proficient or advanced in math, and 36% proficient or advanced in ELA. During the Winter Interim, in Math, 35% of students were proficient or advanced and 52% were proficient or advanced in ELA.


Timeline: 1/22/19-3/22/19

Focus this quarter: Park staff continued with PLC cohort with a focus on finishing proficiency scales and writing assessments for English Language Arts.

Results: Teachers have completed proficiency scales for all priority standards in English Language Arts and are in the process of completing corresponding assessments.

Next Steps: Next steps include refining ELA assessments and training on data analysis for planning for intervention and enrichment as well as analyzing data for selection of strategies and improvement of teacher pedagogy with regard to English Language Arts.

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

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

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

Timeline: 1/22/19-3/22/19

Focus this quarter: Refining MTSS processes for Tier I behavior, although this does not directly correlate to current goal as written.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Results: Due to the work that has been done with MTSS (i.e. selection of SEL
curriculum, training of classified and certified staff, exploration of data collection), Park will include this work in
the upcoming revision of the Strategic Plan for the next 5 years.
Next Steps: Update building strategic plan in May to include components of MTSS work that is already
happening.

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

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

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

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

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<tr>
<th>DATA:</th>
<th>ACTUAL</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
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<td><strong>ELA:</strong> Grade</td>
<td>% Proficient</td>
<td>Target Proficiency</td>
</tr>
<tr>
<td>3</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>4</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>5</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>MATH:</strong> Grade</td>
<td>% Proficient</td>
<td>Target Proficiency</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>5</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>SCIENCE:</strong></td>
<td>% Proficient</td>
<td>Target Proficiency</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
<td>65%</td>
</tr>
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</table>

Overall School Performance:
- Growth Below Target: 40.0
- Equity Below Target: 33.0
- Achievement Below Target: 43.0

**Strategy:** The four critical questions of learning will drive collective inquiry and action research:
- What do we want students to learn? (essential standards)
- How will we know if they have learned? (team-developed common assessments)
- What will we do if they don’t learn? (systematic interventions)
- What will we do if they already know it? (extended learning)

We will use the Pineview PLC Process Rubric during collaboration, but “loose” on which of the 4 elements will be discussed weekly:
- Collaborative Team Structures - Teams & support staff work collaboratively & with intentionality to take collective responsibility for the learning of each child at high levels academically and behaviorally.
- Guaranteed & Viable Curriculum - Teams collectively develop & build power standards by using the summary chart to ensure the instruction of teaching & learning is at a high level. Teams collectively develop and build, from Mind Up and Caring School Community,, an agreed upon protocol for how behavior is taught in the classroom.
- Common Assessment Creation & Analysis - Collaborative teams monitor student learning through an ongoing assessment process that includes frequent team-developed common formative assessments for academics and behavior.
- Pyramid of Intervention - Educators use the results of common assessments to improve individual practice, build team’s capacity to achieve its goals, and intervene and enrich on behalf of students.

**Timeline:** 10/2018 - 5/2019
Focus this quarter:
Re-strategize GOAL TEAMS:
There will be 2 Goal Teams: Curriculum/Academics & MTSS/Behaviors
New initiatives:
Goal Teams: ELA, Math= Academic AIRA/MTSS (FOCUS ON THE 4 PLC Qs)
AIRA - Caught-ya data by teacher and all school (who is and who isn’t)
All teachers are working together, using WyTopp Data and Blue Prints, to re-vertically align Power Standards and Supporting Standards in Math and ELA.

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

Math - After Standards work is complete, this goal team is building Math Chart Summaries and Proficiency Scales, CFAs, Reflex Expectations, and Number Corner Fluency & Fidelity expectations (all pieces monthly)

Team time will be provided through collaboration and professional development daily/weekly to support implementation of Pineview PLC Process Rubric.
We will identify processes of designing and employing new systems at the classroom and school level. We have agreed upon raising expectations for ourselves and each student, yet “how” needs worked on by Pineview, to design and effectively employ quality assessments that enable teams to collect meaningful instructional data and respond appropriately with interventions and enrichments.

Results: Pineview Elementary’s 17-18 accountability data is not meeting expectations in growth, achievement, or equity.
Our goal is for significant growth in all areas of WyTopp per child.

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

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

Continued work on: creating, using & analyzing:
DOK alignment on pre/post assessments, common formative assessments and proficiency scales & analysis of information for next step decision making.
Grade level teams will continue to dig into the the context and depth level per standard and provide input on vertical alignment & blue print alignment. Teams will continue working on establishing a consistent way to effectively monitor student learning, collectively responding to results, and implementing informed practices.

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

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

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

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

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

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

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

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

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

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

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

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

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

Data: WyTopp 2018:
3rd-5th- 61% of students are proficient or advanced
6th -8th- 42% are proficient or advanced
3rd- 8th- 48% are proficient or advanced

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

Timeline: 1/2017 - 5/2019

Focus this quarter: All students in grades K-8th are completing a research project from the ARC research labs. PLC Teams have analyzed WyTopp Interim Data comparing to Fall and Winter and against other schools in the district. This data is being used to determine the accuracy of our priority standards.

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

Next Steps: We will be focusing on Genre Research Labs for the remainder of the school year. We continue to analyze WyTopp data. We will continue to put emphasis on individual power goals in the ARC program to focus on student growth.

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

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

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

Timeline: 1/2017 - 5/2019

Focus this quarter: Reading focus see Goal 1. We have analyzed WyTopp Winter Interim data. Based on this data, we added math IE groups in middle school and switched the focus from reading to math in elementary. We have analyzed domains and identified school-wide strengths and weaknesses. All students have met with a teacher and set individual goals for WyTopp Growth.

Results: WYTopp 2018-

Math
3rd- 8th- 27% Proficient or Advanced

Reading
3rd- 8th- 48% Proficient or Advanced

Science
4th & 8th- 51% Proficient or Advanced

Next Steps: Continue to analyze data and adjust instruction based on results.
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Timeline:
Focus this quarter:
Results:
Next Steps:

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Paradise Valley Elementary School is committed to high performing student learning systems focused on challenging and intentional instruction based on student performance. We strive for our students to be leaders and productive citizens.

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

**Data:**

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

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

**Timeline:** September 2018-June 2019

**Focus this quarter:** Grade levels will use PLC time to discuss past performance of students, modify assessments accordingly and reassess. Revising priority standards, looking at vertical alignment.

Goal teams specific to ELA, Math, Science & Tech, & Behavior have been established focusing on vertical alignment, common language, common vocabulary.

**Results:** PLC discussions have been more focused on standards and we have completed priority standards for ELA. Discussions have begun to transform into how we are measuring students and remediation grouping is occurring. Students that are in our equity subgroup have been monitored and received specific interventions for deficiencies.

As a result, PV staff is more focused vertically and able to find areas in need of improvement, and identify strategies to help students achieve.

Going back and looking at priorities has allowed for adjustments due to current student data. This better drives instruction.

**Next Steps:** Continue making changes to common assessments as the data directs and shift our focus from ELA to completing Math priorities.

**Goal:** 100% of students will meet or exceed typical growth (35-65%) in Math measured by the 2019 Spring WY-TOPP Assessment.

**Data:**

<table>
<thead>
<tr>
<th>Actual</th>
<th>Target</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

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Strategic Plan Quarterly Update
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2019
2018
2019
4th
71.93%

100%

100%

5th
29.04%

100%

100%

Strategy: Effective PLC discussions surrounding reliable data based on priority standards and proficiency scales. Focus on teaching what students need to know in their respective Math standards. Utilize district IF’s and modifying/revising priority standards.

Timeline: Aug 2018- Aug 2019

Focus this quarter: PLC question 1, “what do we want students to learn,” Am I teaching/assessing the priority standards and supporting standards that these students need. Look at vertical alignment of standards- are we all on the same page?

Goal team specific to Math has been established. Their area of focus is vertical alignment. Identify common language and aligning priority standards to WyTopp blueprint. All grades are backwards mapping from the WY-TOPP blueprint.

Both 2nd and 3rd grade have implemented short cyclical intervention times daily to support/ enrich students at their individual needs based on math common assessments and WY-TOPP Interim data.

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

Next Steps: Compare state assessment data with classroom data and modify priority standards and assessments. Use the growth from Spring 2018 to Spring 2019 assessments in concert with common formative assessments and FastBridge to monitor success and areas of improvement. Grade level teams will look at new math standards and align priority standards building wide.

Goal: 100% of students will meet or exceed typical growth (35-65%) in ELA measured by the 2019 Spring WY-TOPP Assessment.

Data:

Actual
Target

2018
2019

PV Page 2
**Strategy:** Effective PLC discussions surrounding reliable data based on priority standards and proficiency scales. Focus on teaching what students need to know in their respective ELA standards. Utilize district IF’s for SMART goal setting and continued priority standard/proficiency scale work.

**Timeline:** Aug 2018- Aug 2019

**Focus this quarter:** PLC question 1, “what do we want students to learn,” Am I teaching/assessing the priority standards and supporting standards that these students need. Look at vertical alignment of standards- are we all on the same page?

**Results:** All grade level professional learning community work is being supported by district Instructional Facilitators, sharing how to access WY-TOPP and FastBridge data. IF support is also focusing on looking at priority standard alignment with state assessments.

Goal team specific to ELA has been established. ELA goal team is focusing on common language according to the WY-TOPP writing rubrics. We are looking at resources and graphic organizers that can provide consistency in writing K-5.

Teachers have noticed that since the realignment of priority standards and Mastery Connect, we know our students strengths and weaknesses better. Smart Goals are cyclical = We are more focused on what we want our students to learn. In comparing the Wytop data we are focused on what our students are struggling on and where we need to focus on as a school.

3rd- Realignment of our ELA priority standards was needed. We will focus on informational writing to better prepare our students for WY-TOPP writing.

*Both 2nd and 3rd grade have implemented short cyclical intervention times daily to support/ enrich students at their individual needs based on ELA common assessments and WY-TOPP Interim data.*

**Next Steps:** Compare state assessment data with classroom data and modify priority standards and assessments. Use the growth from Spring 2018 to Spring 2019 assessments in concert with common formative assessments and FastBridge to monitor success and areas of improvement. Grade level teams will look at proficiency scales and administration guidelines as they build assessments to their priorities.
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Results:

Next Steps:
Research and Assessment

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

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

Data: 23 Schools are currently receiving support

Strategy: Utilizing a process to document the support being provided by the instructional facilitators assigned to the buildings. Documentation logs are maintained on a weekly basis and shared with Executive Directors of School Improvement in order to provide continuous coaching based on school needs. Executive Directors now meet on a consistent basis with the Director of Research and Assessment and Director of Teaching and Learning to provide consistent and timely support to principals.

Timeline: 09/2015-05/2019

Focus this quarter: Implement formative assessment in PLC through a systematic approach. Developed and shared the data analysis process at administrator meeting that can be utilized as the next step in the process.

Results: Currently have trained 2 schools with several scheduled for August PD

Next Steps: Continue to cross train IFs to support data protocol as new schools need training in August.

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

Data: 3 AF meeting held

Strategy: Monthly meetings with set agendas

Timeline: 08/2015-5/2019

Focus this quarter: Continued training related to ACCESS, WY-TOPP, WY-ALT and ACT

Results: 3 AF meetings (see website and Agenda/Minutes)

Next Steps: Continue with monthly meetings

Goal: Facilitate writing of District assessments in Foreign Language, CVE, and Social Studies

Data: Committee wrote assessments for all three content areas that will be validated next year

Strategy: Utilized a systematic process for committee members to write assessments.

Timeline: 08/18-05/19

Focus this quarter: Complete assessments in all three areas written by SAC members.

Results: All three content areas have written assessments that will be roll out in August.

Next Steps: SAC members will roll out the assessments in August of 2019.

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 Wyoming School Accountability Model.

Data: Meeting targets

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

Timeline: 8/2018- 5/2023

Focus this quarter: This quarter we continued our work in the area of digging into WYTOPP data. This was done on the building level, the goal team level, grade level and then the classroom level. Grade level teams even broke these down to the student level.

Results: Looking at this data supported next steps in goal teams and was a reflection of how we are doing in connection to power standards and the purposeful instruction within the classroom. Teachers used the data to dig into standards and students needs.

Next Steps: Continue to use the current data to dig into student and standards and use this as a reflection of the needs in instruction to support student needs. We will also focus on the vertical alignment to support students and meeting their needs.

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

Data: Meeting Expectations

Strategy: Develop consistent ELA structure K-5.

Timeline: 8/2018- 5/2023

Focus this quarter: This quarter we have continued to work and learn from each other within the content of the structure we have for reading.

Results: Our Explicit Phonics professional development has supported some of the instructional practices within classrooms. Our trainer has been able to coach within the context of the day.

Next Steps: Continue to focus on the vertical alignment of structures and the instructional practices that are happening within the classroom.

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 emotional behaviors

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

Timeline: 8/2018- 5/2023

Focus this quarter: This quarter we have systematically planned professional learning based off the learning our MTSS team has received from our professional learning.

Results: The results are an increase in the use of proactive classroom management strategies and PROMPT within the building.

Next Steps: Continue this work to support all staff in using these strategies and implementing tier 1 instruction for SEL.
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Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
SESC

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

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

Data: For WDE, Special Education programs is monitored on progress on WyTOPP. The 2017-18 target for students with disabilities in reading was 100% for all grades. In grades 3-6, NCSD students scored at 17.84%, grades 7-8 scored at 15.86% (an increase from previous report card), and grade 11 scored at 12.55% (an increase from previous report card). In math the target was 100% proficiency for all grades. In grades 3-6, NCSD students scored at 16.14%, grades 7--8 at 10.06% (an increase from previous report card), and grade 11 at 8.91%

Strategy: Co-teaching- Cottonwood continued work with Christi Kasa this year focusing on support for FLS programs as well. MTSS work is happening at all sites as we align admin reg 6240 to practices in buildings. FLS continues work on Math and ELA curriculum and assessments. BASE teachers begin to work with PLC’s for grade levels. Training happening for all leadership and secondary departments around modified curriculum and course guidelines examples. KWHS, DMJH and Poison Spider are discussing and planning co-teaching training for 2019-20 school year.

Timeline: 2014-2019

Focus this quarter: Continue work on MTSS academic interventions. FLS teachers will continued ELA assessment work. BASE focus on engaging academic curriculum and alignment to grade level PLCs. Modified curriculum analyzed across district, spurred training for all secondary departments. Continued focus on schools not meeting accountability model for special education populations and determined need for co-teaching training. WDE monitoring process began with focus on students who are Learning Disabled in the Resource Room and students with Autism and Emotional Disability in restricted placements.

Results: The department LRE rate has improved to 71.85% on our last report card.

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

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

Data: According to the 2017-18 report card from WDE. NCSD graduation rate for students with disabilities in the 4 year co-hort is 62.07%. The state target is 85%. Indicator 14 data indicates 74.77% of students are either employed, pursuing post-secondary education, or pursuing a trade. This is up from 63.79% on the previous report card.

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

Timeline: 2014-19

Focus this quarter: We have new transition facilitators at both high schools. We have been focusing on potential to look at different data, what data would be beneficial to schools, and how transition facilitators can gather that information. We have redefined the role of the transition facilitator. Transition Facilitators have gone to meetings in Cheyenne and met with community resources to determine how best to proceed on data gathering.
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Results: Continued work needed on transition facilitator role and appropriate data we can gather that is meaningful to schools. File reviews by WDE indicate student files have met transition requirements for indicator 13.

Next Steps: Continue to plan for roll out in 2019-20 for data collection for high schools with transition facilitators. Gather indicator 14 survey data for last year's exiters.

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

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

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: MTSS training has proceeded with 5 middle level schools. Continue year 2 cohort with 14 elementary schools. Provide schools with systems of supports for students across all tiers. This quarter has focused on the work with schools and Diana Browning Wright. Each school has taken information from the training and begun implementation plans at their site. The final training for the 2018-19 school year occurred.

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

Next Steps: Continued work to support schools with implementation of an MTSS system.
**Goal:** Goal: By May of 2019, 100% of our students will read at or above grade level as measured by WY-TOPP results.

**Data:** Targets
- May 2015 = 55
- May 2016 = 65
- May 2017 = 75
- May 2018 = 85
- May 2019 = 100

**Actual**
- May 2014 = 60.4
- May 2015 = 60.4
- May 2016 = 77.8
- May 2017 = 67.2
- May 2018 = 58.1 (WYTOPP)

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

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

**Focus this quarter:** The Southridge staff has continued their work started Dr. Gilbar in unpacking standards, selecting priority standards, and developing proficiency scales with assessments that align to WY-TOPP. The teams continue to work on formative assessments and refining instruction.

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

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

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

**Actual**
- May 2014 = 64.2
- May 2015 = 47.2
- May 2016 = 68.5
- May 2017 = 58.75
- May 2018 = 42.5 (WYTOPP)
Strategic Plan Quarterly Update
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Timeline: 9/2014 – 5/2019

Focus this quarter: The focus of our Math Team is preparing selecting priority standards and facilitating vertical alignment and unpacking of 2018 standards. We are also developing proficiency scales and formative assessments.
Results: Fastbridge benchmarks indicate 70 - 85% of students are at or above targets for this time of year. Spring interim assessments will start in April.

Next Steps: Southridge will be selecting and unpacking priority standards in math during the fourth 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: 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 continue full implementation of the Second Steps and Mind UPncurriculums 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. Staff are also completing a Google class on trauma informed practices.
Results: Southridge met this goal for the first time in the 16-17 school year. Our goal is to continue this trend to be consistently under 100 office referrals each year. Our Beliefs About Behavior Survey indicated significant gains versus that same survey from the pervious year.

Next Steps: During the fourth quarter, the MTSS team will review data for the school year and work with the PBIS team to plan Social/Emotional learning and programs for next school year.
**Goal:** Summit Elementary School will increase Achievement, Growth, and Equity Targets to meet exceeding targets by Spring 2019.

**Data:** Summit Winter Interim Wy-Topp data in Math and ELA compared to district scores.

<table>
<thead>
<tr>
<th>Math</th>
<th>Grade</th>
<th>District</th>
<th>Summit</th>
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</thead>
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<td></td>
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<table>
<thead>
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<tr>
<td></td>
<td>5</td>
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**Strategy:**

- **Strategy #1** - To focus, track, and monitor growth for all students in reading and math and adjust instruction as needed.
- **Strategy #2** - To implement a K-5 "Journey of the Child" Philosophy and approach to reaching 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.
- **Strategy #3** - To concentrate on the four essential questions in PLC work to better meet the diverse needs of students.

**Timeline:** 9/2018 - 6/2019

**Focus this quarter:** This quarter we had 3 hours of PD with IF Heather Grigg to help us complete the vertical alignment of ELA priority standards and identify and unpack Math Priority standards. We concentrated in Collaboration time on moving from creating proficiency scales for ELA to creating common formative assessments for identified ELA priority standards and learning targets.

**Results:** Each collaborative team has identified, unpacked, and created proficiency scales for 8-10 ELA Priority standards. Those standards have been vertically aligned to eliminate redundancy and gaps. Each team has identified 8-10 Math priority standards, unpacked those standards and have begun the process of creating Proficiency scales for those standards and learning targets.

**Next Steps:** Each team will complete all work for the year regarding both ELA and Math proficiency standards.

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

**Data:** Winter WY-Topp Interim Reading assessment. Percentage of students at proficient and advanced proficient at summit compared to all schools in NCSD.

Percentage of students proficient and advanced proficient.
Strategic Plan Quarterly Update
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<table>
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<th>District</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>41%</td>
<td>62%</td>
</tr>
<tr>
<td>4</td>
<td>44%</td>
<td>49%</td>
</tr>
<tr>
<td>5</td>
<td>47%</td>
<td>50%</td>
</tr>
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</table>

**Strategy:** Grades k-5 continue to concentrate on Professional Learning Community work. The strategies they plan on concentrating are:

- To teach and assess the NCSD curriculum and offer the district benchmark assessments at the appropriate time.
- To implement the use of flex reading groups in tier 1 instruction to meet the needs of all students.
- To use data from common formative assessments to help create I and E reading groups to match instruction to need.

**Timeline:** 9/2018 - 6/2019

**Focus this quarter:** Each PLC collaborative team will continue to focus on using common formative assessment data to identify needs and form I and E groups specific to those needs.

**Results:** We have created an I & E schedule that allows flooding of ESP’s, tutors, SPED and classroom teachers to lead I and E reading groups. Students are placed in the group that is working on skills specific to their needs. The teachers with the highest level of skill and knowledge are working with the students with the most need.

**Next Steps:** To create a schedule for flooding in the reading block and double up on hitting students where they have the greatest deficiency.

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

**Data:** We have had 467 behavior events by 123 students so far this year. The majority of the events come from 4 students at the kindergarten level.

The 17+1 proactive classroom management strategies have been shared with 100% of both certified and classified staff.

90% of certified staff attended a Saturday PD on LIM and tier 1 behavior interventions.

**Strategy:** We will continue to have an 8 person "Diana Browning Wright Team" attend trainings with her, report out to the entire staff, and provide necessary support and training in working with both behavior and academics at the tier 1 level.

**Timeline:** 9/2018 - 6/2019

**Focus this quarter:** Each PLC grade level team has chosen 3 of the proactive management strategies to concentrate on this quarter.

**Results:** Each class now has a classwide management system in place. Each grade level has scheduled and is teaching a 30 minute booster lesson on the Leader In Me habit of the month.
Next Steps: Our DBW team will continue to monitor the use of the proactive classroom management strategies.

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 district strategic plan through standards’ implementation and quality coaching and capacity building of principals and instructional facilitators.

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

Data: All 9 content areas have curriculum written. Science is in draft form, to be adopted in June 2019

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

Timeline: July 2014-June 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 - Resources were recommended to Board of Trustees and curriculum additions were finalized.
Foreign Language - Resources were recommended to Board of Trustees
CVE - Resources were recommended to Board of Trustees
Science - Validation on draft curriculum continues

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

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

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

Physical Education - Natrona County School District teachers are implementing the adopted curriculums. The recommended resources were approved by the Board of Trustees on May 14, 2018. The PE/Health Articulation Committee was scheduled on April 18, 2018.
Strategic Plan Quarterly Update  
Quarter 3 - 2018-19

Social Studies Foreign Language and Career and Vocational Education Resources recommended

Science Subject Area Committee - The curriculum is being used and validated through feedback. The SAC has met 1 time to discuss stakeholder feedback.

**Next Steps**: English Language Arts - Teachers will continue to implement the NCSD curriculum and schools will purchase approved resources through December 2018.

Health - Teachers will continue to implement the NCSD curriculum and schools will purchase resources through December 2018.

Fine and Performing Arts Subject Area - Teachers will implement curriculum and schools will purchase approved resources through December 2019.

Physical Education Subject Area Committees – Teachers will implement curriculum and schools will purchase approved resources through December 2019.

Foreign Language Subject Area Committee - Teachers will implement curriculum. Schools will receive resource allocation and begin processes to purchase primary learning resources.

Career and Vocational Education Subject Area Committee - Teachers will implement curriculum. Schools will receive resource allocation and begin processes to purchase primary learning resources.

Social Studies Subject Area Committees – Teachers will implement curriculum. Schools will receive resource allocation and begin processes to purchase primary learning resources.

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.

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**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**: All elementary and middle level schools are receiving support from IFs.

**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**: PD to principals around instructional framework, focus on teaching strategies and data analysis was delivered.

**Results**: 2 schools have received the PD presented to principals around data analysis and teaching strategies.

**Next Steps**: Train IFs to deliver training.

---

**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**: 100% satisfaction, only 1 survey completed.
Strategic Plan Quarterly Update
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Timeline: 7/2015-6/2019
Focus this quarter: Getting more participants for feedback.
Results: survey participation has decreased.
Next Steps: work to get survey out to staff.

Goal:
Data:
Strategy:
Timeline:
Focus this quarter:
Results:
Next Steps:
Verda James Elementary School empowers all learners to excel academically and socially on life's journey.

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

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

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

This is Verda James’ data from Spring WyTOPP 2018 for grades 3-5.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>64%</td>
</tr>
<tr>
<td>4th</td>
<td>45%</td>
</tr>
<tr>
<td>3rd</td>
<td>55%</td>
</tr>
</tbody>
</table>

**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:** 1.10.19 - 4.10.19

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

**Results:** RESULTS: ELA Qtrly Report 4.10.19

**Next Steps:** Vertical discussion about conventions to be completed by May 2019
Develop a schedule for ELA common formative assessments to be completed by May 2019

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

Verda James Page 1
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: WyTOPP MATH
(Proficient/Advanced)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>3%</td>
<td>35%</td>
</tr>
<tr>
<td>4th</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>5th</td>
<td>9%</td>
<td>18%</td>
</tr>
</tbody>
</table>

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

Timeline: 1.10.19 - 4.10.19

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

Results: The data collected for this report was from the fall and winter WyTOPP interim assessments given to 3rd - 5th grade students. Data revealed that in the fall 3% of 3rd grade students scored proficient or advanced. In the winter this percentage raised to 35%. For the 4th grade students 14% scored proficient or advanced in the fall and 26% in the winter. The 5th grade data also showed an increase from the 9% in the fall of students scoring proficient or advanced to 18% in the winter.

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

Goal: Mission: We will develop strategies, systems and an environment for safe and healthy people that promotes social/emotional success on life’s journey!

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 Monthly Behavior Totals

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

Timeline: 1.10.19 - 4.10.19

Focus this quarter: Prioritized topics for MTSS to address.
https://docs.google.com/document/d/1elTVV40NROD9C5k0w9iK4-ZA2AXV8gVkd-r6MsIrdlc/edit
Added our monthly training for staff, certified and classified. Adopted the use of the workshop model for these meetings.

Looking into alternatives to Viking Ship. Surveyed parents, staff and students about the Viking Ship. Will recommend we try DOJO for a year and then make a decision.

Members attended 6 days of MTSS trainings (year 2) in the fall & winter of 2018/2019.
Implement grade-level Behavior Intervention Check meetings, on a monthly basis, including looking at SAEBRS and other data.

Establish Buddy Classrooms/Break Zones.

Introduced 2 SEL curriculums for staff to begin exploring. Decision to be made by the end of this school year.

Grade level leaders explicitly taught the PROMPT strategy to team members and reviewed the 17 Proactive Classroom Management Strategies.

Rolled out SIMS to all staff.

Trying tier two interventions with some students.

---

**Results:** (as a school)

January's Data: 82.07% meeting behavior expectations

17.93% not meeting behavior expectations

February's Data: 91.32% meeting behavior expectations

8.68% not meeting behavior expectations

March's Data: % meeting behavior expectations

% not meeting behavior expectations

---

**Next Steps:** Next Steps for Quarter Four:

Address prioritized topics.

Creating 4 Quarter sheets for school store and weekly drawings

Flow chart for TM and OM behaviors

Good Behavior Game

Sharing belief survey results and movement on the TFI Pyramid

Process Guide

Next steps for Fall 2019

Trauma Awareness Training (fall)

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

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

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

Readjust our classified training times

---

**Goal:**

**Data:**

**Strategy:**

**Timeline:**

**Focus this quarter:**

**Results:**

**Next Steps:**
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Woods Learning Center

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

**Goal**: Goal 1: By May of 2019, Woods Learning Center will meet or exceed the expectations of the Wyoming School Accountability model.

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

**Strategy**: Teach and assess the ELA Wyoming State Standards/NCSD Curriculum focusing on priority standards.

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

**Focus this quarter**: Each K-8 grade level continued to write common assessments and proficiency scales. K-8 teachers, tutor and special ed teachers reviewed WY-TOPP data.

**Results**: Each K-8 grade level continued to write common assessments and proficiency scales. K-8 teachers, tutor and special ed teachers reviewed 2018-2019 WY-TOPP winter interim data and identified low and high domains.

**Next Steps**: Teachers and Sped staff will attend vertical alignment training in June of 2019. Each K-8 grade level will complete common assessments and proficiency scales for original 8-10 priority standards identified.

---

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

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

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

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

**Focus this quarter**: 6-8 grade level teachers will identify 8-10 priority standards for Math. K-8 teachers, tutor and special ed teachers reviewed 2018-2019 WY-TOPP winter interim data.

**Results**: 6-8 grade level teachers have identified 8-10 priority standards. K-8 teachers, tutor and special ed teachers reviewed 2018-2019 WY-TOPP winter interim data and identified low and high domains.
Strategic Plan Quarterly Update
Quarter 3 - 2018-19

Next Steps: 6-8 grade level teachers will unpack 8-10 identified priority standards. K-1 grade level teachers will identify 8-10 priority standards. 3-8 grade level teachers will administer WY-TOPP modules and will review data in preparation for the summative assessment.

Goal:
Data:
Strategy: Implement the Professional Learning Community process with fidelity.
Timeline: 8/2017-6/2019
Focus this quarter: New norms were completed January 2019. PLC data was collected at the March SI admin meeting. Following PLC protocols in POD PLC meetings.
Results: The updated norms were adopted at the January SI admin meeting by the members present. WLC admin members reflect on the norms each SI admin meeting. PLC data (Laying the Foundation, Collaborative Culture and Critical Team Issues) was collected at the March SI admin meeting.
Next Steps: All teams will keep action plans current. Yearly data will be added to Goal 2. End of year reflections and beginning of year plans will be developed for school improvement and PLCs.

Goal: By May of 2019, 100% of our students achieve their maximum educational, emotional, physical, and social potential in a healthy and safe school community environment.
Data: Working in MTSS to be able to show data for this goal.
Strategy: Implement a school wide Behavior Multi Tier Systems of Support
Timeline: 8/2018-6/2019
Focus this quarter: Selecting a school wide social-emotional curriculum. Training staff on proactive strategies for MTSS and Restorative Justice. Gathering belief data for classified and itinerant staff. We used SAEBRS and SIMS to identify tier 2 students to implement interventions for.
Results: We agreed to purchase Mind Up social emotional curriculum as our tier one program.
12/14 Classified and itinerant staff were trained on MTSS and Restorative Justice practices on February 19th in the afternoon and February 22nd in the morning. Classified and itinerant staff took the belief survey during this training.
Next Steps: Grade 2,3,6,7, and 8 are going to implement the RADkids program.
Continue implementing MTSS proactive strategies.
Analyze belief survey from classified and itinerant staff.