

STRATEGIC PLAN QUARTERLY REPORT



FOR THE QUARTER ENDING
DECEMBER 31, 2017

APPENDIX

APPENDIX I

CUSTOMER SATISFACTION SURVEY

CURRICULUM AND INSTRUCTION DIVISION

APPENDIX II

CUSTOMER SATISFACTION SURVEY

HUMAN RESOURCES & DISTRICT SERVICES DIVISION

APPENDIX III

SUMMARY OF SCHOOLS' STRATEGIC PLANS

SCHOOLS' AND DEPARTMENTS' QUARTERLY REPORTS

Appendix I Curriculum and Instruction

Assessment and Research Department

This department had fewer than 10 responses.

Differentiation & Early Childhood Department

This department had fewer than 10 responses.

District Athletics and Activities

This department had fewer than 10 responses.

Enrollment Office

This department had fewer than 10 responses.

Grant Management

This department had fewer than 10 responses.

Special Education Department

This department had fewer than 10 responses.

Student Support Services

This department had fewer than 10 responses.

Teaching and Learning Department

This department had fewer than 10 responses.

Appendix II Human Resources and District Services

Accounts Payable

This department had fewer than 10 responses.

Accounting

This department had fewer than 10 responses.

Central Services Facility Main Entry Services

This department had fewer than 10 responses.

Compensation and Benefits Services

This department had fewer than 10 responses.

Facilities

This department had fewer than 10 responses.

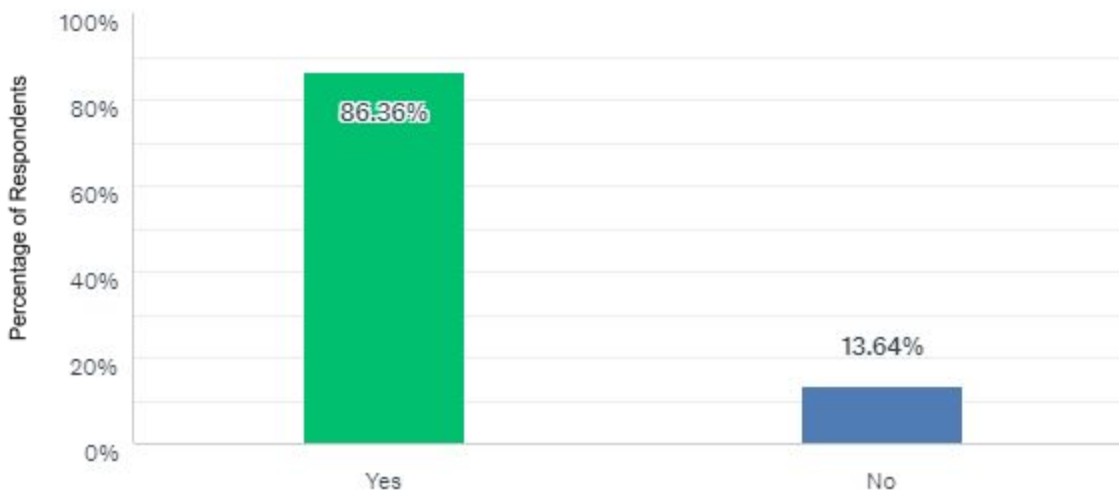
Food Services

This department had fewer than 10 responses.

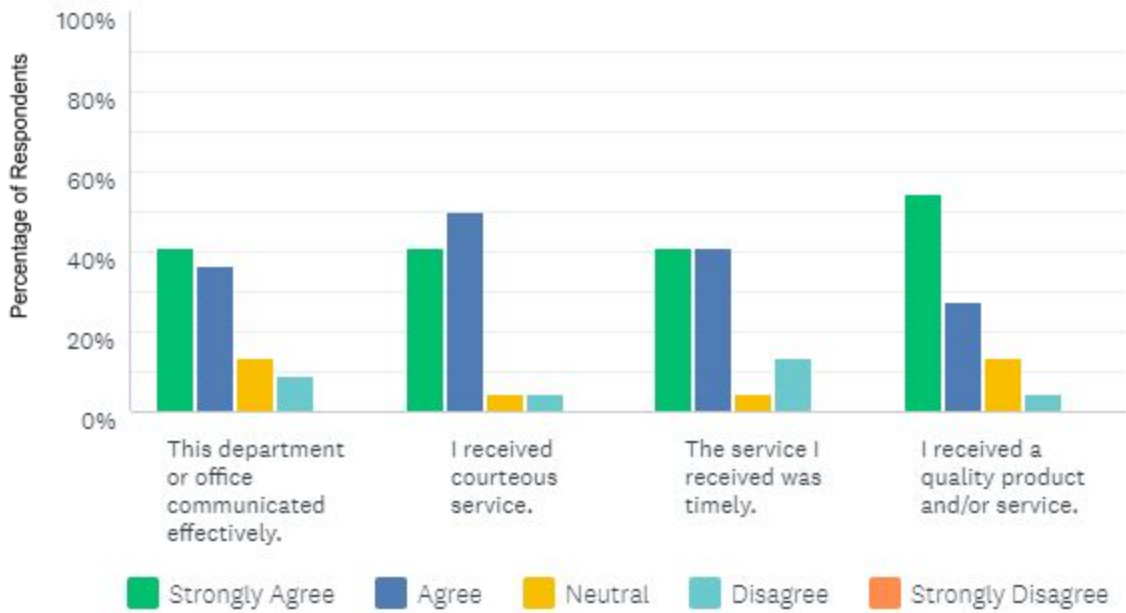
Grounds

Satisfaction

Are you satisfied with the services provided?



Specific Feedback



HR Generalist Services

This department had fewer than 10 responses.

Information Technology

This department had fewer than 10 responses.

Maintenance

This department had fewer than 10 responses.

Media & Public Relations Department

This department had fewer than 10 responses.

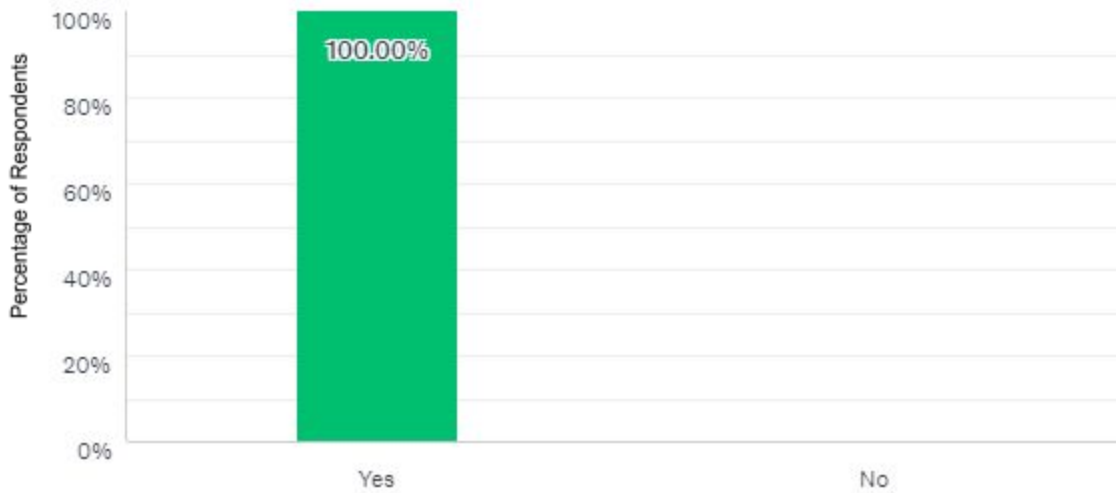
Payroll

This department had fewer than 10 responses.

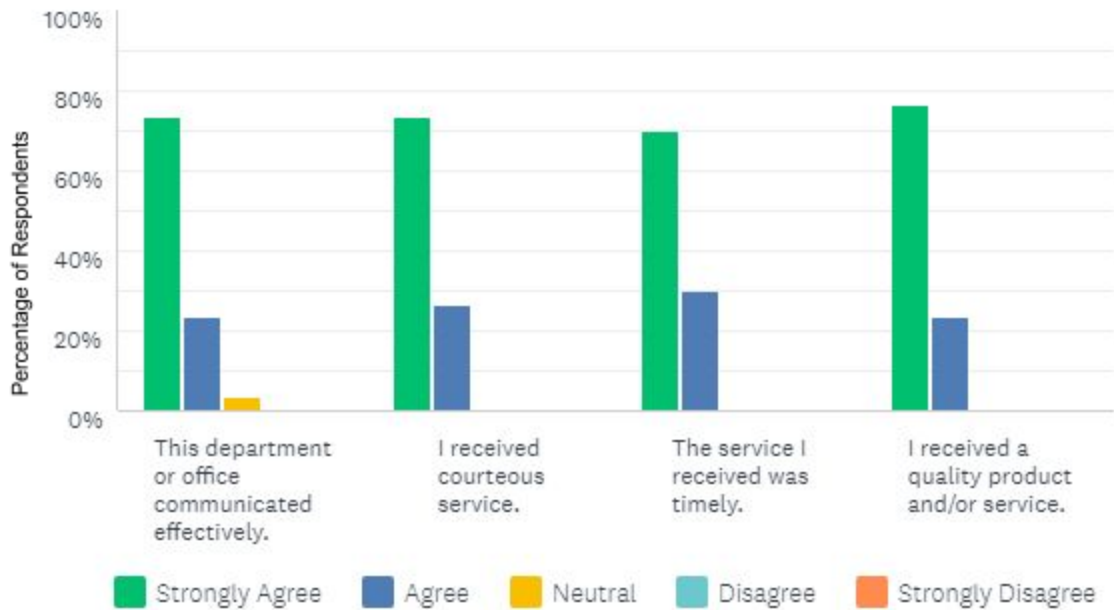
Professional Development

Satisfaction

Are you satisfied with the services provided?



Specific Feedback



Risk Management Services

This department had fewer than 10 responses.

Substitute Services

This department had fewer than 10 responses.

Transportation

This department had fewer than 10 responses.

Warehouse

This department had fewer than 10 responses.

APPENDIX III - SUMMARY OF SCHOOLS' STRATEGIC PLANS

	Lit	Math	Safe & Healthy	ABL and/or 21st Century	Science	Grad Rate	Part Act & Ath
Bar Nunn	√	√	√				
CCA	√	√			√		
Centennial	√	√			√		
Crest Hill	√			√			
Cottonwood	√	√	√				
CY	√	√			√		
Dean Morgan	√	√					
Evansville	√	√					
Ft. Caspar	√	√					
Frontier	√	√	√	√	√		
Journey	√	√	√				
Kelly Walsh	√	√				√	√
Lincoln	√	√					
Manor Heights	√	√	√				
Midwest	√	√		√	√		
Mountain View	√	√				√	
NCHS	√	√		√			
Oregon Trail	√	√					
Park	√	√	√				
Pineview	√	√					
Poison Spider	√	√					
Paradise Valley	√	√	√	√			
Roosevelt	√	√		√			
Sagewood	√	√					
Southridge	√	√	√				
Summit	√						
University Park	√	√			√		
Verda James	√	√			√		
Willard	√	√	√				
Woods	√	√	√				

Bar Nunn Elementary

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

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

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

Data: Reading Data:	Actual NWEA Reading	Targets
May 2013= 65% Proficient		
May 2014 = 72% Proficient		
May 2015= 73% Proficient	May 2015= 75%	
May 2016= 73%	May 2016=78%	
May 2017= 76%	May 2017= 78%	
PAWS – 2016 – Reading = 52%		
PAWS- 2017 - Reading = 52%		

State Accountability Model

May 2015 – Not Meeting Expectations Meeting	May 2016 – Partially Meeting	May 2017 - Partially Meeting
Growth – Below Targets – 39	Meeting - 45	Meeting - 52.5
Equity – Below Targets – 30	Meeting -47	Below - 41
Achievement – Below Targets – 35%	Below- 46%	Below - 51%

Math Data:	Actual – NWEA Math	Targets
	May 2013 = 68%	
	May 2014 = 76%	
	May 2015 = 75%	May 2015= 80%
	May 2016 = 78%	May 2016= 82%
	May 2017 = 80%	May 2017 = 82%
PAWS 2016 – Math = 39%		
PAWS-2017-Math = 50%		

Strategy: Strategy 1(Reading): To engage students in essential learning to effectively implement the ELA standards.

- Increase student independent engagement with grade level text across curricular areas.
- Vertically identify literature skills curricular ‘posts’ and focus instruction on student knowledge and application of those across settings.

Strategy 2(Math): Engage students in essential learning aligned to state standards and targeting Numbers and Operations, specifically Base 10.

- Use Universal Screener in math to identify target areas for interventions.
- Increase teacher knowledge of math intervention strategies.

Strategy 3 : Grade Level collaborative teams will use the PLC structure and essential questions to guide their instruction and interventions / enrichment activities to increase student achievement.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Timeline: 10/2014 - 05/2019

Focus this quarter: Grade Level Collaborative Teams have been working on identifying their cycles of instruction with specific standards and assessments. They are identifying interventions and enrichments needed for use during their grade level intervention and enrichment times. In addition, teachers have reviewed and prioritized the ELA resources to share ideas with the ELA team who will make a selection decision in 3rd quarter.

Results: Teams are working well together. The ELA Team's resource feedback google document has been completed by the teachers to facilitate our resource selection.

Next Steps: ELA Team will review information and make a resource purchase recommendation. Grade Level Collaborative Teams will continue their work on standards and assessments.

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

Data: Data: Our team believes the stakeholder perceptions reflected in our surveys implies the following:

1. In general, students enjoy school and feel supported.
2. The staff is more consistent minded about our direction and vision, but we continue to see a need to work on teaching and learning. This includes increasing our communication regarding processes and practices to all stakeholders.
3. Parents feel their students are in a safe learning environment and we have the resources and support in place to meet their students' needs

Strategy: Implement effective and efficient strategies throughout the building to create and maintain a school-wide environment that fosters high student achievement using the continuous improvement process, that include:

Effective Crisis Management Drills

Effective Student Management Procedures

Effective Parent Involvement Activities

Timeline: 10/2014-05/2019

Focus this quarter: Parents completed the AdvancEd Climate survey. E & E Team is working on our new crisis management plan and planning for student celebrations.

Results: We received the new climate survey results this week. Quarterly Behavior Reward activities have been established. The building's new rally place has been established at The Hangar in Bar Nunn.

Next Steps: E & E Team will review climate survey information for any action items needed. They will continue to develop the crisis management plan. The Parent Goal Team is working on updating the building Homework Policy.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Casper Classical Academy

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

Developed Spring 2016 by parents and staff.

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

Data: Actual	Targets
May 2013= 47 MGP	
May 2014 = 55 MGP	
May 2015= 46.5 MGP	May 2015= 56 MGP
May 2016= 49	May 2016= 57 MGP
May 2017= 50.5	May 2017= 58 MGP
May 2018=	May 2018= 60 MGP
May 2019 =	May 2019= 62 MGP

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

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

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

Timeline: 10/2014 - 5/2019

Focus this quarter: *This quarter's focus was on using proficiency scales to begin to create common assessments to gauge and guide student learning.

*Another focus was on ensuring that students on the equity list were getting interventions to help them grow.

*Most of our time was spent on talking about common practices for our Book Love book clubs.

Results: *Most grade levels have completed proficiency scales.

*Not all grade levels were to the point of creating common assessments.

*We do know that our equity list students are getting interventions or parents have denied them. (Documented on list)

*Book Clubs are off to a better start for the 2nd go-round this January in each grade level.

Next Steps: We need to create and administer common assessments at each grade level.

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

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

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



areas of need.

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

Timeline: 10/2014 - 5/2019

Focus this quarter: Quarter 2's focus revolved around student placement due to an influx of many students to CCA, WY-TOPP, and resources for next year. The team continues to find ways to best ensure students are appropriately placed with proper interventions as needed. We looked at possibly formalizing a placement process and discussed various options. WY-TOPP interim experiences were shared in addition to setting dates for the winter round. Multiple discussions revolved around resources for teaching the next 5 years due to the fact that we only have online access to our current resources the next 2 years and nothing for the 3 years after that. Finally, we discussed whether or not WY-TOPP practice modules might serve as common assessments being developed in PLC work with FMS.

Results: For students entering from out of the district, we will have our tutor administer general and course-specific diagnostic tests in order to assess appropriate placement. We eliminated FastBridge as a possibility due to its expense. All of us need to continue to work on making students more mindful of time on assessments given that WY-TOPP assessments need to be done in the time allotted. Our principal will acquire as many course 1, 2, & 3 materials as possible from the surplus warehouse in hopes of getting us through at least one more year with the current materials. High school pre-algebra books may be an option for course 3. We started the process of downloading resources from ConnectEd as this will take a long time to do but can be helpful through the next 5 years.

Next Steps: The next steps include:

- 1) Monitoring student placement - both new and current students
- 2) Continue learning from WY-TOPP experiences - particularly the winter interim Jan. 23-24
- 3) Pursue acquisition of books for next year
- 4) Continue downloading resources from ConnectEd
- 5) Continue PLC work with FMS

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Centennial

Whatever it takes; make learning happen.

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

Data: PAWS Data

Actual	Targets
May 2014 (Baseline) = 54%	
May 2015 = 54%	May 2015= 60%
May 2016 = 53%	May 2016= 70%
May 2017 = 54%	May 2017= 80%
May 2018 =	May 2018= 90%
May 2019 =	May 2019 =100%

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

Timeline: 9/2014-5/2019

Focus this quarter: Our team completed their Professional Learning Communities training at the PLC Coaching Academy in October. All certified staff continued their PLC professional development in October, November, and December. The focus of these sessions included developing proficiency scales, protocols for data discussions in teams, and instructional alignment to standards using the “Keep, Drop, Create” format. In December, four language arts teachers joined a team of other Centennial teachers who visited Sheridan Junior High to observe their PLCs and classroom instruction. Language Arts teachers met in December to adjust Priority Standards in 6th and 7th grade. They also worked on Proficiency Scales and worked on making them vertically aligned.

Results: 100% of Centennial's language arts teachers are meeting weekly as a PLC with their evaluating administrator.

Next Steps: Language Arts teachers will focus on proficiency scales and formative assessment data analysis.

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

Data: PAWS Data

Actual	Targets
May 2014 (Baseline) = 36%	
May 2015 = 33%	May 2015 = 50%
May 2016 = 33%	May 2016 = 65%
May 2017 = 41%	May 2017 = 80%
May 2018 =	May 2018 = 90%
May 2019 =	May 2019 = 100%

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

Timeline: 9/2014-5/2019

Focus this quarter: Our team completed their Professional Learning Communities training at the PLC Coaching Academy in October. All certified staff continued their PLC professional development in October, November, and December. The focus of these sessions included developing proficiency scales, protocols for data discussions in teams, and instructional alignment to standards using the “Keep, Drop, Create” format. Math teachers met in December and re-evaluated priority standards and changes were made for each grade

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



level.

In December, three math teachers joined a team of other Centennial teachers who visited Sheridan Junior High to observe their PLCs and classroom instruction.

Results: 100% of Centennial's math teachers are meeting weekly as a PLC with their evaluating administrator.

Next Steps: Math teachers will focus on proficiency scales and formative assessment data analysis.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Cottonwood

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

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

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

Data: No data to report at this time.

Strategy: Strategy 1: Implement Guaranteed and Viable Curriculum aligned to state reading standards.

Strategy 1: Implement Guaranteed and Viable Curriculum aligned to state mathematics standards.

Timeline: 9/2014 – 5/2019

Focus this quarter: Book Study in the PLC : Mr. Doner and Mrs. Merchant are conducting book studies with each PLC team, grades 1-5, using the book Learning By Doing. PLC members are expected to read and make notations for each chapter prior to their PLC session. Kindergarten will begin their book study after the Christmas break using Hope King's book The Wild Card. We are also including pertinent articles from Solution Tree to meet the needs of each team.

Deep Data Dive : Cottonwood's Leadership team spent several hours with Charlotte Gillbar (Nov. 6, 2017) analyzing our state assessment data. Nine members were in attendance.

Results: Book Study in the PLC is allowing teams to building common understanding and a collective commitment on "how" we learn as a staff. Team are reflecting on their own practices while building strength as a team. Currently all team are working their way through PLC Learning by Doing and documenting their collaborative efforts.

The Deep Data Dive Team, along with Mr. Doner trained teachers in the Wyoming School Accountability model. adjusted goals and goal teams to align with the district strategic plan, completed a needs assessment on understanding of CCSS and trained classified staff on continuous improvement effort in our school and in the alignment of their work to school goals.

Next Steps: Continue to work through PLC Learning by Doing. Each team will take surveys to determine their function team levels, assess their norms, collective commitments, team roles, identify power standards and start building robust common assessments by then reflecting on data to improve instruction and student learning.

Next year the Deep Data Dive Team will start this process early and at the beginning of the year to have fresh data to reflect upon. This team will lead staff through finding urgent needs and factors that are leading to improvement.

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

Data: No data at this time.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Strategy: Strategy 1: Create and implement a Crisis Management Plan for a safe and health school environment and ensures compliance to district, state and federal regulations.

Timeline: 10/2014 – 5/2019

Focus this quarter: Completing the Crisis Management Plan

Participating in our first full school evacuation with the support of local agencies.

Results: The Crisis Management Plan has been completed and awaiting review from the Safe Schools Office.

We completed our first full school evacuation and received feedback from local agencies on how to improve future evacuations.

Next Steps: We will change this strategy to complete and start looking at MTSS work and reduced classroom disruptions. That work currently includes:

Organizing a Building-wide Book Study: All Cottonwood certified staff members will participate in a book study which is scheduled for February - April 2018. Participants will have the opportunity to earn one PTSB or University of Wyoming credit for successful completion. Three choices will be offered:

Embedded Formative Assessments - led by Valerie Brus, Assessment Coordinator/5th grade teacher

Mindsets in the Classroom - led by Leah Boyd-Merchant, Instructional Facilitator

Lost at Schools - led by Brian Doner, principal

MTSS WORK: Cottonwood's MTSS goal team has participated in the formal District sponsored trainings with Diana Browning Wright (Sept. 7 & 8, Nov.2) and will be in attendance at future trainings this school year. We have completed the required activities to date with our staff. This goal team meets every other Friday morning, 8-8:45 in the on-going work. Some of the activities

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Crest Hill

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

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

Data: Wyoming School Accountability Model

Actual	Targets
May 2013= Meeting	
May 2014 = Meeting	
May 2015= Partially Meeting	May 2015= Meeting
May 2016= Partially Meeting	May 2016= Meeting
May 2017= Meeting	May 2017= Meeting/Exceeding

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

Timeline: 10/2014 to 5/2018

Focus this quarter: The focus for this quarter is on the implementation of the PLC Framework with a concentration on answering question two: How will we know if students have learned the content? Staff participated in professional development led by Dr. Charlotte Gilbar for the process of creating common assessments based on priority standards in ELA. The following objectives were created to guide this work for each team.

- My team has created a proficiency scale for the priority standard we are going to address. (Only levels 2.0 and 3.0 addressed at this time)
- My team has written a common assessment that is aligned to the proficiency scale written for a particular priority standard.
- My team developed administrative guidelines for our common assessment.
- Our common assessment meets criteria. (The assessment checklist was used)
- Common assessment was given to students.
- Assessment items were discussed and scored to ensure consistency in scoring across the grade level.
- Adjustments were made to the assessment.

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

- Collaborative teams are meeting weekly with principal and instructional facilitator. Teams are agenda driven.
- All collaborative teams are working towards the completion of the above mentioned criteria list. All teams have completed and given at least two common assessments.
- PLC Foundational Work rubric was given to all team members. A rating of implementing/developing was established.

Next Steps: - Next quarter the focus will move from ELA to Math. PLC questions one and two will be the focus.

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Data: NWEA Reading Growth Projections (Meeting or Exceeding)

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

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

Timeline: 10/2014 to 5/2019

Focus this quarter: - Students are placed in fluid groups to provide extra support and/or enrichment throughout the day in ELA and math. These groups are being referred to as WIN (What I Need). Groups of students meet four days a week in all grade levels.

- A leadership team has been established in the area of Data Based Instruction. This team is working with Jennifer Hiler from the Wyoming Department of Education to successfully implement data based instruction into our tier three system.

Results: All students have been screened in math, ELA and behavior and tiered accordingly. We have identified 22% of our students as needing tier 2 support. We have identified 8% of our students as needing tier 3 supports.

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

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

Data: Academy Based Learning Survey

Actual	Targets
May 2013= NA	
May 2014 =NA	
May 2015= NA	May 2015= NA
May 2016= 2.67 out of 5.0	May 2016= 2.0 out of 5.0
May 2017= 3.0 out of 5.0	May 2017= 3.0 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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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

All grade levels will embed two interdisciplinary PBL Units.

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

Next Steps: A community component has been added in order to include families in extension opportunities.

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

Data: NWEA reading assessment

Actual	Targets
May 2013= 79% (3); 77%(5)	
May 2014 = 80%(3); 85%(5)	
May 2015= 81%(3); 71% (5)	May 2015= 85% (3); 85% (5)
May 2016= 76%(3); 83%(5)	May 2016= 85% (3); 85% (5)
May 2017= 74%(3); 83%(5)	May 2017= 90% (3); 90% (5)

Strategy: All Crest Hill students will participate in weekly focused intervention and/or enrichment opportunities. Crest Hill will offer extended day and summer program opportunities

Timeline: 10/2015 to 5/2019

Focus this quarter: Extended school day has been implemented in the areas of reading and math. This is being taught by three certified teachers, three days a week.

Results: Twenty-nine students are on the extended day roster.

Next Steps: Student growth will be analyzed in the areas of math and ELA.

CYMS

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

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

Data: Science Achievement

Actual	Targets
May 2013= 44.6%	
May 2014 = 46%	
May 2015= 45%	May 2015= 53%
May 2016= 44%	May 2016= 63%
May 2017= 46%	May 2017= 73%
May 2018=	May 2018= 90%
May 2019 =	May 2019 =100%

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

Timeline: 8/2014 – 6/2019

Focus this quarter: We are inline with the State average in the area of science and want to be better. We will continue to focus more on the WY-TOPP assessment blueprint and released items to achieve better results. We also plan to look at test administration and the amount of time allocated. CY science teachers continue to collaborate to revise their integrated units and lessons. Teachers collaborate daily to ensure that the integration includes spiraling learning for each grade level.

New this quarter: Looking at the science standards as well as the newly adopted NCSD integrated science instruction, teachers will compare the current tested standards to correlate with the progression of WY-TOPP and classroom level formative assessments. Principals are attending like content collaboration periods to support teachers PLC work. Science teachers focused more on the success skills. Science teachers continue to use their science report rubric that is used across all grade levels.

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

Next Steps: Teachers continue to visit and revisit our curriculum maps and unit plans. The science department continues to incorporate PBL into the integrated curriculum. CY Science is readjusting the science standards from our pilot to fit with the newly adopted NCSD curriculum for interdisciplinary instruction as that direction continues to roll out.

Goal:

Data:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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:

CYMS

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

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

Data: Reading Achievement

Actual	Targets
May 2013= 76.5%	
May 2014 = 54%	
May 2015= 48%	May 2015= 64%
May 2016= 56%	May 2016= 74%
May 2017= 59%	May 2017= 84%
May 2018=	May 2018= 94%
May 2019 =	May 2019 = 100%

Fall 2017 WY-TOPP Interim Assessment Data

6th Grade:

- 37% of students are not yet meeting
- 35% of students are at or approaching
- 28% of students are on or above

7th Grade:

- 33% of Students are not yet meeting
- 33% of students are at or approaching
- 34% of students are on or above

8th Grade:

- 42% of students are not yet meeting
- 37% of students are at or approaching
- 21% of students are on or above

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

Timeline: 08/2014 – 6/2019

Focus this quarter: During fall of the 2017-2018 school year the CY ELA teachers began focused standards work under the direction of Charlotte Gilbar and Stephanie Schafer. They began by working as grade level teams to develop priority standards. They unpacked the standards, then developed proficiency scales and common assessments. The work continues with two release days per month to work at CSF on common assessments. Teachers are able to administer the assessments and discuss common scoring to guide instruction and pedagogical changes. The assessments drive collaboration discussions as the data is analyzed to provide feedback for student needs through additional instruction, remediation, and enrichment. ELA teachers remain focused on the the taught and tested curriculum to prepare for WY-TOPP testing windows. The first window was completed in October. The second WY-TOPP formative assessment will be taken in January. This quarter CY Literacy Goal Team members are using the WY-TOPP blueprints and

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



sample test questions to prepare students for the new WY-TOPP assessment.

Literacy Focus Areas:

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

Results: 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. CY Middle School showed improvement and met expectations on the Wyoming State Accountability Report! We are proud to be the only large school over 400 students to meet expectations!

NWEA Data:

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

2015 Reading -	2016 Reading -	2017 Reading -
6th – 71.08%	6th – 75.93%	6th - 77%
7th – 61.07%	7th – 66.39%	7th - 75%
8th – 72.77%	8th – 73.11%	8th - 75%

Next Steps: Principals attend weekly like-content content collaboration meetings to support teachers' PLC work. Teachers' observation conferences with principals include discussion regarding embedding work related to the priority standards, standards language, and depth of knowledge. Language Arts teachers have requested help from all content area teachers with some academic vocabulary:

Prompt (as in something students follow to begin a writing task)

Cite

Textual Evidence

Best Textual Evidence

There has been discussion regarding growth, results, data-driven decisions, co-teaching/inclusion successes,

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



and discussion regarding professional growth goals. Teachers continue to work to plan integrated units/lessons with other content area teachers to support the ELA standards. The rollout of the new ELA standards includes a focus on reading support. Common assessments and focus on assessment will be an ongoing theme this year as we focus on growth of students and achievement

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

Data: Reading Equity

Actual	Targets
May 2013= 39.1%	
May 2014 = 80	
May 2015= 39	May 2015= 85
May 2016= 57	May 2016= 90
May 2017= 53	May 2017= 95
May 2018=	May 2018= 97
May 2019 =	May 2019 = 100

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

Timeline: 8/2014 – 6/2019

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

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

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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

Actual	Targets
May 2013= 70.2%	
May 2014 = 45%	
May 2015= 41%	May 2015= 58%
May 2016= 41%	May 2016= 70%
May 2017= 47%	May 2017= 80%
May 2018=	May 2018= 90%
May 2019 =	May 2019 =100%

Fall 2017 WY-TOPP Interim Assessment Data (Students who finished the assessment.)

6th Grade:

- 82% of students are not yet meeting
- 12% of students are at or approaching
- 6% of students are on or above

7th Grade:

- 64% of students are not yet meeting
- 17% of students are at or approaching
- 19% of students are on or above

8th Grade:

- 82% of students are not yet meeting
- 13% of students are at or approaching standards
- 5% of students are on or above

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

Timeline: 8/2014 – 6/2019

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

Math Focus Areas:

The Number System

Geometry

Statistics and Probability

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

Supporting Math Focus Areas -

What exactly do students need to know and be able to do in our focus areas?

The Number System:

6th Grade: multiplication and division to divide fractions by fractions, computing fluently with multi-digit numbers and find common factors and multiples, applying and extending understanding of numbers to the system of rational numbers.

7th Grade: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



8th Grade: Know that there are numbers that are not rational, and approximate them by rational numbers.

Geometry:

6th Grade: Solve real-world and mathematical problems involving area, surface area, and volume

7th Grade: Draw, construct and describe geometrical figures and describe the relationships between them.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

8th Grade: Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability:

6th Grade: Develop understanding of statistical variability. Summarize and describe distributions.

7th Grade: Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

8th Grade: Investigate patterns of association in bivariate data.

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

New this quarter: Math teachers are working under the direction of Charlotte Gilbar and Stephanie Schaefer to identify and unpack the priority standards. Principals are attending like content collaboration periods to support teachers PLC work. They are currently creating common, formative assessments to implement and score to drive collaboration discussion. Results will determine instructional strategies, additional help needed, and enrichment for students who have met standards. Using data from the first WY-Topp assessment teachers are beginning to identify areas of growth for the students in anticipation for the summative assessment in the spring. Interim assessment number 2 will be taken this quarter and comparative data is forthcoming.

Results: 100% of the teachers are implementing the K-12 district math curriculum and math progression. Math teachers are following and adjusting their curriculum maps. Common assessments across the grade levels are in use. Teachers are administering the district math benchmarks according to the district schedule. There is still a disconnect between the implementation of the new math curriculum/standards and growth and achievement; however, CY did show growth and did meet expectations on the Wyoming State Accountability Report. We are proud to be the only large school over 400 students to meet expectations.

Next Steps: Wednesday PD sessions include time to identify and unpack priority standards and develop common formative assessments. Teachers' observation conferences with principals include discussion regarding embedding work related to the priority standards, standards language, and depth of knowledge. All students that are in the consolidated group are expected to attend AM or PM Bridges Extended Day Program. Family math night was a huge success, attended by over 400 parents and students, and was added again to this year's calendar with significant staff support.

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.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Data: Math Equity

Actual	Targets
May 2013= 23.4%	
May 2014 = 82	
May 2015= 41.5	May 2015= 85
May 2016= 42	May 2016= 90
May 2017= 56	May 2017= 95
May 2018=	May 2018= 97
May 2019 =	May 2019 =100

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

Timeline: 8/2014 – 6/2019

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: Significantly fewer students are in pullout resource classes. More equity students are receiving assistance in real-time classroom situations and exposed to grade level curriculum. 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.

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

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: PAWS 15-16-17

3rd 51-52-55

4th 51-68-69

5th 73-53-67

NWEA 15-16-17 (% at 40 percentile or above)

Kindergarten- 90-94-80

First- 84-76-92

Second- 82-80-74

Third- 84-82-79

Fourth- 79-80-70

Fifth- 78-71-84

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

Timeline: 2017-2019

Focus this quarter: In our collaborative work with UW. we have focused on vocabulary development within a varied and rich language experiences for students. Our partnership with UW includes article studies within our PLC structures, UW quarterly coaching and virtual collaboration through asynchronous blogs. We have planned our January family night which will be a writing focused night integrating Equality Day.

Results: We have completed our first full cycle and have planned out our second cycle. The initial anecdotal evidence has shown an increase in reading engagement from students and a much deeper focus on words and their power within text.

Next Steps: We will continue our professional learning within our PLC structure and collaborating with UW.

Goal: By 2019, all Evansville students will score at proficient or advanced in Math as measured by district and state tests.

Data: PAWS 15-16-17

Third 55-54-49

Fourth 59-84-69

Fifth 82-73-91

NWEA 15-16-17 (% above 40 percentile)

Kindergarten- 94-100-86

First- 84-74-100

Second- 78-92-89

Third- 85-86-87

Fourth- 82-89-90

Fifth- 88-76-91

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Strategy: We are evaluating our instruction and resources to look for better ways to support individual student not making progress.

Timeline: 2017-2019

Focus this quarter: Math goal team is working on developing an overview of Bridges math essentials that will show grade level overlap. This will be valuable to new staff or to staff who may change grade levels. We are also collecting grade level data from Bridges assessments that outline specific Common Core State Standards that need to be readdressed and reassessed.

Results: This data is allowing us to identify struggling learners and support their continued growth.

Next Steps: We continue to refine our math delivery and instruction. Our system is running effectively and efficiently.

Goal: All students will be proficient or advanced in writing, as measured by the state test.

Data:

Strategy: Evansville will use school built rubrics to assess student writing.

Timeline: 2017-2019

Focus this quarter: K/1 agreed upon a rubric that is more developmentally appropriate and has reached consensus on what proficient will be. We will begin writing rubric data collection in January. The goal will be three collections before the end of the year.

Results:

Next Steps: Analyzing and evaluating student writing using the school built rubrics

Goal: Increase student engagement in citizenship and attendance.

Data: Attendance

14-15 93.93%

15-16 95.53%

16-17 95.18%

Strategy: Evansville will begin the "house" structure and Transformation Days. Additionally, we will review our behavior documents and communication in an effort to improve our systems.

Timeline: 2017-2019

Focus this quarter: We have made sure all the behavior forms are the same for all K-2 students and 3-5 students. We clarified when and how the ladder and behavior forms are to be used. We are continuing to collect behavior and attendance data at the end of each quarter.

Results: Our attendance award, given weekly, has supported our efforts to increase attendance. We also reward grade levels with "Eagle Cup" points for their behavior in common areas and our behavior data is reflecting positive results with our tier 1 and 2 level students. We continue to work with individual plans to support our tier 3 level students.

We also had our first Transformation Day. We celebrated pirates with ELA, STEAM, physical fitness and social/emotional activities throughout the day. The event helped promote cross-grade level friendship and also student relationships with other staff members besides their classroom teachers.

Next Steps: We will continue our Transformation Days this quarter (Spy Day) and will seek to continue communication within the behavior management arena.

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	Targets
May 2014 =	43 MGP	
May 2015=	49 MGP	May 2015= 48 MGP
May 2016=	57 MGP	May 2016= 53 MGP
May 2017=	46 MGP	May 2017= 58 MGP
May 2018=		May 2018= 60 MGP
May 2019 =		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: 11/2017-1/2018

Focus this quarter: Fort Caspar Academy staff continued to develop a collaborative culture in second quarter. We also began to work on identifying what it is we want students to learn and be able to do.

Results: Fort Caspar Academy staff continue learning and establishing elements of collaborative culture. A new FCA vision is in place and the staff is learning this vision and what we will do to fulfill it. Staff norms are in place as well at both school level and grade levels. Grade level teams have identified priority math standards.

Next Steps: Fort Caspar Academy staff are working in grade level collaborative teams on vertical alignment of math standards and unpacking math standards. This work will continue through third quarter.

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

Data:	Actual	Targets
May 2014 =	58 MGP	
May 2015=	62 MGP	May 2015= 59 MGP
May 2016=	60 MGP	May 2016= 60 MGP
May 2017=	53 MGP	May 2017= 61 MGP
May 2018=		May 2018= 62 MGP
May 2019=		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: 11/2017-1/2018

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Focus this quarter: Fort Caspar Academy staff continued to develop a collaborative culture in second quarter. We also began to work on identifying what it is we want students to learn and be able to do.

Results: Fort Caspar Academy staff continue learning and establishing elements of collaborative culture. A new FCA vision is in place and the staff is learning this vision and what we will do to fulfill it. Staff norms are in place as well at both school level and grade levels. Grade level teams collaborate to assess student proficiency with standards and adjust instruction.

Next Steps: Grade level teams will identify priority standards in ELA. Once collaborative teams understand the process for vertical alignment of standards and unpacking standards learned using math, we will repeat the process with ELA. ELA team will work on updating the Fort Caspar grade level reading list alignment. The ELA team will also work on Spalding alignment to district materials adoption standards and process.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Frontier Middle School

Frontier Middle school is a small school that W.O.R.K.S!

We learn to work hard, overcome obstacles, believe in respect and responsibility so that we can become solid, stable, society members.

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

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

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

Timeline: 9/2014 – 5/2019

Focus this quarter: We had a list of kids on the “watch” list for low quarter 1 SRI scores. We placed a few in to labs. Students took SRI again. We noticed that students are not attending proficiencies, and we brainstormed the issues and possible solutions. Along with CCA, we also identified power standards and proficiency scales. We are working on assessments, currently. 6th grade took the district assessment.

Results: Advanced = 15 Students - 11%
 Proficient = 23 Student - 16 %
 Basic = 40 Students - 40%
 Below Basic = 63 Students - 45%

The number of Below Basic kids reduced by 11 from 1st quarter. Basic kids were reduced by 4. Proficient kids went up by 2. Advanced kids went down by 1. Furthermore, we were able to get administration and other teachers on board with tracking kids down for proper proficiency placement.

Next Steps: We will continue to monitor attendance in proficiencies. Students will take the SRI again in quarter 3. WYTOPP interim testing will occur in quarter 3 as well. 7th and 8th grade will be taking the district assessment in 3rd quarter.

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

Data: Actual	Targets
May 2014 = 34%	
May 2015= 29%	May 2015= 40%
May 2016= 33%	May 2016= 55%
May 2017= 25%	May 2017= 70%
May 2018=	May 2018= 87%

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



May 2019 =

May 2019 = 100%

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

Timeline: 9/2014 – 5/2019

Focus this quarter: Tier I: We are focusing on strengthening pedagogy through collaboration and increasing focus on identified power standards. Based on district assessment results, we are strengthening a focus on academic vocabulary.

Tiers II/III: We are reviewing data from our screeners to make sure kids who need it have extended time and targeted interventions. We are front-loading standards to set students up for success on grade level standards.

Results: Tier I: The first district assessment was given. We noticed a trend that students were getting the level 4 questions correct, but missing the level 2 questions. This could be attributed to bad test design per our training on assessment literacy. However, as much of level 2 is necessarily vocabulary, we wonder if our students low reading skills contributed to the apparent anomaly.

Tiers II/III: All students receiving interventions have been flagged. We have had parent meetings with students moved to tier III.

Next Steps: Tier I: Continue studying Learning by Doing and assessing our effectiveness as a collaboration group. Share pedagogical strategies to ensure all students are learning at high levels. Continue our work on assessment literacy, creating common assessments and reviewing data to make appropriate changes to pedagogy.

Tier II/III: Continue to review progress monitoring and make tier movement recommendations as necessary.

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

Data: Actual

Targets

May 2014 = 26%

May 2015= 17%

May 2016= 13%

May 2017= 22%

May 2018=

May 2019 =

May 2015= 41%

May 2016= 56%

May 2017= 71%

May 2018= 87%

May 2019 = 100%

Strategy: Strategy 1: Science Achievement – Implement Standards Based Science Curriculum

Strategy 2: Science Achievement – Implement STEM Units

Timeline: 9/2016 – 5/2019

Focus this quarter: Second quarter focused on continued STEM implementation with Friday Home Den competitions and elective courses. We also collaborated with CCA to write common assessments and proficiency scales. This work has just started. We are working on the new middle school science standards through the Science Subject Area Committee.

Results: Students continue to be excited about STEM and understanding and implementing the Engineering Design Process. New standards are being integrated into the 2008 science standards.

Next Steps: We will work on WyTOPP preparation for the spring tests in addition to continuing our STEM focus and standards integration.

Goal:

Data:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Journey Elementary

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

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

Data: Achievement Data

Actual	Targets
May 2016 = 44%	May 2017 = 56%
May 2017 = 49%	May 2018 =
May 2018 =	May 2019 =
May 2019 =	

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

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

Timeline: 09/2017-05/2019

Focus this quarter: 1st Quarter: Strategy 1 - Team is searching for PD opportunities for co-teaching, guided reading, differentiation and peer observations. Strategy 2 - Prioritizing of Power Standards in ELA and Math, based on work with NCSD Assessment Coordinator, Charlotte Gilbar. Power Standards have been prioritized in each grade level, K-5, with a focus on fluency in Math and answering question with key details in a text in ELA. 2nd Quarter: Strategy 1 - Help for Guided Reading put on hold, but observations were completed outside of Villages during ELA. Co-teaching survey shows staff utilizing it with issues being addressed. Strategy 2 - Unpacking standards in all PLCs with a focus in Reading

Results: 1st Quarter: Strategy 1 - Team has confirmation of staff members will to be observed by peers. Peer observations will be completed prior to December 23. Strategy 2 - N/A TBD at next goal team meeting what assessments can be used as a measurement in the progress of ELA and Math Power Standards. 2nd Quarter: Teachers are co-teaching using at least 3-4 different strategies including station teaching being the most popular (per survey results). Reports are that staff is more comfortable utilizing strategies than previously in the year. Concerns continue to be addressed around ESPs co-teaching (time for lesson plans to be created, etc). Strategy 2 - PLC teams have shared out that they have given formative assessments based on the standards that they've been working on. PLCs tracking in Team Drive.

Next Steps: 1st Quarter: Strategy 1 - Peer observations and feedback for co-teaching and guided reading. Strategy 2 - Determining appropriate assessments to measure results in Power Standards for ELA/Math quarterly. 2nd Quarter: Strategy 1 - Support information on how to implement Station Teaching effectively will be shared with staff, followed by discussion. Strategy 2 - Power Standard Goal Team will receive Formative Assessment training.

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Data: Actual	Targets
May 2016 = 83%	May 2016 = 83%
May 2017 = 78%	May 2017 = 85%
May 2018 =	May 2018 =
May 2019 =	May 2019 =

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

Timeline: 09/2017-05/2019

Focus this quarter: 1st Quarter: Created an Effective Effort Rubric around Fixed/Mixed/Growth mindset that staff are asked to use when doing PBL work. Rubrics are due November 3rd for 1st Quarter. Expectation for teachers is that at least 1 PBL per quarter, varied by grade level, will be completed. 2nd Quarter: Created a document for all teachers to enter quarterly PBL projects to check for alignment. Common rubric completed.

Results: 1st Quarter: N/A Rubric data is due November 3rd for first PBL. 2nd Quarter: Teacher Results shows 83% for speaking/listening. Student Results shows 86% for speaking/listening.

Next Steps: 1st Quarter: Rubrics will be examined for difference in growth mindset work for problem-solving. 2nd Quarter: Share out data with whole group around 1st Quarter Rubrics. Walk through components with staff members to ensure clarity.

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

Data: Student Gallup Survey

Actual	Targets
Nov 2016 = 50%	Nov 2017 = 60%
Nov 2017 =	Nov 2018 =
Nov 2018 =	Nov 2019 =
Nov 2019 =	

Strategy: Strategy 1: Fully implement Whole Child tenets

Timeline: 9/2017-11/2019

Focus this quarter: 1st Quarter: Staff meets weekly to go through MTSS training. Survey has been completed and data has been rolled out to staff. Staff has completed reward menu, schedule, matrices; Staff has been trained on all three and had input. Staff is following a weekly social/emotional curriculum. Monthly assemblies on Pillar character traits have begun, with first assembly focusing on Respect. Monthly meetings are held for student behavior concerns. Interventions are given in a differentiated manner according to each child's needs. 2nd Quarter: Assemblies have shifted from 'whole school' to 'villages' (2 grade levels) to prevent overwhelming students. Social/Emotional curriculum still being followed. Ongoing training on MTSS components by grade level; classified staff meet weekly. Staff had to complete a 10-day cycle of classroom behavior tracking for infractions. Survey regarding feedback on the quarterly awards assembly was completed. AdvancED survey given to staff, students, and parents for feedback.

Results: 1st Quarter: Incident Reports and Office Referrals will be looked at, as well as a new baseline set with the Gallup survey in November and a building survey to staff. 2nd Quarter: Teachers gave feedback that the Quarterly Assembly could feel more involved and intimate. Further assemblies will reflect suggestions from survey. Next assembly set for Jan. 19. Results from 10-day cycle reflect 3 main behavior issues that will be addressed.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Next Steps: 1st Quarter: MTSS will continue to follow Diana Browning Wright agendas with a team meeting and continuing training in November. 2nd Quarter: AdvancED data is being looked at and will be used to make changes and have celebrations. Continue training with Diana Browning Wright. Determine the office referrals and incident reports to align with school wide matrix of behaviors (Magnitude Scale). Look at making an electronic Office Referral and incident report to make it more efficient and streamline communication.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Kelly Walsh

"Preparing All Students for their Next Step" by creating High Expectations, Academic Rigor, and Personal Responsibility.

WE VALUE Character, Integrity, Respect, and Accountability

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

Data: Data will be gathered yearly by High School Performance Report provided by WDE and actual graduation data will be released for the Class of 2017 in January 2018.

Strategy: Data driven professional development for all staff members defining equity, achievement, and growth through actual student data.

Timeline: 10/2016- 5/2019

Focus this quarter: This quarter in conjunction with the Assessment department, Kelly Walsh scrubbed our graduation data (Class of 2017) to minimize record-keeping errors. This should prove to increase KWHS' graduation rate from previous years. Staff also continues to focus on content literacy strategies through planning period professional development meetings. Topics have been: content vocabulary, front loading and framing the text, using content text and writing, higher order questioning, and digital literacy. Teachers have been charged to continually teach content literacy skills within their teaching to increase student knowledge and skills.

Results: The released graduation rate in January will be a telling indicator of our current status regarding this goal.

Next Steps: Department chairs and administration will evaluate graduation data upon receipt in early February 2018.

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:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Results:

Next Steps:



Lincoln ES

To grow students and ensure high levels of achievement for all

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

Data: Fall 2017 FastBridge baseline data (at or above the 40th%ile):

Kinder - 46% at or above the 40th%ile

1st - 28% at or above the 40th%ile

2nd - 33% at or above the 40th%ile

3rd - 29% at or above the 40th%ile

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

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

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

Timeline: 9/2017-5/2018

Focus this quarter: Acclimating to new assessments. Will continue to learn more about progress monitoring and interim assessments as District PD rolls out. Currently seeking clarification on using the 40th%ile as the cutoff for grade-level proficiency, or the 30th%ile as FastBridge reports out.

Results: Too early to tell...

Next Steps: Will continue to learn more about FastBridge assessment and how it can be used to drive instruction.

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

Data: Fall 2017 Interim Wy-TOPP ELA assessment data:

3rd - 18% were at or approaching the achievement standard.

4th - 22% were at or approaching the achievement standard.

5th - 50% were at or approaching the achievement standard.

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

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

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

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

Timeline: 9/2017-5/2018

Focus this quarter: Participated in all Wy-TOPP PD.

Completed GPS rubrics for Top 3 ELA programs from district process. Now looking at 2 other programs too.

Results: 3rd and 4th are low; 5th is substantially higher.

*4th grade scored highest on PAWS in ELA last year.

Next Steps: 1. Continue to refine PLC practices

2. Align instruction to adequate rigor level required of CCSS

3. Increase use of common formative assessments.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



4. Seek correlations between data from different assessment sources. Compare results from Star 360 in reading comprehension to Wy-TOPP results in grades 3-5 for patterns.
5. Select core ELA program/materials by end of 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 the new District (FastBridge) and state (Wy-TOPP) assessments.

Data: Fall 2017 baseline FastBridge Math screening data:

Kinder - 54% at or above the 40th %ile

1st - 36% at or above the 40th %ile

2nd - 63% at or above the 40th %ile

3rd - 51% at or above the 40th %ile

Fall 2017 Wy-TOPP math interim assessment data:

3rd - 2% at/approaching or on/above the achievement standard

4th - 22% at/approaching or on/above the achievement standard

5th - 23% at/approaching or on/above the achievement standard

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

Strategy #2: Deliver Number Corner with fidelity.

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

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

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

Timeline: 9/2017-5/2018

Focus this quarter: Continued District PD on FastBridge & Wy-TOPP.

Compare with Mastery Connect data.

Results: Low baseline data.

Next Steps: 1. Continue to refine PLC practices

2. Align instruction to adequate rigor level required of CCSS

3. Attain feedback from teachers and analyze comparative data from classes who are piloting the Engage NY/Eureka Math materials.

4. Increase use of common formative assessments.

5. Seek correlations between data from different assessment sources.

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

Data: No data - SAWS was nixed.

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

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

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Timeline: 9/2017-5/2018

Focus this quarter: All K-5 students completed quarterly writing prompt.

All K-5 teams adjusted scoring rubrics and submitted to Writing GT/BLT.

Results: Writing instruction continues to take place at Lincoln ES using the Being a Writer program. It is one of our school's agreed upon non-negotiables.

Next Steps: WGT comparing our rubrics with Wy-TOPP rubrics.

Score student work and share out data.

Manor Heights Elementary

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

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

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

WAEA – School Indicator Performance

	Growth	Equity	Achievement	Performance Level
2014-2015	44 (Below)	38 (Below)	52 (Meeting)	Partially Meeting
2015-2016	44 (Below)	46 (Below)	55 (Meeting)	Partially Meeting
2016-2017	50 (Meeting)	53 (Meeting)	48 (Below)	Partially Meeting

Reading Growth

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

Reading Equity

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

Reading Achievement

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

Mathematics Growth

	Actual	Target
2014-2015	38%	40%
2015-2016	40%	45%

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

2016-2017	46%	48%
2017-2018		55%
2018-2019		60%



Mathematics Equity

	Actual	Target
2014-2015	26%	35%
2015-2016	46%+	40%
2016-2017	46%	45%
2017-2018		50%
2018-2019		55%

Mathematics Achievement

	Actual	Target
2014-2015	42%	50%
2015-2016	47%	55%
2016-2017	44%	60%
2017-2018		65%
2018-2019		70%

Strategy: Strategy 1: ELA and math instruction aligned to the NCSD curriculum.

Timeline: 8/16 – 6/19

Strategy 2: Common formative assessments through a systematic approach.

Timeline: 8/16 – 6/19

Strategy 3: Integrate technology at individual instructional level and create and apply understanding of a concept.

Timeline: 8/14 – 6/19

Strategy 4: Participate in research-based, tiered interventions, as needed.

Timeline: 8/14 – 6/19

Timeline: 8/14 – 6/19

Focus this quarter: Our focus this semester has been to fully implement our thirty-minute academic enrichment and remediation program, called Jag Time. Our Jag Time program is supported at each grade level by additional staff members, including; classroom teachers, special education teachers, tutor, librarian and paraprofessionals. Weekly grade-level PLC team meetings, with the principal, will focus on Jag Time preparation and the four PLC questions.

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

All of our teachers have been trained in the FastBridge and ELA DAS assessments.

We have a team of staff members participating in the district MTSS training.

Results: Our teachers are reporting good growth through the implementation of our Jag Time.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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

Examine WyTopp blueprints and prepare our students for this new assessment using the WyTopp modular assessments.

MTSS training components will be shared with the entire staff each month.

We have completed our ALICE training for students.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Midwest

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: PAWS 4th - 8th May 2017 = 40% proficient and above, 9% proficient on ACT

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

Timeline: 9/17 - 5/18

Focus this quarter: Dr. Gilbar has worked with our teachers to develop 6-8 priority standards and develop proficiency scales for each priority standard.

IF continues to work with teachers individually and in small groups to build instructional strategy knowledge. Reorganized PLC work.

Results: All teachers have identified 6-8 priority standards based on REAL criteria.

All teachers will be ready to write assessments for proficiency scales By 2nd semester.

Next Steps: Write assessments for priority standards/proficiency scales

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:

Mountain View

Inspiring Success

Goal: All Mountain View students will be reading at grade level by 2020 unless otherwise stated in an IEP goal.

Data: 59% of students were proficient in May 2017 according to NWEA data

Strategy: Use predictive assessments (FASTBridge and Mastery Connect) to differentiate instruction to promote student growth.

Timeline: Sept. 2017-May 2018

Focus this quarter: This quarter we have focused on using data collected from our new universal screener in both math and reading to support instruction and learning in all tiers for students.

Results: Teachers are getting familiar with the new data set and working collaboratively to analyze the data and strategically support students with intervention and enrichment based off of this data and classroom data.

Next Steps: Next steps are for grade levels to look at data in their grade levels to find trends and determine how this fits into the work we are doing with standards, alignment and priority standards.

Goal: All Mountain View students will be meeting targets in growth, equity and achievement measured by the Wyoming School Accountability Act.

Data: We are partially meeting according to the accountability in May 2017

Strategy: Align units and lessons to meet K-12 curriculum from the district.

Timeline: Jan. 2017-May 2018

Focus this quarter: The focus this quarter has been reflecting on the unpacked standards and using them to support power standards

Results: Teachers are collaboratively assessing their standards and deciding what standards are priority standards and looking at grade level alignment for standards.

Next Steps: Next steps are for grade levels to look at data in their grade levels to find trends and determine how this fits into the work we are doing with standards, alignment and priority standards. In addition to this, moving to common formative assessments that match such standards.

Goal: Decrease the number of office referrals by the end of the year.

Data: As of May 2017 we had 359 office referrals and met our target for this year.

Strategy: Implementation of behavior expectations school wide with support of professional development and consistent reviews of the rules/matrix.

Timeline: Ongoing

Focus this quarter: This quarter we have continued the focus on the relationships adults have with students especially in the classroom. Through MTSS PD from our MTSS team there have been more resources and support provided to staff in PL. We have added more visual support with our school wide matrix in the building for students to see.

Results: Teachers are reflecting on data collected from students and reflecting on their relationships with each child in their classroom in order to set goals for each child to either establish, maintain or restore a relationship with them. Students are able to reference area expectations more at their level and with just that area highlighted.

Next Steps: Next steps are to do a school wide behavior reminder when students return from break with all staff supporting this. Increase the PL for support staff to be able to have positive interactions with student and

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



increase their relationships with students. Reflect with individual teachers based off of student surveys and their reflections of relationships to establish next steps.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Oregon Trail

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

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

Data: 2017 PAWS results Meeting Expectations .

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

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

Timeline: 2017-2020

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

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

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

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Paradise Valley

Mission

Student Achievement - ABOVE ALL

Vision

Our students WILL be globally competent through investigating the world around them, recognizing their own and others' perspective, communicating ideas and taking action. Our students will value innovation and they will achieve!

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

Data: Partially Meeting Expectations

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

Timeline: August 2017-June 2019

Focus this quarter: Continued to review previously identified priority standards and develop the assessments for those priorities.

Results: All grade levels have developed at least 1 common proficiency assessment since October.

Next Steps: As PLCs continue learning the process of the PLC, teachers are much more confident with Question 1. However, we are continuing to make sure we have the best priorities to focus students learning.

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

Data: 100% of teachers are referring to the Graduate Profile and reflecting 1 time per month.

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

Timeline: Aug 2017- Aug 2019

Focus this quarter: Healthful Living, Stewardship, Inventive thinking

Results: 100% of teachers are reflecting on the use of the Graduate Profile.

Next Steps: We would like to use the Graduate Profile more proactively and begin to better define what the Graduate Profile means at the elementary level.

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

Data: 100 % teachers are using community resources, we would like to increase the use.

Strategy: Varies from grade level to grade level

Timeline: Aug 2017-Aug 2019

Focus this quarter: Support with Genius Hour projects (including Hour of Code), science and social studies standards,

Results: Teachers are finding various resources to support the learning of students.

Next Steps: Continue to identify the resources that are available for teachers.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Results:

Next Steps:



Park

Park School: Think, Dream, Believe, Achieve

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

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

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

Timeline: 10/2017-5/2018

Focus this quarter: Teachers have identified priority standards in ELA and are piloting units from selected ELA curriculum. Priority Standards and learning targets have been identified, common summative assessments developed and common formative assessments used to identify areas of student strengths and learning gaps.

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

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

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

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

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

Timeline: 11/2017-1/2018

Focus this quarter: Continued development of grade-level PLC's focused on the 4 questions of PLC's. Development of the structure/process, focus on the right work is the priority. Priority standards, summative assessments, formative assessments, learning targets, intervention/enrichment strategies

Results: Grade level teams have identified priority standards (either ELA or Math), learning targets, summative assessments, formative assessments, proficiency scales, intervention/enrichment activities, analyzed student results from common formative assessments, conducted error analysis, discussed pedagogy, attempted new grading practices to engage students

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

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

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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

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

Timeline: 9/2017-5/2018

Focus this quarter: Continued commitment of the I/E time as intentional. All students receive instruction on identified learning gaps (or enrichment) based on current learning target within current priority standard. Continued recruitment of volunteers to assist, intervention/enrichment tools, etc. Development of Partnership with CC's Dept of Ed to include Education majors volunteer time at Park during I/E.

Results: Response from teachers is very positive. All staff have bought into the concept of I/E time to increase student learning. Students are moving from "not" to "proficient" every day due to this focused time.

Next Steps: Continued intentional focus on the work students complete to ensure it is focused on identified learning gaps, and that enrichment activities deepen student learning

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

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

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

Timeline: 9/2017-5/2018

Focus this quarter: Continue traveling to every classroom to see student who struggle with that days learning target.

Results: Park's new 0.5 tutor has been able to take almost all tier 3 students. This has dramatically increased the effectiveness of our "rolling tutor" program. We are seeing positive results.

Next Steps: Increase the effectiveness of our tutor program through better communication with classroom teachers, student data discussions between tutors, etc. Begin looking at data regarding total numbers of students seen, number of different students, frequency, etc. in order to make decisions to increase effectiveness

Pineview-MATH

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

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

Data: 2016

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

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

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

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

2017

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

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

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

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

Strategy: -Continue analyzing assessment data by the math goal team, IFs and leader.

-Continue to use our information from the comprehensive review of math data shared with all teachers and support staff.

-Continue to use Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.

-Continue Professional Learning, Development, and Collaboration Professional designed to improve learning for students and address instructional deficiencies.

-Teachers continue to provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.

-Continue to provide multi-tiered supports addressing student academic needs, which are provided for each student, including planned strategies for intervening with students who fail to demonstrate proficiency on the standards implemented.

-Teachers continue to develop and use pre-assessments, proficiency scales, and grade level formative assessments for math.

-Teachers continue to use curriculum, aligned to Wyoming standards, and Wyoming standards are taught in math using CCSS and District curriculum guide.

Timeline: 17-18

Focus this quarter: -Leader, IFs, & teachers implement our accountability framework, aligned to district strategic plans and goals, where teachers learn and use researched strategies to improve their efforts in the classroom and improve student learning.

-This framework supports growth in planning, collaboration, and professional learning.

-Teachers are building common formative assessments and proficiency scales within grade levels in reading and math, they are using engagement strategies and techniques every day to impact student learning (facilitated by leader and IFs).

Results: Our 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (up 7.5 from last year).

-Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



impact learning.

-IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.

-Math Goal team is gathering common formative assessment data and it is reviewed by all grade levels (facilitated by leader and IFs).

-The information gathered from the goal team shows which teachers and students are on track for improvement by the end of the year and who needs higher level support within the framework. This data is based on common formative assessments and Wyoming accountability data, which has been drilled down to levels for each student.

Next Steps: -Teachers are collaborating on a book study of, *The New Art and Science of Teaching* together 2 x a week-Agenda driven and for credit.

-Continue personal Growth Goals - Action Research - focused on improvement of Best Practices in the classroom for each teacher.

-Continue grade level collaboration with leader and IFs

Primary and Intermediate collaboration with leader and IFs

-Continue professional learning on building common formative assessments and proficiency scales during collaboration

-Continued collaboration includes weekly "Keep, Drop, Create" to ensure teachers are only teaching power standards aligned to CCSS, the Wyoming PAWS blueprints, and to District Curriculum guides with leader and IF.

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

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:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Results:

Next Steps:



Pineview-READING

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

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

Data: 2016

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

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

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

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

2017

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

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

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

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

Strategy: -Continue to use Accountability data by the reading goal team, IFs and leader. A comprehensive review of reading data is shared with all teachers and support staff. *Completed by Char Gilbar

-Continue to use Wyoming accountability data to determine grade level improvement plan goals, interventions, and strategies.

-Continue Professional Learning and Collaboration designed to improve learning for students and address instructional deficiencies.

-Teachers continue to provide differentiated instruction within classrooms and additional support services outside classrooms for targeted instructional areas.

-Continue multi-tiered supports that address student academic needs provided for each student and including planned strategies for intervening with students who fail to demonstrate proficiency on the standards that are implemented.

-Teachers continue to use pre-assessments, proficiency scales, and grade level developed formative assessments for reading, as well as primary level reading assessments, which guide improvements up through intermediate.

-Curriculum is aligned to Wyoming standards, and Wyoming standards are taught in reading using CCSS and District curriculum guide.

Timeline: 17-18

Focus this quarter: -Leader, IFs and teachers use accountability framework, aligned to district strategic plans and goals, where teachers learn and use researched strategies to improve their efforts in the classroom and improve student learning.

-This framework supports growth in planning, collaboration, and professional learning.

-Teachers continue building common formative assessments and proficiency scales within grade levels in reading and math, they are using engagement strategies and techniques every day to impact student learning (facilitated by leader and IFs).

Results: Our 2017 accountability data shows our school was not meeting expectations in growth @ 39.0 and equity @ 43.0 (up 5% from last year). Our achievement IS MEETING TARGET @ 54% (Up 7% from last year).

-Leader is focusing on quality of instruction and use of knowledge to support the improvement of instruction to impact learning.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



-IFs are providing leaderships and mentoring for teachers and fostering the learning community to impact learning.

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

Next Steps: -Staff collaboratively work through book study, *The New Art and Science of Teaching*, on researched strategies and techniques for teachers in the classroom.

-Personal Growth Goal - Action Research - focused on improvement of Best Practices in the classroom.

Grade level collaboration with leader and IFs

Primary and Intermediate collaboration with leader and IFs

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

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

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

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:

Poison Spider

We weave a Web of Learning:

-Capture Knowledge

-Build Relationships

-Connect to Community

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

Data: WyTopp and Fastbridge have been given. Baseline data has yet to be established.

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

Timeline: 1/2017-5/2019

Focus this quarter: Implemented number corner in grades K-4th.

Trained on ARC IRLA and implemented 100 Book Challenge.

Embedded high yield strategies in our instructional practices.

Results: No new results. Initial IRLA data are being used for instruction.

Next Steps: Continue ARC training. Diversify our high-yield strategies. Continue to build a culture of reading using the 100 Book Challenge.

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 and Fastbridge have been given. Baseline data has yet to be established.

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

Timeline: 1/2017-5/2019

Focus this quarter: Implemented number corner in grades K-4th.

Trained on ARC IRLA and implemented 100 Book Challenge.

Embedded high yield strategies in our instructional practices. Sent staff to math and science conference.

Results: No new results. Initial IRLA data are being used for instruction.

Next Steps: Continue ARC training. Diversify our high-yield strategies. Continue to build a culture of reading using the 100 Book Challenge. Continue to use number corner in the K-4 classrooms. Look into implementing a hydroponics school-wide cross-curricular program.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Results:

Next Steps:



Roosevelt High School

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

Non-Negotiables

Unrelenting focus on high school graduation and future goals

Positive behavior

Positive healthy relationships

Academic excellence

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

Data: Our 16-17 ACT scores remain low. Our PLC focus is on learning literacy strategies that we can teach to all of our students to better prepare them for the ACT and high level course work.

Strategy: We have spent the semester designing and sharing literacy strategies and exercises that we are teaching to our students. Every teacher is required to design and teach one literacy exercise aligned to their specific content literacy standards.

Timeline: 9/20/17 through 5/30/18

Focus this quarter: Literacy focus in PLC to be implemented in every course

Results: TBD

Next Steps: We will continue to teach weekly literacy exercises aligned to each course's content literacy standards. We will meet weekly as a PLC to review these exercises and discuss data being collected.

Goal: We will improve our scores on the Alt. H.S. student survey in the area of "Students treat each other with respect at this school."

Data: We reviewed our fall data. We made NO gains in this area based on the survey. We are struggling with bullying and other disrespectful behavior. As a whole our student body is in need of SERIOUS Social Emotional learning.

Strategy: We are working to schedule a S.A.I.L. revival. We are going to train our staff in the S.A.I.L. model and get our kids organized into these support groups. Our goal is to increase empathy in our students as well as strengthen them through positive student support. We are also researching the Restorative Justice model, and the behavior model taught by Diana Browning Wright.

Timeline: Training in the spring, Fall 2018 implementation

Focus this quarter: training

Results: TBD

Next Steps: fall implementation

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Sagewood

Our Mission is who we are; We believe in Safety, Teamwork, Accountability and Respect.

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

Data: Sagewood was exceeding expectations in 2015, and 2016 respectively and meeting expectations in 2017.

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

Timeline: 8/2014 - 9/2018

Focus this quarter: Two main areas of focus this year include: Identifying quality resources for reading and writing instruction, and utilizing the "Common Core Companion" to clarify and align work towards "What do we want students to know and be able to do?"

Results: We have begun to implement "Comprehension Toolkit" as a foundational collective commitment around reading comprehension strategies. We meet monthly to discuss work towards understanding what we want students to know and be able to do. Teams have begun implementing one or more pilot resources, "Ready Gen," "Collaborative Classroom" and "American Reading."

Next Steps: Teams need to continue work in Common Core Companion with clarity in "essential skills" and "power standards." Teams will follow up discussions monthly on pilot ela resources with a selection timeline of 5/18.

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

Data: Sagewood was exceeding expectations in 2015 and 2016 respectively, and meeting expectations in 2017.

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

Timeline: 8/2014 - 9/2018

Focus this quarter: Focus this year is mainly on a MTSS on the behavior side. We currently have focus meetings once every 6 weeks for each grade level (meaning the at-risk team meets with a different grade level every week.) That meeting focuses on aligning tier 1, tier 2 and tier 3 academic AND behavior, as well as data review. A small team is working with Diana Browning-Wright and sharing improvement strategies on the behavior side with staff. We have completed a belief survey and begun to revise are already in place PBIS structure. We collected 10 days of discipline data.

Results: Our belief survey showed a lot of fence riders, people on one side or the other. It identified a focus to help with self-efficacy and willingness to implement effective strategies. We are revisiting these key components to build a stronger foundation.

Next Steps: The team will analyze and break down 10 days of discipline data. Videos of positive tier 1 instructional strategies will be created to help spread knowledge to staff without adding additional meetings.

Goal:

Data:

Strategy:

Timeline:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Summit Elementary School

To Prepare Children to Excel and Lead in the 21st Century.

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

Data: Summit exceeded 5 MGP and 5% target goals in Achievement and Growth on the Spring 2017 PAWS. Summit did not succeed in reaching its goal for Equity on the 2017 Spring PAWS.

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

Strategy 2: To implement a K - 5 "Journey of the Child" philosophy and approach to teaching Math, as well as acquiring the necessary tools and resources to increase rigor and support the use of common assessments.

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

Timeline: 10/2015 - 5/2019

Focus this quarter: This quarter the Summit Staff transitioned from monthly collaboration meetings with the principal to weekly collaboration. We have been focusing on question 1 and 2 (What do we want our students to learn?, How will we know when they have learned it?) of the four questions that drive the work of Professional Learning Communities. Each grade-level team identified priority standards in ELA, unpacked those standards they identified and began the work of creating proficiency scales for each standard. In our weekly collaboration meetings we spend the first 15 minutes engaged in a book study using the Third Edition of Learning by Doing by DuFour et. al.

Results: In the Spring of 2017 Summit Elementary was meeting expectations according to the WAEA. Our score in Equity was 44.5, the score for meeting in Equity is 45.

Each grade level has identified priority standards and unpacked those standards. We are creating proficiency scales for each standard and are beginning the work of creating common assessments for ELA.

Next Steps: We have been working through a timeline created collaboratively by Dr. Charlotte Gilbar and Ted Theobald. As we continue creating proficiency scales for each standard the work of generating common assessments in ELA has begun. K-1 will give at least one common assessment by Feb. 23, 2018 - Grades 3 & 5 by Feb. 26, 2018 and Grades 2 & 4 by Feb. 27, 2018. From the end of February we will start the same process with math, reflect on our progress this year, and plan our work for the 2018 - 2019 school year.

On February 16, 2018 The Summit Elementary staff will join the Verda James Elementary Staff in a half-day PD with a focus on Professional Learning Community work. We will work collaboratively in creating proficiency scales and common assessments.

The Summit Elementary Staff has been meeting in Flex PD doing a book study using the book - Teaching Literacy in the Visible Learning Classroom by Doug Fisher, Nancy Frey, and John Hattie.

Goal: By 2019, 85% of students in grades k-5 will be proficient in Reading as measured by the State RIT on the latest State Assessments.

Data: We have transitioned from NWEA and PAWS to Fastbridge and WYTOPS Assessments. At this time that information is not available.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Strategy: Strategy 1: Teach and Assess the NCSD #1 ELA curriculum in Grades K - 5.

Strategy 2: To implement the use of Flex Reading Groups to meet students where their need is and focus on Growth in reading for all students.

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

Timeline: 10/2015 - 5/2019

Focus this quarter: This quarter our focus remains on the work each grade level is doing in Professional Learning Communities. Students will continue to receive reading instruction in Flex groups using data harvested from common formative assessments to align instruction to need.

Results: FASTBRIDGE Assessments have been completed in grades K-3. Ms. Stephanie Shafer has worked with teacher teams at those grade levels to begin evaluating and deconstructing the results of those assessments.

Next Steps: Each grade level will continue to use common formative assessments to guide flex reading groups. We will begin our work on questions 3 and 4 (What do we do when our students are not learning? and, What do we do when our students have learned the material?) of the 4 essential questions of PLC work. Each grade level team will begin a more robust schedule of intervention and extension time based on the needs presented by those two questions.

Goal: To build a healthy and robust tier 1 and move toward a system of positive reinforcers.

Data: We received the results from our staff beliefs survey (available upon request). In implementing Proactive Classroom strategy 1 (smile) 149 out of 150 students surveyed reported a staff member or adult in the building had smiled at them that day. In implementing the 5 - 1 Strategy we were giving 2.5 specific positive reinforcers to every corrective.

Strategy: Each week in the Ted's Talk a new Proactive Classroom strategy is introduced and the principal visits classrooms and speaks with students about the implementation and effectiveness of that strategy. We met as a faculty to review our belief survey results. Eight staff members from Summit Elementary are attending the district PD offered by Diana Browning - Wright on MTSS.

Timeline: This work is a three year commitment ending at the end of the 2019 - 2020 school year.

Focus this quarter: We will continue our work with Diana Browning - Wright. A new Proactive Classroom Strategy will be introduced each week. Grade levels creating more defined systems of positive reinforcers is the main focus of our work toward this goal in the third quarter.

Results: Ongoing and contuing.

Next Steps: Grade level systems of positive reinforcers. Eight Members will attend the two days of PD with Diana Browning-Wright January 15 - 16, 2018 and March 20 - 21, 2018.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

University Park

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

Goal: By June 2018, 100% of University Park students will have a positive attitude and acceptable behavior as measured by surveys and behavior data. (AdvancED, Fastbridge, Caring Community, IC)

Data: SAEBRS (teacher)

General Behavior

At-risk 14.79%

Not at-risk 85.21%

Emotional Behavior

At-risk 29.59%

Not-at risk 70.41%

1st Qtr Discipline Data (Percent of students that received a citation or write-up.)

2017 15%

2016 16%

2015 23%

59% of our students are currently in the Caring Community

Strategy: Provide students with appropriate academic and behavior skills through the implementation of Health standards, Core Values, and research-based interventions aligned to the Multi Tiered Systems of Support. (Mind Up)

Timeline: August 2016-June 2019

Focus this quarter: This quarter we focused on teaching and recognizing positive behaviors across all grades. We have worked on becoming better aligned and consistent with our expectations as a school. Our Core Values and Bullying Proofing strategies are taught and reinforced each year. As of October 2018, all but 1 member of our staff have attended the Ron Clark Academy. Various parts and pieces of these strategies and skills are being implemented throughout every classroom. As of December 2018, 8 out of 15 staff have attended 4 of the 8 days of MTSS training.

Results: As shown above, our 1st quarter office referrals have decreased each year since the implementation of our Core Values and Bully Proofing strategies. Along with Bully Proofing, we have a Caring Community where the classroom community nominate peers living the Core Values. 1st quarter shows that 59% of our students K-5 are in the Caring Community! Our goal is 100% by the end of the year. In the fall, teachers did a SAEBRS (behavior screening) on each student. The data showed that about 15% of our K-5 students are at-risk with General Behavior, but our Emotional Behavior showed about 30% of our students are at-risk. This is a concern. Overall, our males have 5 times more behavior infractions than our females, and students receiving free and/or reduced lunch have 3 times more behavior infractions than the students who pay. The staff have been trained in the most pertinent information from the MTSS trainings during staff meetings or after school professional development, and are working on the implementation of these strategies each day. In addition, we most recently implemented Mind Up which is delivered to all grade levels by our counselor and classroom teachers. Students have responded well to the calming strategies being taught in Mind Up.

Next Steps: Grade level teams will continue to analyze individual student behavior data available in Fastbridge and Tableau. We are concerned about the high percentage of students at-risk with Emotional Behavior, as well

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



as the significant number of undesired behaviors in males versus females and those receiving free/reduced lunch versus those that pay. We will determine what we can do to better meet student needs in these areas. As a school, we also need to analyze the September to December data from the playground/cafeteria and classrooms, compare it to last year's data, then act accordingly. During our time bi-monthly MTSS meetings, we will continue to determine what information to disseminate to staff after more training is received by the team. We will keep making adjustments to our Behavior Action Plan for through the end of the year.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Verda James

“Learning Today, Leading Tomorrow”

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

Data: Data no longer accessible from TOMS - Focus is on Math Fluency as it was identified as an area of weakness in our learning Community.

Strategy: Every grade level will implement math fact fluency using ReflexMath.com into their math time. Kindergarten will use Fast Bridge numeral identification fluency for the first semester, switching to ReflexMath in the second semester.

Timeline: 10/1/17 - 6/1/18

Focus this quarter: Using ReflexMath.com - the goal is that each grade level will see an increase in fluency each month.

Results: Please use the following link for Data at Verda James.

https://docs.google.com/a/myncsd.org/document/d/1MOdsjfbRn_tfto9BYv7j2-_qrsQIHDMdeh5uotVKEG/edit?usp=sharing

Next Steps: Next Steps:

Goal teams, will continue to look for assessments that all grade levels have access to, but do not add to the amount of assessments being given already.

The goal team will also continue to discuss using math songs at lunch time and/or as part of our morning music.

Continue using RelexMath to monitor progress.

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

I recognize this is a transition year as well as we are migrating to a new basil series as well. I know we can use our work with proficiency scales to support our efforts in this area too.

Goal:

80% of Verda James students will be proficient or advanced in applying comprehension strategies when reading, using fall, winter, & spring FASTBridge CompEfficiency Screeners and the summative state assessment (Wy-TOPP) by June of 2018.

Data: Data will be pulled from a variety of resources depending on the grade level(s) involved: FASTBridge CompEfficiency (grades 2-5), Rigby (grade K-1), and high frequency sight words (K). We will look at spring WY-TOPP as a summative assessment and correlate it back to FASTBridge data and adjust our SMART goal accordingly.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Strategy: Intentional systematic teaching of comprehension strategies

Identify ELA power standards - Proficiency Scales work - ongoing

Each grade level will be making proficiency scales and then developing common formative assessments for each proficiency scale.

Timeline: 9/1/17 - 6/1/18

Focus this quarter: Our focus 1st quarter was on implementing Benchmark Advance interim assessments (our New ELA Basil Series). These assessments do not lend themselves to comprehension data, thus the ELA Goal Team is in the process of shifting our assessment to FASBridge.

Our focus 2nd quarter is to begin using the FASTBridge CompEfficiency Screener and to administer baseline testing using the assessments mentioned in the above Data section.

Results: See Link to Data Page:

https://docs.google.com/document/d/1MOdsjfbRn_tfto9BYv7j2-_qrsQIHdNMdeh5uotVKEg/edit

Next Steps: As a school we will work to progress monitor individual students and track progress using Screeners and targeted teaching.

Goal: Safe and Healthy Goal Team:

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

Data: See Data Link (data at the Bottom of the page)

Strategy: Monthly Recognition & Reteaching (school wide approach)

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

Implement MTSS strategies from trainings. (ongoing implementation and training)

Timeline: 9/1/17 - 6/1/18

Focus this quarter: •Continued the implementation of new Viking Ship Guidelines, 4 Be's matrix schedule and common recognition/reteaching schedule for the whole school.

•Members of the staff attended MTSS in Sept. and November of 2017.

•Members of MTSS implemented relationship strategy focuses for Nov. and Dec.

•Provided updated information to all staff, certified and classified. Members are collecting data. Will focus on procedural strategy rollout in January.

•Updated and added to the VJ Behavior Matrices. Provided small versions to all staff for common expectations and reteaching purposes. (including ESP Team)

•Purchased metal signs made of the matrices to hang on playground for community to see and use.

•Books were purchased by the library for use for social skills instruction and reinforcement os specific social skills.

•Looked at results of belief survey and wrote belief statement as a staff.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



- Began conversations and action steps for discipline versus punishment.
- Shared my perspective about education is the key to change not punishment as some stave indicated on "Belief Survey".

Results: Monthly data for student behavior shows we are maintaining about 95% of students in grades K-5 who are meeting the behavior requirements for recognition each month. We continue to discuss and reteach those who do not meet recognition within grade level teams. - See Data Link above...

Next Steps: Continue with data collection of behavior.

Look at SAEBERS data to determine health of tier one.

Provide Magnitude Scales training.

Continue implementing MTSS strategies.

Develop Crisis Plan/Extreme Danger developed for everyone.

Finalize Crisis Management Plan with Smaller ad-hoc team and submit plan.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Willard

Willard Elementary

Willard Elementary, Succeeding Today, Soaring Tomorrow

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

Data: Data: PAWS Reading Data

Date	Actual	Targets
May 2013 - PAWS	57.7%	
May 2014 - PAWS	49% - Partially Meeting	
May 2015 - PAWS	44% - Partially Meeting	44% - Partially Meeting
May 2016 - PAWS	55% - Meeting	50% - Meeting
May 2017 - PAWS	49% - Not Meeting	Meeting
May 2018		Meeting
May 2019		Exceeding

Data: WY-TOPP ELA -

	Low	At or Approaching	On or Above
Fall 5th Grade ELA Interim	74%	23%	3%
Fall 4th Grade ELA Interim	76%	18%	6%
Fall 3rd Grade ELA	65%	32%	3%

Strategy: Reading Achievement -

- Grade Level Collaboration using the P.L.C. Model
- Intermediate and Primary Collaboration using the PLC Model
- Inclusion/Co-Teaching
- Focus on Research Based Reading Instructional Strategies
- Read A Loud
- Word Work
- Guided Reading
- Differentiated Student Centered Workstations
- Vocabulary Development
- Alignment of CCSS within Whole Group Reading Instruction
- Identification of ELA Power Standards
- Common Formative Assessments
- Proficiency Scales
- Implementation of WY-TOPP Modules as an instructional tool

Timeline: 10/ 2014 - 5/2016

Focus this quarter: Willard Elementary Teachers and Staff have focused on the following items:
 Teachers will understand and analyze data received from FastBridge Universal Screening Tool
 Grade level teams have continued to work on developing and adjusting ELA common formative assessments
 Grade level teams have included strategies to implement writing centers into our school-wide instructional

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



framework

Grade level teams have continued to analyze data from common formative assessments to drive instruction and form enrichment and intervention groups.

General Education Teachers and Special Education Teachers have worked together to implement co-teaching strategies within whole group and small group ELA instruction.

Grade level teams will analyze data received from WY-TOPP interims to help drive instruction and form enrichment and intervention groups.

Grade level teams have selected a professional resource to continue their learning as professionals. The books by grade are:

Kindergarten - "7th Habits of Highly Effective People" by Stephen Covey

1st Grade/2nd Grade/3rd Grade - Transforming School Culture by Anthony Muhammad

4th Grade - Motivating and Inspiring Students

5th Grade - The Book Whisperer

Results: In 2017, Willard Elementary was considered a "Not Meeting School." Willard leadership and staff will continue to put systems into place that will focus our work around common formative assessments and how to properly use the data to drive our whole and small group instruction in the area of ELA.

Next Steps: Grade level teams will work to build systems to support data analysis. These systems will include how to share data with all members of the team, what our response will be to the data, and to align our grading practices. Using this data grade level teams will form intervention and enrichment groups, so we can better meet the instructional needs of our students. This work will be driven by our four guiding questions:

What do we want students to learn?

How will we know that students have learned?

What will we do when students don't learn?

What will we do when students learn quickly?

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

Data: Data: PAWS Math Data

Date	Actual	Targets
May 2013 - PAWS	80.9%	
May 2014 - PAWS	43% - Partially Meeting	
May 2015 - PAWS	39% - Partially Meeting	44% - Partially Meeting
May 2016 - PAWS	48% - Meeting	50% - Meeting
May 2017 - PAWS	36% - Not Meeting	Meeting
May 2018		Meeting
May 2019		Exceeding

Data: WY-TOPP Interim Math -

	Low	At or Approaching	On or Above
Fall 5th Grade Math Interim	90%	6%	4%
Fall 4th Grade Math Interim	94%	3%	3%

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Fall 3rd Grade Math Interim 85% 15%



Strategy: Grade Level Collaboration using the P.L.C. Model
Intermediate and Primary Collaboration using the PLC Model
Inclusion/Co-Teaching
Unpacking of Math CCSS
Differentiated Math Instruction
School-Wide Math Fact Fluency Focus
Alignment of CCSS within Math Instruction
Identification of Math Power Standards
Common Formative Assessments
Proficiency Scales
Classic K./Kindergarten/1st Grade - Bridges Number Corner
Implementation of WY-TOPP Modules as an instructional tool

Timeline: 10/ 2014 - 5/2017

Focus this quarter: Willard Elementary Teachers and Staff have focused on the following items:

Tier 1 Math Instruction

Teachers will understand and analyze data received from FastBridge Universal Screening Tool

Grade level teams have continued to work on developing and adjusting math common formative assessments

Grade level teams have continued to analyze data from common formative assessments to drive instruction and form enrichment and intervention groups.

General Education Teachers and Special Education Teachers have worked together to implement co-teaching strategies in math instruction.

Willard Leadership team worked to build a master schedule that would allow all students to have access an intervention or enrichment group in the area of math.

Grade level teams will analyze data received from WY-TOPP interims to help drive instruction and form enrichment and intervention groups.

Results: In 2017, Willard Elementary was considered a "Not Meeting School." Willard leadership and staff will continue to put systems into place that will focus our work around common formative assessments and how to properly use data to drive our whole and small group instruction in the area of math.

Next Steps: Grade level teams will work to build systems to support data analysis. These systems will include how to share data with all members of the team, what our response will be to the data, and to align our grading practices. Using this data grade level teams will form intervention and enrichment groups, so we can better meet the instructional needs of our students. This work will be driven by our four guiding questions:

What do we want students to learn?

How will we know that students have learned?

What will we do when students don't learn?

What will we do when students learn quickly?

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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

Data: Behavior Data

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total for Year
2016/2017	80%	73%	75%	81%	78%
2017/2018	86%				
2018/2019					

Data: SABERS Screener - Percentage of K-5 Students Considered At-Risk in each Category

SABERS Screener	General	Academic	Emotional	Social
Fall 2017	24.26%	22.28%	48.51%	24.64%
Winter 2018				
Spring 2018				

Behavior Belief Survey Results

80% or higher = Good - Staff had beliefs in the desired direction (supportive)

70% to 79% = On the Bubble

69% or less = Area of Concern

Relationship: 98%

Collaboration/Consistency: 97%

Prevention/Proactive: 89%

Self - Efficacy: 87%

Positive Reinforcement: 84%

Intentions to Implement: 84%

Work Overload: 83%

Mission/Scope of School: 81%

Equity: 80%

Ownership/Responsibility: 70.5%

Punishment: 68%

Strategy: Behavior Support

All students will have access to classroom/buddy classroom break zones

All staff will use the identified magnitude scale when reporting behaviors

All staff will use a 4 intervention protocol when supporting students through behaviors and calling for assistance with behaviors of 1 through 3 on the magnitude scale

All staff will implement the selected social/emotional curriculum - Caring School Communities

Implement a universal system to teach school wide behavior expectations

Create a Behavior Leadership team that will disseminate content to Willard staff from district level training.

All students will have access to Buddy classrooms twice a month and Eagle Groups twice a month

All students will have access to the following Positive Reinforcement Menu

Student VIP

Winning Wednesday

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Fabulous Friday

Eagle's Nest Cafe

Quarterly Behavior Baskets

Quarterly Pancake Breakfasts

Principal 100 Board

Classroom Positive Reinforcement Menus

Timeline: 9/2017 - 5/ 2019

Focus this quarter: Behavior Leadership team shared results from our building Belief Survey with all staff
MTSS behavior team shared information on

PBIS school-wide systems

Implementing PBIS with fidelity

Token economy

5:1

Being intentional when awarding students a token for following one of the 4 expected behaviors

Results: Our first quarter results have a positive trend according to our collected behavior data. Students are beginning to use the classroom break zones to calm down, rather than showing physical aggression or leaving the classroom.

Next Steps: From the 16 Proactive Classroom Management Strategies, Willard staff has selected and dedicated efforts to the following:

5:1

Meeting and greeting students at the classroom door each morning

Recognizing students with eagle tokens - being very intentional when awarding a token, so students know exactly why they were given the token.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

District Athletics and Activities Department

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

Goal: Goal 1: By May 2019, student participation (engagement) in co-curricular activities offered K-12th grade will be supported, tracked, analyzed and shared district-wide in order to foster Academy Based Learning, prepared graduates, student participation rate in co-curricular activities and graduation rate of 85% or above.

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

Actual	Targets
May 2013 = 71%	
May 2014 = 73%	
May 2015 = 67%	May 2015=75%
May 2016 = 70%	May 2016=77%
May 2017 = 67%	May 2017=79%
May 2018 =	May 2018=82%
May 2019 =	May 2019 =85%

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

Actual	Targets
May 2013 = 48%	
May 2014 = 50%	
May 2015 = 45%	May 2015=52%
May 2016 = 54%	May 2016=54%
May 2017 = 46%	May 2017=56%
May 2018 =	May 2018=58%
May 2019 =	May 2019=61%

Strategy: Strategy: Increase 12th grade engagement in co-curricular activities 2% or higher annually by supporting co-curricular activities k-12th grade which generate high levels of student participation, engages students in real life lessons and support academy based learning. Student participation data is collected twice per year.

The participation data plus student, coach, sponsor and parent feedback provides the information necessary to determine if the activity meets the school's and district's goals and expectations

Timeline: 10/2014-6/2019

Focus this quarter: The focus this quarter was to collect mid year co-curricular participation data for grades 6th - 12th grades in order to compare mid year data with previous years and to determine if the data shows if we our on track to meet or overally 2017-2018 goal of 82%.

Our focus was also to complete the graduation rate data for 12th grade students participating in co-curricular activities in 2016-2017.

Results: Six of our eight secondary schools reported mid year co-curricular participation data. The schools reporting were CCA/FMS = 78%, Centennial = 57%, CYMS = 72%, Midwest = 75%, NC = 33%, KW = 43%.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



The end of the year goal is 82% which has proven difficult to accomplish when combining high school co-curricular participation data with middle level data. Roosevelt has not reported co-curricular participation data since moving into their new building. Dean Morgan did not report mid year data due to a new AD/AAF having difficulty finding time to enter the data before the December 15 deadline.

I am encouraged by the middle level participation data reported, it looks to be on target to meet last years goal of 79% as well pushing on achieving this year's goal of 82% participation rate for the 2017-2018 school year.

I am also encouraged with KW's participation mid year data (43%) as it is nearing the 2016-2017 end of year co-curricular participation rate of (53%). There is the potential for the KW end of year participation data to be between 60 & 70%.

NC's mid year report is similar to last year. It is not an encouraging number however NC does not usually collect their participation numbers from clubs and activities until the second half of the year. I expect to see NC also at the 60 to 70% participation rate by May 15, 2018.

I think that participation in co-curricular activities data will continue to stabilize and grow at the high schools as the final stages of construction are completed.

Next Steps: Finalize graduation rates for 12th grade students participating in at least one co-curricular activity in 2016-2017. Work with Roosevelt and Dean Morgan to enter their mid year and end of year student participation in co-curricular activities. Share the mid year participation rates with the schools reporting and congratulate and encourage them to keep co-curricular engagement as a primary focus for the remainder of 2017-2018 school year.

As a department, this upcoming quarter will be our busiest quarter of the year while working with fewer experienced people to do the work in all of our areas of work. It will be a time for us to focus on our strengths, focus on one event at a time and support each other in all areas of our work and life.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



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 as measured by AdvancEd Customer Satisfaction Surveys. (Teaching and Assessing for Learning, Indicator 3.1)

Data:	Targets	Actual
	2016= 80%	2016 = 85.5%
	2017= 80%	2017= 85%
	2018= 80% or higher	2018=
	2019 = 80% or higher	2019 =

Strategy: Strategy 1: Early Childhood - School Readiness

Action: Accredited Preschool Programs

Data: NAEYC Family and Teacher Annual Surveys, NAEYC Annual Report, and CPAA or FAST

End of Year Assessment

Action: Collaboration with Community Early Childhood Agencies (NCECA)

Data: End of Year Community Event Summary

Action: WE READ

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

Timeline: 9/2016 - 5/2019

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

Accredited Preschools:

Our NCSD Preschool Programs are all full except for Lincoln with two openings. Those openings will be filled as we begin the second semester. The enrollment at each school is as follows: Bar Nunn - 36, Cottonwood - 36, Evansville - 36, Journey - 36, Lincoln - 52, Midwest - 3, Mountain View - 27, Pineview - 18, University Park - 28, and Willard 36. This is a total of 308 students enrolled in NCSD Preschool Programs.

Collaboration with Early Childhood Agencies (NCECA):

The Natrona County Early Childhood Alliance meets monthly. On November 14, 2017, the Alliance sponsored an Early Childhood Round Table Event at the Ramkota for preschool and childcare providers in Natrona County. The topics of the event were Brain Architecture and Kindergarten Readiness. Approximately 65 providers participated. The Alliance is currently planning and Preschool Fair, which will be held on February 3 at the YMCA Field House. This is an opportunity for preschool parents to connect with local agencies and to learn about events and providers in the community.

We Read:

Elementary Librarians worked with the Director of Differentiation and Early Childhood to select We Read books for students in grades K - 3 for the months of March, April and May 2018. A total of 4525 books were purchased locally for this three month period. The books have been received, inventoried and packaged for delivery to elementary school in February. In February the team will work to select and order books for the summer months from our other local bookstore.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Results: Results: Early Childhood - School Readiness

Accredited Preschools:

Three hundred eight students are participating in nine preschool programs in our district's NAEYC accredited schools.

Collaboration with Community Early Childhood Agencies (NCECA):

Preschool and Childcare providers have the opportunity to participate in professional development at Early Childhood Round Table events. Families with preschool children have opportunities to connect with agencies and providers to support in readying their children for kindergarten.

We Read:

All Kindergarten through third grade students in Natrona County are building a home library with books distributed monthly to them through the We Read Program. By the time they finish third grade, each child should have a collection of 48 titles that have been carefully selected for them by teachers and librarians in our district.

Next Steps: Next Steps: Early Childhood - School Readiness

Accredited Preschools:

Preschool teachers will collaborate monthly taking turns hosting the meeting at each of their schools. The host school will provide demonstrations or hands on learning opportunities for their colleagues based on needs identified in the feedback from the NAEYC Accreditation Process.

Collaboration with Community Early Childhood Agencies (NCECA):

Members of the NCECA will continue to collaborate monthly to help families in our community understand the importance of school readiness. The Alliance will continue to host provider and family events to reach that goal. This coming quarter the team will collaborate to help incoming kindergarten students and their families register for kindergarten (online) as well as provide recommendations to parents about which of our kindergarten opportunities (Classic K, Traditional K, Advanced K, Dual Language K) are most appropriate for their child.

We Read:

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

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

Data: Data:	Targets	Actual
	2016= 80%	2016 = 85.5%
	2017= 80%	2017= 85%
	2018= 80% or higher	2018=
	2019 = 80% or higher	2019 =

Strategy: Strategy 2.: Differentiated Learning Opportunities

Action: Differentiated Kindergarten (Classic K, Traditional K, Advanced K)

Data: End of Year Family and Teacher Surveys and NWEA or FAST End of Year Assessment

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Action: ESL HUB/SIOP Programming

Data: ACCESS Assessment

Action: Multi-Tiered Systems of Support (Academic/Behavioral)

(Tutoring, Behavioral Interventionists, Foundations, Co-teaching, ABLE)

Data:

Action: SPED Support

Data: End of Year Report (Obs./Eval, Collaboration, etc.)

Action: Library Services Support

Data: Annual Librarian Survey

Timeline: 9/2016 - 5/2019

Focus this quarter: Focus this Quarter: Differentiated Learning

Differentiated Kindergarten:

Classic Kindergarten teachers, principals and the Director of Differentiation and Early Childhood have met to establish an updated mission, vision, goals and action plan. Through this process new systems have been put in place to help with kindergarten screening and placements.

ESL Programming:

ESL teachers, the ELS Program Leader and Director met together five days to create a guaranteed and viable English Language Development (ELD) curriculum, aligned with our NCSD Curriculum, for our ESL Hub schools. The Draft Curriculum has been submitted to C & I Leadership for approval. Incoming 2018-19 Kindergarten students are being assessed for qualification for ESL programs and parents are being given information about our ESL Hub Schools.

Multi-Tiered Systems of Support:

Our MTSS Facilitator and our Director of Differentiation and Early Childhood are attending MTSS training in Lander provided by the Wyoming Department of Education. The training focuses on academic tiers of support with a bit of training in the area of behavioral tiers.

Seventeen of our elementary schools have participated in four days of MTSS Behavior Training focusing so far on implementing a positive tier 1 strategies. Diana Browning Wright comes to Casper for this training.

Library Services Support:

With the decision being made to close Library Services at the end of the 2017-18 school year, our Library Services Records and Office Assistants have been training elementary librarians how to select, purchase, catalog and process books for their own libraries. Plans are continually being updated to allow for schools to be ready for the change by the fall of 2018.

Results: Results: Differentiated Learning Experiences

Differentiated Kindergarten:

The new systems put in place through the updating of mission, vision, goals and action plans has allowed the Classic Kindergarten Teaching team to have more direction in their work with children. They have updated their curriculum maps to better fit the need of their students and to allow similar activities across the three programs. The new systems have helped to streamline the Kindergarten Screening process. This year volunteer Classic K and Traditional K teachers are doing the screenings after school between 4:00 and 6:00 p.m. for eight afternoons in January. This is an attempt to help parents select the appropriate kindergarten program for their children based on data and on parent preference.

ESL Programming:

NCSD K-12 ESL teachers have been reassured that their job is to help students learn the language that is necessary to learn the NCSD Curriculum, but that the classroom teachers are responsible for content of the curriculum. They have begun to teach using the DRAFT curriculum that has been submitted for approval. This

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



assures that ELL students, regardless of which ESL hub school they attend, will be provided with similar learning pathways.

Multi-Tiered Systems of Support:

Elementary Schools participating in the Diana Browning Wright Behavior training are beginning to put the MTSS systems in place in their schools. Support for this is available throughout the Director of Special Education and the Director of Differentiation. Each school has had a visit between trainings from the MTSS Leadership Team to provide support as needed. Each elementary school participating has created an MTSS Behavior plan which includes staff training, data collection and sharing and planning for the future.

Library Services Support:

Collaboration between school librarians has created opportunities for training and learning.

Next Steps: Next Steps: Differentiated Learning Experiences

Differentiated Kindergarten:

Once Kindergarten Screenings are complete in January. Parents will be contacted with the results from the Kindergarten screenings by phone or by U.S. mail. Classic K teachers and principals will meet with the Director of Differentiation and Early Childhood to prioritize student needs and to place children into Classic K classes (with parent permission.)

Advanced Kindergarten teachers and administrators will undergo the same process.

ESL Programming:

Once the Draft ELD Curriculum is approved by C & I Leadership, the ELD Curriculum tea, will begin to work on the validation piece. This work will be lead by the ELL Program Director on Feb. 16, an NCSD Professional Development Day. Validation of the curriculum will continue through December of 2018.

Multi-Tiered Systems of Support:

Elementary Schools will begin to learn about Tier II behavior supports with Diana Browning Wright. Schools not in the behavior training as well as secondary school may receive MTSS information through the Directors of Differentiation and Special Education with follow up from Behavioral Interventionists as needed.

Library Services Support:

The Library Services Office and Records Assistants will finish training elementary librarians and begin to weed elementary libraries that are going to be closing at the end of the 2017-18 school year. They will assist with the packing and storing of the books and materials in the libraries of the schools being moth-balled. In April the assistants will begin to distribute book sets from the Lending Library to classroom teachers who are interested in housing the books for their own classroom use.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18

Focus this quarter:

Results:

Next Steps:



Maintenance and Custodial Services

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

Goal: By June 2019, the Maintenance and Custodial Services will achieve 80% satisfaction on customer surveys.

Data: Stakeholder Satisfaction Rating:

FY 16/17 = 92.30%

FY 17/18 = Not available

FY 18/19 = Not available

Outstanding work order benchmarks established 10/2014:

0-30 days: 67% 31-60 days: 13% 61- 90 days: 8% 91-120 days: 4%

120+ days: 9%

Strategy: Monitor and improve identified department programs and processes that will achieve our outstanding work order benchmarks.

Timeline: 10/2014 – 6/2019

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

- a. Ensure effective documented processes
- b. Design, initiate, implement and monitor effective processes for all stakeholders

Results: Outstanding work order benchmarks 12/31/2017:

0-30 days: 69% 31-60 days: 12% 61- 90 days: 9% 91-120 days: 5%

120+ days: 5%

Total number of outstanding work orders:

12/31/17: 394 12/31/16: 546 12/31/15: 401

12/31/14: 575

Total number of work orders completed:

10/01/17 thru 12/31/17: 2,495 10/01/16 thru 12/31/16: 2,296 10/01/15 thru 12/31/15: 2,387

10/01/14 thru 12/31/14: 3,184

Annual and YTD number of work orders completed:

FY18 (7/1/17 thru 12/31/17): 6,349

FY17 Number of completed work orders: 11,657

FY16 Number of completed work orders: 11,351

FY15 Number of completed work orders: 12,431

Our work to successfully reduce overtime has reduced the number of work orders that we were able to complete compared to FY14/15.

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Overtime reduction efforts:

FY15 to FY16 overtime reduced by an additional: 57.65%

FY16 to FY17 overtime reduced by an additional: 54.28%

FY17 YTD to FY18 YTD (July thru November) overtime reduced by an additional: 77.68%

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

- a. Ensuring effective documented processes are in place
- b. Designing, initiating, implementing and monitoring effective processes for all stakeholders
- c. Begin to us School Dude work order “Key Performance Indicators” (KPI) to monitor our efficiencies and service delivery to our customers

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.

Data: None to report

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

Timeline: 10/2014 – 6/2019

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

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

Results: A new Departmental Resource Google portal for the Maintenance and Custodial Services Department was developed last quarter. Valuable information can found in the portal (e.g. snow plans, floor plans, contact information, procedures and protocols, equipment specifications, safety information, etc....) Shown below is how to access the resources available using this portal.

You need to be logged into your Google e-mail account.

Then Login to Employee On-line

Click on Departmental Resources on the right hand of the screen

Click on Maintenance and Custodial

Click on Maintenance

Emergency Call Out List - “Completed”

Facilities and Maintenance Protocols and Specifications - “Completed”

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Maintenance Operational Plans - "Completed"

Playground Inspection Reports - "Completed"

Work Order Submittal Process - "Completed"

Click on Custodial

Contact Information - "Completed"

Cleaning Processes - WIP

Custodial Handbook – WIP

Custodial Protocols – WIP

Custodial – Warehouse Chemical Product and SDS Information - "Completed"

District Custodial Equipment Standards-Maintenance and Operational Information - "Completed"

Safety Procedures - WIP

Site Based Custodial Maintenance Responsibilities - WIP

School Dude Work Request - "Completed"

Next Steps: The Maintenance and Custodial Services Department staff continues to identify processes that:

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

This quarter, the Director of Maintenance and Custodial services will present a draft plan at a Human Resources and District Services Stakeholder meeting to develop an automated preventive work order system for site-based custodians that will remind them when equipment needs to be serviced and schedule next services (e.g. filters changed, fire extinguisher inspections, eye wash station inspections, oil and/or grease building equipment, roof drain inspections, door hardware inspections, security camera inspections, etc.) This system will positively improve the longevity of the building systems, enhance customer satisfaction if the equipment is being serviced on a timely manner, and reduce the number of premature equipment failures (e.g. loss of building heat or cooling, access management problems, etc.) This was previously shared with custodians at our recent custodial training and we received very positive feedback in pursuing this program. Our plan is to identify three locations that we can collaboratively work with staff to identify site-specific processes that will be incorporated into the School Dude custodial inspection and maintenance program. Site-based routine maintenance and inspections have been identified and will be shared with these locations for feedback and assistance in implementing. This work is not additional work for our custodians but work that is already part of their job duties and responsibilities. Our work is to bring a consistent process and an awareness that this work needs to be performed at their locations at scheduled intervals.

We also developed a process that will be implemented that records the type of training that was provided to site-based custodial or other staff on building systems maintenance and inspection responsibilities that will be signed by attendees and stored in Google Drive.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



Results:

Next Steps:

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Research and Assessment

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

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

Data: 94 School Visits for Quarter 1 and 2

27 Schools and/or programs

Strategy: Meet with building leadership teams/Collaborative to discuss data results, determine what it means, and how to use it. Developing formative assessments through a systematic approach.

Timeline: 09/2015-05/2019

Focus this quarter: Implement formative assessment in PLC through a systematic approach.

Results: In Quarter 2 17-18 there are 15 schools using a systematic approach.

Next Steps: Continue the work.

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: WY-TOPP Fall interims were successfully launched per feedback from schools. 8 meetings with IT, 1 1/2 day training with WDE. ALL AFs trained

Strategy: Training and deployment of WY-TOPP

Timeline: 2017-18

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

Results: Feedback was positive. Concerns with the length of the interim assessments from the building level (see survey data)

Next Steps: Continue to monitor deployment, training for the summative assessment 3-10, training for the interim assessment grades 1-2

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: Three AF meetings held, 1 Wy-TOPP training

Strategy: Monthly meetings with set agendas

Timeline: 8/2015-5/2019

Focus this quarter: Training of new AF and WY-TOPP training

Results: Three AF meetings held, 1 Wy-TOPP training (see website and Agenda/Minutes)

Next Steps: Continue with monthly meetings

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

SESC

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

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

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

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

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

Timeline: 2014-2019

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

FLS teachers met in December to continue work on FLS assessments.

Results: CY middle school which began co-teaching implementation 3 years ago has met requirements in the Wyoming accountability model and is the first middle level to do so who has implemented co-teaching. The LRE rate for NCSD has improved on the latest report card to 70.2%.

Next Steps: FLS assessments are continuing to be worked on and will be completed by the end of the 2017-18 school year. We will then begin work on the ELA assessments.

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

Data: According to the 2016-17 report card from WDE. NCSD graduation rate for students with disabilities in the 4 year co-hort is 62.96%. The state target is 85%.

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

Timeline: 2014-19

Focus this quarter: Student Audit results are in. Shared information with high school special education teams- New data needs gathered at beginning of 2nd semester.

Continued support from transition facilitators for implementation of transition plans.

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

Results: Indicator 14 interviews with parents/ students were completed. Data indicated we did not meet indicator 14 with WDE, but were less than 1% from meeting 14B, less than 4% from 14C, and less than 7% from 14A.

Graduation Rate increased over 16% from the previous year with the 4 year cohort.

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

Transition facilitators will continue to meet with high school teams to do a student audit of courses, information,

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



and graduation trajectory for students with disabilities. Teams are meeting to determine next steps for students not on track and support for them.

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

Data: At the end of quarter 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: *Provide options to meet the needs of all students with behavioral challenges

*Provide an interim alternative educational setting providing intensive, targeted behavioral interventions that will address personal/social needs, academic instruction and student interventions with positive behavior supports K-2.

*Provide training to staff who support students with behavioral challenges

*Continue to work with Behavior adhoc group to determine planning and support for 2017-18 school year. 16 schools have begun work with MTSS and behavior with Diana Browning Wright beginning Fall 2017. The first four days of training have occurred. Days 5 and 6 are January 16-17. Buildings have begun to develop action plans for implementation. They have belief survey data, SAEBRS universal screening data, and will analyze office referral data.

Timeline: 2014-19

Focus this quarter: This quarter has focused on the work with schools and Diana Browning Wright. Each school has taken information from the training and begun implementation plans at their site. In addition, each school did a belief survey, have done the SAEBRs universal screening and will analyze office referral data in the next session.

The Behavior Interventionists have been providing support across buildings: So far this year they have provided schoolwide trainings, done 1 SET eval with an elementary, and implemented a new curriculum for Tier 3 students (First Step Next).

Results: We currently have 29 students with tier 3 behavior status

Next Steps: Continued work with Diana Browning Wright with next training happening on Jan 16 and 17. This training will begin to look at office referrals and utilize the Fast Bridge System for universal screening for behavior.

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

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps:

Teaching and Learning

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

Goal: Goal 1: By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming's nine content area standards.

Data:	Actual	Targets
	2014	Baseline = 1/9
	2015= 3/9	2015= 3/9
	2016= 5/9	2016= 5/9
	2017= 8/9	2017= 7/9
	2018=	2018= 9/9
	2019 =	2019 = start 2nd cycle

Strategy: Strategy 1: Develop a system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014 - 6/2019

Focus this quarter: Principals and Instructional Facilitators continue to support teachers as they implement the ELA, Health, Physical Education and Fine and Performing Arts Curriculums. Teachers are in the midst of teaching and providing feedback (through the validation process) on the draft Social Studies (Year 2), Foreign Language and Career and Vocational curriculums. The Science Subject Area Committee is established and has begun developing the draft curriculum which will be complete by May 2018.

Results: November 3, 2017 NCS D Professional Development Day - ELA, Health/PE, SS, FPA, FL and CVE standards' implementation led by subject area committee members, school staff in coordination with Curriculum and Instruction. The purpose of the PD is to facilitate discussion of teachers with grade level or content peers for deeper understanding of curriculum, assessment and instruction.

November 3, 2017 PD - Overall Data

Did you develop a deeper understanding of the NCS D Curriculum(s) (Outcomes and Components) as a result of today's PD? (174 responses) Yes - 77% No - 23%

Did you have an opportunity today to apply curriculum knowledge through reflection, validation, and/or planning?(174 responses) Yes - 83% No - 17%

On February 16, 2018, I would prefer to: (174 responses)

67% - Continue to collaborate with district content teacher colleagues
with my school colleagues

21% - Collaborate

12% - Other

English Language Arts - Natrona County School District teachers are implementing the adopted curriculums. The first quarter Articulation Committee was on September 20, 2017.

Health – Natrona County School District teachers are implementing the adopted curriculums. The first quarter Articulation Committee was on October 18, 2017.

Fine and Performing Arts – Natrona County School District teachers are implementing the adopted curriculums. The Fine and Performing Arts Subject Area Committee made adjustments to the K-8 Music Curriculum as a result of the changes in band and orchestra offerings at elementary schools beginning the 2017-2018 school year. The Comment Period for this revision was Oct 17 - Nov 14. Day One of resource selection conversations began on Oct 17, 2017. Conversations continued with all FPA staff on the November

Strategic Plan Quarterly Update

Quarter 2 - 2017-18



3rd PD Day. The first quarter Articulation Committee was on September 20, 2017.

Physical Education - Natrona County School District teachers are implementing the adopted curriculums. Day One of resource selection conversations began on Oct 30, 2017. Conversations continued with all PE staff on November 3rd PD Day. The first quarter Articulation Committee was on October 18, 2017.

Social Studies (Year 2), Foreign Language and Career and Vocational Education - Natrona County School District teachers are implementing and validating the draft curriculums.

Science Subject Area Committee - A science standards timeline was established and shared with principals and C and I stakeholders. The 45-member SAC represented by K-5 (19, all but 3 elementary schools), K-8 (2), K-12 (4) CSF, MW, 6-8 (11) 1-3 members per school, 9-12 (9) 1-4 members from KW, NC, RHS) began writing draft curriculum on December 12 and 13.

Next Steps: English Language Arts - The next Articulation Committee meeting is January 17, 2018. Results from the follow-up book list survey will be analyzed.

PE and Health - The next Articulation Committee meeting is on February 21, 2018.

Fine and Performing Arts Subject Area Committees - Resource selection recommendations will be made on February 22, 2018 after an opportunity for all teachers to contribute suggestions on the February 16, 2018 PD Day. The next Articulation Committee meeting is on January 17, 2018.

Physical Education Subject Area Committees – Resource selection recommendations will be made on February 21, 2018 after an opportunity for all teachers to contribute suggestions on the February 16, 2018 PD Day.

Foreign Language Subject Area Committee - Phase 1 of validation is on January 26, 2018.

Career and Vocational Education Subject Area Committee - Phase 1 of validation is on January 25, 2018.

Social Studies Subject Area Committees – Phase 4 of validation is on January 24, 2018.

Science Subject Area Committee - The committee will continue writing the draft curriculum on February 6-7 and March 5-6, 2018.

Goal: Goal 1: By May of 2019, develop a system (including implementation, monitoring/adjusting, and sustaining) to support school improvement in which the workforce engages students in learning aligned to Wyoming's nine content area standards.

Data:	Actual	Targets
	2014 Baseline = 1/9	
	2015= 3/9	2015= 3/9
	2016 = 5/9	2016= 5/9
	2017= 8/9	2017= 7/9
	2018=	2018= 9/9
	2019 =	2019 = start 2nd cycle

Strategy: Strategy 2: Develop a coaching system (including implementation, monitoring/adjusting, and sustaining) in which standards implementation is continuously improved.

Timeline: 10/2014-6/2019

Focus this quarter: The Director of Teaching and Learning continues to lead one full-time and two half-time Standards' Leads in facilitating teachers to develop an NCSD curriculum in all nine content areas. There are 11 FTE dedicated to building-based Instructional Facilitators. All work will be grounded in the strategic plan of each building and district efforts toward implementing a guaranteed and viable curriculum. IFs and district coaches will meet the first Friday of each month to strengthen Core Competencies, participate in collaboration with other IFs and attend the monthly Principal PLC Cohort with their principal(s).

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Results: The first Coaching Learning Fridays was on December 1, 2017. Agenda items included Guiding Principles, IF funding source changes for this year (2017-18), Core Competencies, Supporting Curriculum & Instruction - Unpacking Protocols and Professional Conversations. The second meeting is January 5, 2018. The Principal Professional Learning Community Cohort Meetings gathered on October 19 (Sheridan Guests), November 16 and December 14. The goal of the the principal cohort this year is to become a high functioning Professional Learning Community, leading school PLCs well to ensure student learning.

Next Steps: Coaching Learning Fridays will continue the first Friday of each month enriching Core Competencies. Data was collected from the November 3, 2017 District PD Day. The data and structure for the February 16, 2018 District PD Day was shared with principals at the December admin meeting. Art, Music and PE will continue to meet K-12, while other content areas will meet as school or combined school PLCs. The Principal Professional Learning Community Cohort will collaborate on January 11, February 15 and March 15.

Goal: Goal 2: 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: Actual	Targets
2015= Baseline Year	
2016= 74%	2016= 74%
2017= 80%	2017= 80%
2018=	2018= 84%
2019 =	2019 = 88%

Strategy: Strategy 3: Improve efficiency and effectiveness of operations for coaching services (IFs), and communication on standards' implementation.

Timeline: 7/2015-6/2019

Focus this quarter: Coaching Services – “Guiding Principles for NCSD Instructional Coaching” Standard Operating Procedure was revised and shared with district coaches on December 1, 2017.

Articulation Committees – Dates, times, locations, and agendas have been communicated through Admin News, Staff News and the Curriculum Collaboration Google Site for K-12 Articulation Committees in Math, English Language Arts, PE/Health, and Fine and Performing Arts. Dates for Math are Oct 18, Dec 13, Feb 21, and April 18. Health/PE are set for Oct 18, Dec 13, Feb 14, and April 18. English Language Arts dates are Sept 20, Nov 15, Jan 17, and March 21. Fine and Performing Arts are scheduled on Sept 20, Nov 15, Jan 17, and March 21.

Results: Coaching Services – Coaches met on December 1, 2017 to build on Core Competencies.

Articulation Committees - Math met on October 18 with seven attendees and December 13 with five attendees. Topics continue around math resources and alignment of expectations among elementary, middle and high schools. English Language Arts met on November 15, 2017. The four attendees reviewed the updated results of the suggested/protected book list survey and the district professional development day. The four members made recommendations for the protective/suggested book lists. The recommendations were sent out to teachers for feedback. Suggested/protected ELA book list - Part II (suggestions from articulation meeting) and the results will be reviewed on January 17, 2018. Three teachers attended the FPA meeting on November 15, 2017.

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No members attended the PE/Health meeting on October 18 or December 13, 2017. Agendas and sign-in sheets were prepared and minutes were taken for all articulation meetings.

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

Articulation Committees – English Language Arts is scheduled to meet on January 17 and March 21, 2018. Fine and Performing Arts is scheduled to meet on January 17 and March 21, 2018. Math is scheduled to meet on February 21 and April 18, 2018. PE and Health are scheduled to meet on February 14 and April 18, 2018. Agendas will be prepared and minutes will be taken. Communication will continue in Admin and Staff News, as well as principal and stakeholder meetings.

Goal:

Data:

Strategy:

Timeline:

Focus this quarter:

Results:

Next Steps: